



European Year for **Active Ageing**  
and **Solidarity between Generations 2012**



## REPORT

### THE 18<sup>TH</sup> ANNUAL MEETING OF ENOTHE

18 – 20 October, 2012

Vilnius University, Vilnius, Lithuania



### THE EUROPEAN YEAR OF ACTIVE AGEING AND SOLIDARITY BETWEEN GENERATIONS



**About the year:** The year is intended to

- Raise awareness of the contribution that older people make to society.
- It seeks to encourage policymakers and relevant stakeholders at all levels to take action with the aim of creating better opportunities for active ageing and strengthening solidarity between generations. (Source: [www.europa.eu/ey2012](http://www.europa.eu/ey2012))

## **THURSDAY, 18 OCTOBER 2012 (RESEARCH / TUNING / EDUCATION MEETING DAY)**

### **1.1 Welcome to Vilnius and University of Vilnius**

#### **Appendix 1.1**

### **1.2 Welcome to the 18<sup>th</sup> Annual Meeting** (Mrs. Anne Lawson-Porter, ENOTHE President)

#### **Appendix 1.2**

### **1.3 Competences 2020 – The changing Global Society. Tuning Competences referring to Future Competences for OT/ WFOT Revised Minimum Standards** (Mrs. Gitte Mathiasson, ENOTHE Co-ordinator)

#### **Appendix 1.3**

## **MORNING PARALLEL SESSIONS**

### **2.1 MatchPol –A development project which aims to enhance connection of Bachelor - thesis to clinical practice** (*Anne Hove, Metropolitan University College, Denmark*)

The purpose was to present and discuss the development project MatchPol aiming at strengthening the focus on practice in bachelor-thesis. This in order to both enhance our relevance towards our recipients and enhance students' skills in understanding the needs and opportunities for practice development as well as enhancing their capacity to develop solution-oriented practices. MatchPol is an inter-professional project undertaken at Metropolitan University College. The project facilitates the development of opportunities for students in professional degree programs to link their bachelor-thesis to practice, or research and development units. The realization of the objectives was achieved through:

- competency development of BA- supervisors,
- MatchPol website ([www.matchpol.dk](http://www.matchpol.dk)),
- development of guidance and collaboration tools for BA- supervisors, students, practice
- templates for collaboration agreements,
- develop and implement Match Forum

Moreover, the purpose of the presentation was to share empirical experiences and discuss the development of student skills through bachelor-thesis with strong emphasis on involvement of practice

- Keywords: Bachelor-thesis, link to practice, framework, competences

#### **Appendix 2.1**

## **2.2 Sharing research activity and developing ideas for future collaboration** *(Fenna van Nes, Amsterdam University of Applied Sciences, The Netherlands) Professor Chris Mayers (York St John University, UK)*

Introduction: Occupational therapists and occupational scientists are committed to meaningful occupation for all age groups and so this must include those in the older age group. We need to evaluate what we do and undertake research to enable 'Active Ageing'.

This workshop was facilitated by two members of ECOTROS with the aim of giving opportunity for participants to hear about research being undertaken with older people; and to share ideas for future research.

Working Method:

- introduction by facilitators
- short presentations by participants undertaking research with older people;
- sharing ideas for future collaborative research;
- opportunity for support for participants undertaking research;
- depending on the size of the group, there will be opportunity for participants to discuss in small groups
- Conclusion

Outcome of the workshop:

- Information was recorded and circulated to all participants.
- This information was to be shared with all attending the conference in the final session.
- COTEC, ENOTHE and ECOTROS wish to hear about all research going on in this area and so the studies discussed at this workshop can be added to their database.

## **Appendix 2.2**

### **2.3 Occupational Therapy Students' Perspectives of the 'Headstart' Widening Participation Programme** *(Elizabeth McKay, Alice Mackenzie (staff); Linda Gnanasekaran; Debbie Kramer-Roy; Wendy Bryant Brunel University, UK)*

Across Europe there is a drive to include students from non standard entry backgrounds onto occupational therapy programmes. Over the years, at Brunel University the profile of BSc Occupational Therapy students has included individuals with significant prior work experience in diverse areas or who have completed Access to higher education courses, and/or have had a break of 5 years plus in their education. Therefore, the Division of Occupational Therapy has actively contributed to the 'Headstart' programme, one of the university's initiatives to widen participation for such students at Brunel. A number of occupational therapy students have participated in the programme over the past two years.

This paper aimed to present the findings of a research project which examined the perspectives of 'Headstart' students on their experiences of the programme. Student perspectives were collected via in-depth interviews, examining the impact of the 'Headstart' programme on their studies at Level 1 and subsequent years of study as appropriate. The project examined from what the students considered what was useful to them and also what they identify as issues to inform further development of this programme. Data was analysed using thematic analysis. The findings and recommendations were to be shared and possible strategies exchanged.

Key words: Students, Support, Participation

### **Appendix 2.3**

**2.4 Educational approaches to support community based projects: International experiences from six educators** (*Saskia Hofstede-Wessels Hogeschool Van Amsterdam, The Netherlands, Ines Viana Moldes Universidade da Coruña, Spain, Hetty Fransen Ecole Supérieure des Sciences et Techniques de la Santé de Tunis, Tunisia, Karin Lilienberg Tallinna Tervishoiu Kõrgkool, Estonia, Margaret Mc Grath National University of Ireland, Galway, Ireland, Sarah Kantartzis, Hellenic Association of Occupational Therapists, Greece*)

Collaboration with communities offers occupational therapy the opportunity to contribute to issues of social justice and participation for all people. While such collaborations are according the literature increasingly popular, there is a lack of guidance for educators who are new to this field and it can be difficult to know where to start to integrate this topic in the curriculum / classroom/ fieldwork.

The focus of this workshop was to facilitate participants to identify strategies for including community based projects in their curriculum. This was done by integrating the knowledge and experience of six occupational therapist educators from different countries. The aim of the workshop was guiding participants in selecting different didactical approaches which incorporating community based work in their curriculum.

#### **Working Methods**

- Short presentation of community based projects
- Group work / discussion based upon the material presented in relational to didactical choices
- Small group work and dynamic exercise to explore participants' own context
- Evaluation and personal task

#### **Outcomes**

Participants

Understood how community based projects can be applied within occupational therapy education.

Had didactical means to contribute to the development of students competences needed for applying community based practice

Understood how community collaboration could be implemented in (parts) of their own curriculum.

## Appendix 2.4

**2.5 Competences 2020: ENOTHE** Mrs. Gitte Mathiasson (ENOTHE Co-ordinator, Metropolitan University College, Denmark)

## Appendix 2.5

### AFTERNOON PARALLEL SESSIONS

**2.1 MatchPol –A development project which aims to enhance connection of Bachelor - thesis to clinical practice** Anne Hove (Metropolitan University College, Denmark)

**2.2 Sharing research activity and developing ideas for future collaboration**

*Fenna van Nes (Amsterdam University of Applied Sciences, The Netherlands)*

*Professor Chris Mayers (York St John University, UK)*

**2.3 Occupational Therapy Students’ Perspectives of the ‘Headstart’ Widening Participation Programme**

*Elizabeth McKay, Alice Mackenzie (staff); Linda Gnanasekaran; Debbie Kramer-Roy; Wendy Bryant (Brunel University, UK)*

**2.4 Educational approaches to support community based projects: International experiences from six**

**educators** *Saskia Hofstede-Wessels (Hogeschool Van Amsterdam, The Netherlands) Ines Viana Moldes*

*(Universidade da Coruña, Spain) Hetty Fransen (Ecole Supérieure des Sciences et Techniques de la Santé de*

*Tunis, Tunisia) Karin Lilienberg (Tallinna Tervishoiu Kõrgkool, Estonia) Margaret Mc Grath (National*

*University of Ireland, Galway, Ireland) Sarah Kantartzis (Hellenic Association of Occupational Therapists, Greece)*

**2.5 Competences 2020: ENOTHE** Mrs. Gitte Mathiasson (ENOTHE Co-ordinator, Metropolitan University College, Denmark)

## **FRIDAY, 19 OCTOBER 2012 (ENOTHE MEETING DAY)**

**3.1 Welcome Address** – *Prof. Algirdas Utkus (Dean of the Faculty of Medicine, Vilnius University)*

### **Appendix 3.1**

**3.2. Introduction Theme of the Year-** *Mrs. Anne Lawson-Porter (ENOTHE President)*

### **Appendix 3.2**

**3.3 Keynote Speaker 1:** *“What Could ACTIVE mean in the Context of Active Ageing?” (Mrs. Reeli Sirotkina, European Year 2012 Co-ordinator, Estonia)*

### **Appendix 3.3**

**3.4 Keynote Speaker 2:** *“Sustaining Well Being in Later Life” (Dr. Alex McMinn, Aughton & Ormskirk University of the Third Age, United Kingdom)*

### **Appendix 3.4**

## **4.0 FIRST PARALLEL SESSIONS**

**4.1 Getting to know our neighbours: Dutch and Belgium environmental influences on older people** (*Mrs. E. Blokker Amsterdam School of Health Professions – ASHP – The Netherlands*)

- Introduction

The aim of the workshop was to provide the participants with an opportunity to discuss possibilities for exchange related to important OT topics such as Active Ageing. We presented with our students how they cooperated from two neighbor countries in order to develop knowledge about Active Ageing. In this small-scale interview project older Dutch and Belgium people had been interviewed. We highlighted both the results of the project as what we learned about this cross-cultural cooperation.

- Working methods

We started with an introduction followed through a guided discussion. It was our objective to achieve a high level of interaction between participants. Participants discussed in small groups. The outcome of the workshop was distributed between the participants.

- Preferred OUTCOME

Participants (students and lecturers) shared their conceptions and vision about active ageing, elements (political etc.) that might influence our way of (active) living. Furthermore they explored solidarity between generations through discussion and interactive method. As a result of the workshop, there was a written summary (approximately about one page, A4)

### **Appendix 4.1**

## **4.2 Implementing a qualitative research project into practice: 'perception of children towards elderly'**

*Ellen Bruyninckx (Artevelde University College)*

One of the challenges within active ageing and solidarity between generations is forging a new paradigm. This paradigm has to take an intergenerational approach (World Health Organisation, 2002). Therefore, we used a qualitative research design to study the way how children in preschool look at older people. We focused on different topics that can be linked to active ageing: quality of life, social interactions, wellbeing, ADL ...

The overall research showed the image that children have of older people and which determinants they experience as positive or negative. In addition, we looked for other knowledge to explain some of our findings. By revealing this, we might forge a new paradigm as well as implementing it into the OT practice.

Within this workshop we aspired to develop new ways on implementing the results of our research into OT practice. In this way, we wanted to start thinking about forging the new paradigm and therefore give elderly in our society a chance to age actively and improve the solidarity between generations. Thus, the group discussions in this workshop proved a good way of gathering different ideas and opinions in order to start implementing the results of the research into practice.

References:

World Health Organisation. (2002). Active ageing a policy framework., (pp. 1-57). Madrid, Spain.

### **Appendix 4.2**

#### **4.3.0 SESSION 4 – ORAL PRESENTATIONS**

##### **4.3.1 Ageing in a Secure Mental Health Unit** *(Jane Diamond, Coventry University, UK)*

This presentation considered the issues that can arise for older adults in a medium secure mental health unit. These issues include additional physical needs related to senescence and the prolonged use of anti-psychotic medications, consent to treatment and client autonomy. The presentation questioned if treatment can be truly person-centred in this environment and if it is possible to provide meaningful occupation for this client group.

keywords: Mental-health, secure, older adult

references

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### **Appendix 4.3.1**

#### **4.3.2 Aging at workplace from ergonomic point of view** (*Mackova Eva, University of J.E.Purkyně and SKODA AUTO a.s. Czech Republic*)

The presentation was focused on ergonomic interventions produced by occupational therapist to provide an optimal work conditions for elder workers.

Keywords: physical ability, physical load, ergonomic interventions

A human body starts to age only after 20 years of life. Muscle strength and the range of motion are reduced, endurance and the coordination of movements gets worse. The aim of ergonomics is to optimize work environment and its activities in order to achieve greater productivity and at the same time not to overload employees. It is desired that all employees are able to carry out their maximum performance no matter their health limitations and age.

Accordingly, the objective of ergonomics was to modify work environment and create workplaces suitable for all employees within all company and so maintain the high level of ability to work and work capability during the whole period of productive age. The main activities to reach this objective are professional ergonomic supervision and counselling. Supervision activities were carried out primarily in the phases of product development and technology planning. The key point of interest was the reduction of physical load, non-physiological postures and musculoskeletal disorders.

Assessment of upper extremities' load, complex assessment of a physical load, based on European technical standards and national legislation, and 3D simulations of motion are the groundwork for proposed changes of technologies and organization of work. As a result of these activities, there are a high number of occupations suitable for the majority of a people with a very small risk of musculoskeletal disorders caused by performance of work tasks.

References:

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### **Appendix 4.3.2**



#### **4.3.3 Active ageing of nursing home residents by more interdisciplinary contribution** (Klara Jakobsen, Sør-Trøndelag University College, Norway)

The aim of this study was to develop knowledge about how a multidisciplinary collaboration, with an assistance of occupational therapy and physiotherapy, could contribute to a more active ageing of nursing home residents.

In a qualitative descriptive design, data was obtained in group discussions and interviews, to gain experience from a strategic sample of the staff who had been actively involved in the project.

Experiences from this study suggest that a wider multidisciplinary collaboration is necessary to develop more active ageing. Daily life in these nursing departments is characterized by nursing routines, and little interdisciplinary collaboration. The informants expressed how a utilization of the existing resources, could realize a more active ageing at the nursing homes.

Conclusion: The study clarified a unified desire to achieve a more active ageing by an interdisciplinary cooperation through dialogue and meeting points. Even so, time pressure and a routine procedure dominated by a nursing culture did not invite to interdisciplinary collaboration. As a consequence, the therapist's competence was seldom asked for in the development of a more active ageing for residents at the nursing homes.

Key words; collaboration, care restructuring, quality of life

References;

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#### **Appendix 4.3.3**

#### **4.4.0 SESSION 4 – ORAL PRESENTATIONS**

##### **4.4.1 Occupational Therapy Students' Opportunity to Advocate European Senior Games for Wellness**

*(Linda Hunt, Pacific University, USA)*

Occupational therapists have a role motivating aging adults to lead a healthy lifestyle. One might think that knowing the beneficial effects of exercise, aging adults would be lining up for exercise classes or other physical activities. However, in real life the proportion of aging adults being physically active (meeting the recommended levels), decreases with advancing age. Involvement in the European Senior Games movement provides an outlet for achieving greater value and quality in aging adults' lives by staying healthy, active and fit. This presentation included an overview of aging and exercise. Plus, establishment of Olympic-style senior games in Oregon, USA by occupational therapy students. Oregon Senior Games provides an organized athletic competitions for individuals 50 years and older. Entrepreneurial program development, exploration of potential partnerships, and the idea that competitive sports may motivate a commitment to exercise will be discussed. International applications for occupational therapy involvement were also stressed. It was hoped that students will become involved in the European Senior Games and continue this practice as graduates.

keywords: **aging, wellness, motivation**

##### references

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##### **Appendix 4.4.1**

##### **4.4.2 The use of mobile phones by people over 65 – “Social participation” (OTPF Area) *(Badertscher Andri, Marchner Melanie, Marthaler Esther, Messerli Samira, ZHAW Zurich University of Applied Sciences, Switzerland)***

The aim of our presentation was to provide an insight into the use of mobile phones by the elderly through a case study. Furthermore we wanted to show strategies in how elderly people can use smart phones and the therapeutic aspect of these. Based on the Occupational Therapy Practice Framework (OTPF), we focused on “social participation” as an area of occupation. By using interviews with people over 65 years we gathered information emphasizing the relevance of such modern communication tools. Moreover we presented the need of the use of mobile phones by elderly people.

Key words: mobile phone, elderly, social participation

References:

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## **Appendix 4.4.2**

### **4.4.3 Volunteering – a meaningful occupation in retirement**

*(Victoria Nolan & Amy Parnell, Coventry University, UK)*

The aging population is increasing within the UK and more retired people are looking to stay active in their retirement. This presentation aimed to educate about a community project within the UK which promotes meaningful occupation for retired people. They volunteer within a community project to:

- promote social inclusion for people within the community
- complete a meaningful occupation in their retirement
- Help to remain active in their retirement

We looked at the community project itself, and gained insight into the thoughts, feelings & motivations of the retired people who volunteer. We looked at the role that OT students from Coventry University played within this contemporary placement to support the volunteers & community project.

references

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## **Appendix 4.4.3**

## 4.5.0 SESSION 5 – ORAL PRESENTATIONS

### 4.5.1 Exhibition in a box (*Students, Sheffield Hallam University, UK and Zuyd University Heerlen, The Netherlands*)

How is it possible to understand the needs of isolated older people? How can we learn more about their experiences of growing older and what it is to age well?

“Exhibition in a box” is collaboration between Sheffield Hallam University and Zuyd University Heerlen. This presentation shared the findings of an initiative which focused on the development of a research tool to reach isolated and vulnerable older people. Researchers at Sheffield Hallam University (Paul Chamberlain professor of design and Claire Craig, Occupational therapist) have explored the concept of ‘the exhibition’ as a research method for engaging with society in an active dialogue as to what it means to grow old. Building on the transnational research project engaging aging the next iteration has been to condense the research tool into a beautiful, crafted wooden box so that rather than expecting vulnerable older people to access the exhibition the exhibition comes to them and transforms the home environment into the exhibition space. Here, vulnerable older people are invited to revisit their home environment and to explore the features which help or hinder the active ageing process.

#### Appendix 4.5.1

### 4.5.2 How is loneliness experienced by elderly? (*Jana D’hoedt, Artevelde University College, Belgium*)

Loneliness is a very individual experience; it’s a negative feeling and can be caused by lack of social support. It’s a complex feeling and has causes in all possible life happenings.

Loneliness cannot be positively identified and depends on every day experiences and perception. The experienced loneliness can be influenced by many factors. The feeling of loneliness within people older than 75 years seems to increase drastically.

Loneliness can be split into two main groups: social and emotional loneliness.

During the presentation, the audience were informed of the results on the investigation about loneliness. Aspects as subjective experience and social network were discussed.

The relevancy of this subject is high, referring to following studies : the chances of loneliness increases with ageing (Kasteren, 2005). The problem of loneliness is related by the ageing of the population (Jan Romme, Jansen, 2008).

The importance of social networks and social integration for the feeling of wellbeing is well known. Various studies have demonstrated the correlation: the presence of tight relations, positive interaction and support stimulate the self-esteem and subjective wellbeing of the elderly (Knipscheer et al., 1995,; Antonucci et al., 1996; Vanden Boer en Pauwels, 2004).

#### Appendix 4.5.2

**4.5.3 Good living in old age** (Arola Annikki, Arcada University of Applied science and Talvinheimo-Pesu Anne, Metropolia University of Applied science, Finland)

**Good living for elderly: Mapping future needs and challenges in elderly persons' living environment.**

In the future it's important that housing and the living environment is based on the conditions identified by the user. The environment should be created in a way which gives flexible possibilities for living for different age groups with different needs. The living environment should be built up on the concept of sustainability, be usable for different groups with special needs and it should be accessible and healthy.

The goal today in society is that elderly persons should have the possibility to live in their own home as long as possible. To be able to fulfil this goal it's important the living environment is suitable regarding their needs. To create a suitable environment we have to know the needs of the inhabitants and therefore the environment can't be created without involvement from the inhabitant themselves. The aim for this project was to develop and create a living environment which is suitable for different users, especially the elderly. The main goal in the project was the user-driven perspective where the users of future living and housing are a central part in identifying how to create an environment which supports and enables active ageing.

Key words: Living environment, housing, elderly

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**Appendix 4.5.3**

## 4.6.0 SESSION 6 – ORAL PRESENTATIONS

### 4.6.1 Qualitative research on perceptions of older people to our evolving society

(*Marieke Vanhalst, Artevelde University College Ghent, Belgium*)

#### **Purpose**

The Active Ageing-concept has the aim to enhance quality of life by optimising the opportunities for health, participation and security. An evolving society can offer benefits but also pose limitations in the pursuit of quality of life within elderly.

This qualitative study investigated the perceptions of older people to the modern society. We hypothesized that older people would have very stereotypical images.

#### **Methods**

phenomenological research, based on 10 in-depth interviews with community dwelling elderly. The interviews focused on: the perceived safety in home-environment, the subjective feeling of safety in public places, the point of view on younger generations and new trends.

#### **Results**

Stereotypical images were mainly not confirmed. The majority of the elderly had a positive image about the lifestyle of younger generations and was surprisingly interested in several modern trends.

Nevertheless, the elderly reported that they felt less physically defenceless and treasured themselves as a larger risk group for crime and violence. An image that contradicted with empirical results of research that showed that seniors were less often victims of crime than younger persons.

#### **Conclusion**

The elderly are open-minded towards innovations and are tolerant to younger generations, although their sense of safety towards the society has decreased with ageing.

#### **References:**

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#### **Appendix 4.6.1**

**4.6.2 ICC@Home and Active Ageing: A comparison between different European countries and cultures**  
(Elif Cengiz, Chantal Dijkstra, Monique Joosten and Marijke Lucas, HAN, Hogeschool Arnhem en Nijmegen, The Netherlands)

**Aim of presentation:**

- Presentation of a project about 'internationalization at home'
- Presentation of the outcomes of perspectives on Active Ageing
- Awareness of the younger generation on Active Ageing
- Outcomes for use in OT practice to increase client-centered practice

**Presentation:**

Interactive theorems and information about different perspectives on Active Ageing in three different countries, showed how ICC@Home helped the 'younger generation' get a different view on Active Ageing.

**Main issues:**

International project at home about cultural aspects, differences and similarities between Austria, Belgium and the Netherlands

Applying Active Ageing in OT practices in different countries.

**Appendix 4.6.2**

**4.6.3 Active Ageing in OT education: students and teacher' perspectives**

(Miranda van Niel, Arjanne Ammerlaan, Bianca de Groot, Amsterdam School of Health Professions, The Netherlands)

**Keywords:** education; active ageing; student/teacher perspective

**Topic presentation:**

We started the presentation with an overview of the education of occupational therapy in Amsterdam, related to 'elderly people'. However the focus of the presentation was an anthology of assignments made by students on The Alzheimer Café, Participation in Dutch Society and Successfully Ageing. Students at the HVA, elaborated the theme during their first year, in small groups. Those small groups spent time on exchanging knowledge, searching literature and clinical reasoning. After that learning, outcomes were shown in class.

In this ENOTHE presentation practice examples from class were given, supported by students made video material. The students shared their experiences and reflections on the theme. They also talked about their view on occupational therapy within the theme of 'elderly people'.

The teacher's experiences in working with students on the theme were given. The teacher shared which obstacles she encountered in working with student on the subject and how she motivated those students to get involved.

## References

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## Appendix 4.6.3

### 4.7.0 SESSION 7 – ORAL PRESENTATIONS

#### 4.7.1 Design project to increase participation and health in elder people (*Sara Jansson & Therése Karlsson Linköpings University, ISV, Sweden*)

Elderly people often experience loneliness and isolation. Occupation is necessary to our health and well-being. The idea was to gather information about activities that are available to older people in Linköpings municipality. The aim was to increase accessibility to the information about these activities which hopefully would lead to less isolation and greater participation. The aim was to prevent this loneliness and promote health and well-being through occupation and participation.

To do this, it was important to increase and develop the information about activities that were available for elder people in the community. It was necessary to develop the content of activity-information through using symbols that showed how physically accessible the location of the activity was. The project ended up as a booklet with an attractive shape and layout, also containing a calendar to make it more useful. This booklet would hopefully be developed into a Smartphone application in the future.

Keywords: occupation, active aging, loneliness

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## Appendix 4.7.1



#### **4.7.2 Encouraging active aging in a complex client group**

*(Kirsty Grant, Hayley Pedley-Clues, Charlee Wise, Sheffield Hallam University, UK)*

Active ageing involves optimizing opportunities for health, participation and security in order to enhance quality of life as people age (WHO, 2002). Providing person centered care that promotes older people's health and independence is a key standard for health and social services in the UK (DOH, 2001) and for Occupational Therapists in Europe (2010).

This presentation focused on the work of three occupational therapy students and their experiences designing and implementing interventions, which aimed to promote active ageing with marginalized groups. Working in role emerging placements with older people we were able to introduce occupational therapy to services that had no occupational therapists employed. The services we worked with were targeting groups of older people with visual impairments, substance misuse and a history of homelessness. All of these clients faced barriers beyond their age, including isolation, loss of independence and ill health.

Interventions focused upon active ageing by encouraging social engagement and confidence through participation in self-care and leisure activities. These included a health and wellbeing program for clients actively engaged in substance misuse, cooking lessons and a gentle exercise group with the visually impaired.

Outcome measures indicated that the offer of meaningful activities elicited a palpable change in the environments and outlook of individuals. Client feedback demonstrated that the interventions enabled clients to make a leap towards a more positive future involving a more confident, healthier life style where they felt able to participate more fully in society.

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#### **Appendix 4.7.2**

### **4.7.3 Building a 'movement garden' for elderly in a Rotterdam community**

*(Kim Bisschop, Rotterdam University of Applied Sciences School of Health Care Studies The Netherlands)*

A multidisciplinary group of Health Care students from Rotterdam join the Honours Degree program to become excellent professionals. Some OT students in Rotterdam took the opportunity to participate and cooperate in a project at an isolated community in the harbour area of Rotterdam.

The project aimed to support inhabitants of this community to develop, build and use a movement garden for elderly together. Research can be done to find out if this contributes to the healthy ageing process. Of course the garden can also be used by other generations from the viewpoint that ageing starts even before birth and is an ongoing process through the whole life span.

By this presentation OT lecturers and students presented facts about the health situation of elderly in Rotterdam - Heijplaat and told about the supportive role of the multidisciplinary group in developing the movement garden. Besides our students stated their personal opinions about health promotion and about their own inter-professional roles and skills to reach goals as far as they concern active ageing.

Key words: Excellent professionals, Multidisciplinary project, Health promotion

References:

Dr. Marleen Goumans (professor of Integrated Care for older persons at the Rotterdam University of Applied Sciences)

### **Appendix 4.7.3**

## **5.0 SECOND PARALLEL SESSIONS**

### **5.1 Let's think and walk actively aged!** *(Kaat Simons, Artesis University College of Antwerp, BELGIUM)*

#### Introduction

The intention was to introduce two contemporary new projects of occupational practice. The first one is a physical one and is called "1000 steps" and the second one is a cognitive and intergenerational one is called "brain gazing".

#### Working method of the workshop

The workshop started with explaining the concept of the two projects and its relation with occupational science. The audience participated in a demonstration of the two projects.

### Preferred outcome

The workshop really wanted to show an innovative geriatric occupational practice. Not only the young ones are privileged to participate at innovative and attracting projects. If we, as OT's, succeed in finding and offering new projects to the aged ones where we involve different generations of our society than these projects and also our profession becomes more important. The main goal therefore was to excite interest in such projects and to demonstrate that ageing is not equal to stagnation!

### **Appendix 5.1**

#### **5.2 Using Mindfulness: Enhancing Quality of Life for Aging Clients and Ourselves**

*(Linda Hunt, Bobbie Wagner, Holly Edwards, Pacific University, USA)*

##### **Introduction:**

Demands experienced by healthcare professionals have been linked to stress and burnout, which in turn, have adverse consequences for clinicians and the quality of care that is provided to clients and patients. This workshop teaches mindfulness practice aimed at fostering wellness and the necessary self-care skills for clinicians. Occupational therapists are positioned with their domain of practice to teach mindfulness practice to decrease stress and burnout in clinicians.

##### **Methods:**

This workshop included lecture, interactive exercises, and discussion and sharing of experiences.

##### **Outcomes:**

1) Participants were introduced to and understood how mindfulness training may improve quality of life for oneself, healthcare workers, and clients/patients receiving care by learning/practicing specific mindfulness techniques. 2) Described the scope of evidence-based literature on mindfulness training for pain or illness, anxiety, work stress, fatigue, gastrointestinal distress, high blood pressure, and more. 3) Engaged in exercises used in mindfulness practice.

### **Appendix 5.2**

#### **5.3 Reminiscence; Building and sharing one's meaningful life experiences**

*Greet Jansen (University College Kempen Belgium) Ulla-Maija, Seppänen (Oulu University of Applied Sciences, Oulu, Finland)*

##### **CONTENT OF THE WORKSHOP: Reminiscence; Building and sharing one's meaningful life experiences.**

As introduction the theoretical background was presented. That included central concepts, therapeutic effects of reminiscence, different kinds of sessions, goals and how to organize the group (about 20-30

min.). Following that the participants tried, in practice, how to do reminiscence and shared their experience with other participants (about 60 minutes).

The goal of this workshop was that participants understood how meaningful activity sharing of memories could be both for elderly people, for their family members and care givers. The participants also in practice learned how to do reminiscence with elderly people, but also how to apply it with other client groups.

### **Appendix 5.3**

#### **5.4 SESSION 4 – ORAL PRESENTATIONS**

**5.4.1 “Active Gardening”:** Intergenerational Exploration of Healthy Gardening Strategies for Elderly Allotment Tenants (*Linda Blenk, Stefanie Frei, Karina Isenbeck, Raika Thies, Sandra Schiller (Lecturer) HAWK University of Applied Sciences and Arts, Germany*)

##### **Aim:**

To explore how OT knowledge may facilitate gardening as a leisure activity for elderly people as a contribution to the City of Hildesheim’s public initiative “2012 – Year of Natural Environment and Healthy Living.”

##### **Main issues:**

Collaboration between elderly allotment tenants and OT students to exchange information and jointly develop solutions. Intensive literature research on resources and problems typically related to gardening and on horticultural therapy as a basis for the following activities: Open interviews with elderly allotment tenants and exploration of their activities in the course of the year. Focus on the activity level as well as the socio-emotional level to understand the individual meaning attributed to gardening. Possible solutions to facilitate the gardening activities of elderly people are found in the area of health promotion and prevention as well as horticultural therapy, e.g. adapted tools and activities, behaviour strategies. The relationship between the elderly allotment tenants as experts and the students as young people interested in gardening provide the possibility of sharing knowledge between the generations. The thematic year of the City of Hildesheim provides a platform to present the results to the larger public by giving a presentation on strategies for healthy gardening (summer of 2012).

##### **Keywords:**

Health promotion, elderly allotment tenants, active ageing, community project

##### **References:**

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#### **Appendix 5.4.1**

##### **5.4.2 Oral Presentation2: “Good ageing” in an internordic perspective**

*(Kathrine Marie Lacy, Liesa Bartolome, Karen Marie Bundgaard (lecturer) University College Lillebælt, Denmark)*

The topic is good aging in a Nordic perspective. It is created by the “Gerokompetence Network”. The aim was to give an example of how to work with the subject “Good aging” in an OT program, and how an internordic and interprofessionel module can be organized and executed. The aim was also to strengthen the focus on the resources and lifeworld of the elderly.

The issues were the content of the module; ageism, empowerment, pictures of aging, self- esteem and narrative interviewing and the results of the narrative interviews with the elderly in Denmark about important issues in daily life.

Results that help break down stereotyped pictures of the elderly and help give other Nordic countries an understanding of elderly life in Denmark; just as well as they help us understand the culture of the elderly in their respective countries. The organization of the module and the joint activities such as video streamed lectures and -conferences with the participating Nordic countries were also presented. Furthermore the two students shared their experiences of education through blended learning.

Keywords: good aging, education, internordic

References:

Bowling A (2005) Aging Well: Quality of life in old age; Open University press.

#### **Appendix 5.4.2**

##### **5.4.3 Oral Presentation 3: Elderly and cultural participation in society**

*(Flore Nollet, Artevelde College Ghent, Belgium)*

As obsolescence appears to be an international phenomenon, more attention should be spent on elderly and their competences. Retired people can add large contribution to society, but unfortunately, ‘active ageing’ is a less discussed topic. Nowadays, elderly are mostly seen as passive, incompetent people.

Culture is a widely known concept and includes music, theatre, and dance, but also training activities, education and so on. Participation contains physical, mental, social, affective and spiritual benefits, which increases well-being and quality of life. If social inclusion of elderly would be a common phenomenon, more elderly would participate, which means large benefits for society in general.

This qualitative study examined the relationship between elderly and cultural activities in society and focused on four topics: theatre in nursing homes, elderly and art-lessons, dance lessons and in general barriers and motivators of cultural participation.

It was an important goal to remove prejudices about cultural participation for elderly, in order to decrease thresholds. Besides this, it's a specific OT-task to adapt cultural activities to restraints and interests of older people so that they can play an active role in our society.

**Keywords:** culture, participation, elderly

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Therapy, A. (2011, Maart 14). *Seniors and art therapy*. Opgeroepen op Februari 20, 2012, van Art Therapy: <http://www.arttherapyblog.com/c/art-therapy-seniors/>

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### Appendix 5.4.3

#### 5.5.0 SESSION 5 – ORAL PRESENTATIONS

**5.5.1 Films targeted people with dementia** (*Maria Benedikte Michelsen, Jane Nørgaard Jensen and Betina Melgaard, VIA UC, Holstebro, Denmark*)

Main issues: The usage of films which exists at this point in time causes the person with dementia to be drowsy. The purpose of this new film material was to help to facilitate communication with the person with dementia and increase their quality of life.

Keywords: Dementia, Film, Quality of life

References:

Television Viewing and People With Dementia Living in Long-Term Care; Kate de Medeiros et al.; *Journal of Applied Gerontology*; Volume 28, number 5

Effectiveness of personalised reminiscence photo videos for individuals with dementia (Yasuda, Kiyoshi et al.; 2009)

Della Sala, S. et al. (1998). Variables linked to psychotic symptoms in Alzheimer's disease. *European Journal of Neurology*, 5, 553-560

Robert B. Heller et al. (2009) Video Programming for Individuals With Dementia: Assessing Cognitive Congruence. *American Journal of Alzheimer's Disease & Other Dementias* 1 Volume 24 Number 2

### **Appendix 5.5.1**

#### **5.5.2 The development of the Flemish version of the Activity Card Sort (ACS).**

*Jana Vanackere (Howest), Ashley De Rycke (Howest), Shana Depuydt (KHBO), Belgium*

##### **Topic and main issues:**

The ACS focuses on the occupational performance of elderly and gives an overview of activities that are meaningful to elderly. The ACS is aimed at IADL, leisure and social contacts. The activities and the photographs taken for the U.S.A. tool did not reflect the environments or the activities of elderly in other countries. In the Netherlands (and 7 other countries) they already developed a cultural related version of the ACS. Now we wanted to develop an ACS which is related to the Flemish culture.

Because the culture and language of the Netherlands is closest to our Flemish culture, it was an evidence to take the ACS-NL as a starting-point. The development of the Flemish ACS is possible because of cooperation between three Flemish universities. The whole project was presented from the students' perspective.

Keywords: Assessment, Activities, Elderly.

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### **Appendix 5.5.2**

### **5.5.3 Preparing students to keep the client centred ‘between’ ICT or (social) media innovations**

*(Saskia Hofstede-Wessels, Hogeschool Van Amsterdam, The Netherlands)*

Developments such as demographic ageing and a shortage of healthcare professionals offer many challenges for European healthcare professionals. Innovating technique, ICT and social media (in the form of telemedicine, telecounselling, gaming for rehabilitation etc.) have been suggested as one approach to addressing these challenges. In the Netherlands there is evidence that both government policy and health insurance companies are interested in the opportunities offered by such innovation.

Occupational therapy students must be prepared to work with these new innovations. However it is also important that occupational therapists collaborate with professions in ICT and (social) media in order to ensure that technologies which are developed meet clients’ real needs. Otherwise healthcare may become ‘technology driven’ rather than ‘client driven’.

This presentation described how occupational therapists work as part of a cross – sectoral group to integrate the ‘needs’ of the client. During the presentation there were a focus on the didactical topics and approaches that are necessary to prepare students to work with ICT and (social) media in the future.

#### **Appendix 5.5.3**

### **5.6.0 SESSION 6 – ORAL PRESENTATIONS**

**5.6.1 Successful ageing and older people** *(Tove Nordlie and Ingebjørg Melhus Oslo and Akershus University College and Applied Sciences, Norway)*

What is a meaningful life for older people? Is being active a part of it? And if it is, how can we contribute to help older people to be more active? Older people are not a homogeneous group. In fact it is the most heterogeneous group because of their lifelong experiences. Occupational Justice emphasizes the occupational rights to inclusive participation in everyday occupations for all persons in society, regardless of age, ability, gender, social class, or other differences. The activity theory (Neugarten et al. 1968) claims that successful ageing, happiness and fulfillment occur as a result of participation in social and family activities.

Our topic for the presentation concerned how to live a meaningful life. We had interviewed seven older people from a senior centre concerning what made their life meaningful. Our aim for the presentation was to compare the findings of our informal qualitative interviews with the activity theory and research articles to find out if there were any similarities.

Key words: Occupational Justice, meaningful life, diversity.



## References:

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Nilsson, I. & Townsend, E. (2010) Occupational Justice- Bridging theory and practice. *Scandinavian Journal of Occupational Therapy*. 17, 57-63.

### Appendix 5.6.1

**5.6.2 Active for Later Life: Involvement for Student Occupational Therapists** (*Catriona Chapman, Emma Smith, Helen Moore, Kayleigh Brady, Lorne McMahon and Sophie Burns, Queen Margaret University, UK*)

According to guidelines, adults in the UK should do 30 minutes of moderate physical activity on 5 or more days of the week (Health Scotland 2007). However studies have shown that adults aged 55 and over often fail to reach this recommendation. The Health Scotland resource 'Active for Later Life' (2007) aims to help health professionals involved in developing physical activity programs for older people within Scotland.

We aimed to share how student OTs in Scotland could be involved in implementing these guidelines. The purpose of this presentation was to show how different generations can work together to achieve the goal of an active ageing population through student facilitated physical activity classes in the community. We aimed to present how six OT students utilised current evidence to plan and implement a sustainable physical activity programme for a group of older people to carry out in their homes.

**Keywords:** Elderly people, Physical activity, Student OTs.

## References:

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### Appendix 5.6.2

### 5.6.3 Updating the use of creative occupation in OT education

*(Dennis Persson & Annika Lexén, Lund University, Health Science Centre, Occupational therapy and occupational science, Sweden)*

Topic: Creativity and youth culture - updating the use of creative occupation in OT education. Creative occupations have since the beginning of OT had a rather central position in interventions and in OT curricula internationally. Because of different reasons creative occupations were cut down in OT curricula. This can be due to a paradigm shift within the discipline concerning an increasing focus on instrumental and measurable functional unit goals. Another reason might be the societal development towards increased digitalisation, resulting in creativity changing its public face from traditional materials and performances to new, often digital expressions. A development resulting in a new occupational arena that the OT field hitherto have had difficulties to incorporate.

**Aim:** To theoretically and with practical examples present a new approach for the students to learn about the values of creative occupations within our contemporary society, while recognising society to be imprinted by new innovative ways of expressing creativity. Further, to display student's own creative actions and reflections based in occupational science perspectives giving new possibilities for future updated OT-interventions using creative occupations.

**Main issues:** The presentation included a theoretical and pedagogic introduction of this learning theme by the engaged teachers. Two students then presented examples of their creative interpretations of this theme and of how they experienced it along with their theoretical reflections based in occupational science.

### Appendix 5.6.3

#### 5.7.0 SESSION 7 – ORAL PRESENTATIONS

**5.7.1 Activity engagement between Generations that's what keeps us alive** *(Siri Ea Råhede Nielsen & Annemette Bang Ingvartsen, Aarhus University College, Denmark)*

"Well, it's them that keep us alive!" exclaimed an elderly woman, when we in an interview asked her about whether the reason that she walked 40 minutes each day, was really to keep up with her grandchildren at the many joint tours.

We were very touched and thought professional about this comment afterwards because it says so much about the importance of pursuing what motivates the client. In addition to ideosyncratic activities.

This experience has motivated us to take the initiative of increasing solidarity between elderly and schoolchildren by involving elderlies in planning and participating in an "activity day" with schoolchildren from first grade. The activities of the day are due to the meaningful activities of the elderlies and these are among others; acting, reading aloud and building dragons.

With the purpose to create learning through important activities and learn elderly coping through them, we have created this collaboration. The elderly share their knowledge through activities in fields that are

important to them for mutual benefit. Hopefully it will create precedent in this local area in years to come and be one of the many sources of inspiration in our considerations about occupational intervention programs with elderly.

### **Appendix 5.7.1**

#### **5.7.2 Nordic Walking as a form of active aging and solidarity between generations**

*(Kate Liebscher, Michelle Turton, Catherine Williams, Lowri Williams, Cardiff University, Wales UK)*

##### **Main Issues:**

We worked in partnership with Age Cymru to promote Nordic walking as a means of active aging. This partnership involved a number of Nordic walking taster sessions throughout Wales aimed at those 50+ followed by a five week skills based course. The main benefits of Nordic walking include:

- Enjoyable outdoor pursuit
- Suitable for all ages and fitness levels
- Uses less effort than normal walking while using more muscle groups and burning more calories
- Improves posture and gait, strengthens abdominal muscles and joints, releases tension
- Can be used in rehabilitation
- Group activity which promotes social inclusion, interaction and a sense of safety

##### **Aim**

The aim of our presentation was to raise awareness of Nordic walking as a physical and social activity to promote active aging. We also aimed to explore the possibility of expanding Nordic walking to include other generations through walking talking groups and promoting this activity in our communities. The possibility and benefits of using Nordic walking in OT practice were also investigated.

##### **References**

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Morgulec-Adamowicz, N., Marszalek, J., and Jagustyn, P. (2011) Nordic Walking – A new form of adapted physical activity (A literature review). *Human Movement*. 12(2) 124-132. Available at: <http://versita.metapress.com/content/w3663411221u8107/?p=6844615540ef4d4aab5d02dbb33348e6&pi=1>. [Accessed: 12 April 2012].

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## **Appendix 5.7.2**

### **5.7.3 Everyday Technology (ET) Use Questionnaire (ETUQ), Portuguese Pilot Study with Older Adults** *(Manuela Ferreira, Escola Superior de Saúde do Alcoitão, Portugal)*

Despite the augmented use of technology in our world, instruments for assessing competency in Instrumental Activities of Daily Living that consider items related to everyday technology, such as remote controls, coffee machines or cell phones, are difficult to find. The only exception is the Everyday Technology Use Questionnaire ETUQ, a recently developed instrument, which is used to investigate the perceived relevance and difficulty in using everyday technology of people with or without cognitive impairment. The main issue of this research was to carry out a descriptive study to pilot this instrument in Portugal. After the normal procedures for the translation and adaptation of this instrument, the perceived relevance of and difficulty in using everyday technology with older adults without known cognitive impairment was undertaken. The aim of the oral presentation was to present the first results from two groups of participants divided according to their context of life: a big city and a small village.

Keywords: Everyday Technology, activities of daily living, older adults

References: Rosenberg, L., Nygard, L. & Kottorp, A. (2009). Everyday Technology Use Questionnaire: Psychometric evaluation of a new assessment of competence in technology use. *Occup. Ther. J. Res.* 29(2), 52-62.

## **Appendix 5.7.3**

### **5.8.0 SESSION 8 – ORAL PRESENTATIONS**

#### **5.8.1 “altBACKEN?” – Elderly people impart their cooking experience to children**

*(Carola König, Damaris Möllner, Johanna Gormanns, Lena Rempfer, Mareike Seimer School of Occupational therapy in Reutlingen, Germany)*

Due to the demographic changes there are more and more people over the age of 65 in Germany. A lot of them live alone at home, apart from society. On the other hand, there are also many children who are alone at home for most part of the day. Their parents do not have the time to show them things like housekeeping and cooking that would benefit them in their future live.

We are a group of five students from the School of Occupational therapy in Reutlingen (Germany). We arranged four sessions where such children had the chance to meet with the group of elderly people and learn things like cooking traditional recipes. Through this project elderly people have the chance to establish contacts, train their endurance, reorganise their leisure time, experience a feeling of success, meet with younger people, participate in society and train their memory. It is also a project that could easily be organized by elderly people themselves. In our oral presentation we described how elderly people can become part of the society again and give them a new meaning and enjoyment of live.

## **Appendix 5.8.1**

### **5.8.2 “Cook & Roll”** (*Annelies Van Wezemaal, Evelien Shockaert, Laure De Troyer, University College Ghent, Belgium*)

#### **Cook & roll: Using a mobile kitchen in nursery homes**

Keywords: home cooking, quality of life, guidelines

The project we chose is home cooking in nursery homes for elderly with dementia. Our goal was to get the elderly with dementia out of their isolation by searching together with them for recipes they used in the past. To make them recall these recipes we used triggers like flavors (e.g. vanilla), scents, visual material (e.g. photographs)... These triggers can also be used in other therapeutic settings, for example reminiscence activities.

After gathering the recipes, we can prepare them together with the elderly by using a mobile kitchen. The goal is to enlarge their self-esteem and to stimulate their remaining possibilities.

Working method: we start from 2 existing projects of nursery home ‘Heiveld,’ namely ‘van de lochting tot in de kasrolle’ (cooking book) and ‘mobile kitchen’. Our goal was to create guidelines based on this project, which can be used in other nursery homes.

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- Steverink, N. (2009).
- M. Martin, L. Clare, A. M. Altgassen, M. H. Cameron and F. Zehnder (2011)
- Wilcock, A.A. (1998a).

#### **Appendix 5.8.2**

### **5.8.3 A Collaborative Communication Project In Bulgaria** *Elaine Jean Struthers (Western New Mexico University, USA) & Liliya Todorova (University of Ruse, Bulgaria)*

A case study of a multiply disabled non-verbal youth residing in a group home in Bulgaria who becomes the focus of a multinational student project to implement the use of an assistive communication device demonstrates problem based learning methods for students, professionals, and community members. A collaborative process using the participatory occupational justice framework engaged multiple individuals and organizations who became invested in the communication project outcome, transforming it into a metaphor for the larger potential of globally-based participatory dialogue around the issues of disability and occupation in Bulgaria. Students from three educational institutions experienced hands-on learning in administering the project activities. The project outcomes reflect the potential for multinational student projects to directly impact the welfare of an individual with disabilities, enhance mentoring for occupational therapy students in Bulgaria, and expand multinational agency cooperation in advancing the occupational therapy profession in Bulgaria.

#### **Appendix 5.8.3**

## SATURDAY, 20<sup>TH</sup> OCTOBER 2012 (ENOTHE MEETING FINAL DAY)

### 6.0 KEYNOTE ADDRESSES

**6.1 keynote 1: “Occupation: Bridging Generations, Building Futures”** Mrs. Claire Craig (Sheffield Hallam University, UK)

The European year team 2012 was explored using the concept of occupation as a bridge between generations. The presentation focused on three research projects:

**ARTHOUSE:** Film-making as a way of bringing together older people and children living in care.

**ENGAGING AGING:** A transnational research project between United Kingdom and Taiwan, where the use of art and exhibition to bring together different generations of people was explored.

**LIFESTYLE MATTERS:** an occupation based approach to active ageing.

Drawing from the findings of these research projects the paper shared lessons learned about the role of occupation and the importance of positioning older people as a valued resource.

#### Appendix 6.1

**6.2 Keynote 2: “Citizenship – Be a Year Ahead – Relation to OT”** Mr. Nick Pollard (Sheffield Hallam University, UK) & Mr. Dikaïos Sakellariou (Cardiff University, UK)

#### What are the occupations of a model citizen?

From discussions regarding rights and responsibilities of European citizens, to efforts to increase community participation, and from the ongoing financial crisis to government initiatives about immigration, access to services such as health, discussions about citizenship are inseparable from discussions about living in Europe.

This presentation looked forward to the theme of the next year’s ENOTHE meeting theme of cultural values and the place of citizenship in recent policy on social inclusion. The presenters moved on to critical reflections on citizenship, virtue and human nature: how in the course of carrying out human occupations people reveal their limitations, professional failings and regulations; and the critiques of citizenship which may be offered by service users and clients who are denied a right to social participation. The presentation discussed citizenship in terms of transaction, whereby relevant occupations are acknowledged and valued by virtue of their reciprocity rather than any other quality they might express.

A third section of the presentation discussed how an occupation centred approach to citizenship may not necessarily be through working with communities but with individuals, not through a change in the structure of services but in a rethinking of provision, and perhaps of the therapy word itself to create circumstances where people can be valued and are understood as creative, with strengths and abilities. Referring to examples of community engagements in Cardiff, Yorkshire and social inclusion projects in Europe the presentation indicated how evaluation methods can show how citizenship values can be

determined through needs, partnerships and negotiations, rather than from the assumptions of rights based approach. Finally, it set out how despite the existence of negative human occupations, an occupation based approach to citizenship must be based in combination of realism, optimism and trust.

## **Appendix 6.2**

### **6.3 HANNEKE VAN BRUGGEN LECTURE: “ENOTHE is a European Network: A personal Perspective of Networking” Mrs. Marie-Chantal Morel Bracq (Institut de Formation en Ergothérapie du C.H.U Bordeaux, France)**

*“ENOTHE is a European Network: A Personal Perspective of Networking”*

Hanneke van Bruggen stressed so many times that ENOTHE was a Network that I had to realize the specificity and importance of networks and networking. In this lecture, I shared with delegates some theoretical perspective of networks and networking but also linked it to my own experience within Enothe.

Networking is completely linked to the development of computers and internet and is therefore situated in time. Enothe has benefited from this technological development.

Nevertheless, Enothe has been confronted to specific challenges and we will recall some of them through different situations.

The long lasting discussions about "Enothe Future" were also linked to this topic.

## **Appendix 6.3**

## MARKET PLACES

TITLE	MARKET PLACE TYPE	PRESENTER(S)/ INSTITUTION
International case comparison @ home: An international learning project combining skill building in occupational therapy and intercultural communication	Education	Elisabeth Fattinger <i>FH University of Applied Sciences, AUSTRIA</i>
Undergraduate and postgraduate education at University College Cork, Ireland	Education	Clare O’Sullivan <i>University College Cork, IRELAND</i>
Problem Based Learning Network in Enothe – join the group on Facebook!	Education	Annette Sørensen <i>PH Metropol, Occupational Therapy Education, DENMARK</i>
How can entrepreneurship be implemented in occupational therapy programs? An example from Linköping University	Education	Jane Holstein and Kristin Alfredsson Ågren <i>Linköping University, SWEDEN</i>
Master Programme in Occupational Therapy, 60 credits <i>Master of Science with a Major in Occupational Therapy</i>	Education	Mathilda Björk (Ann Johansson presenter) <i>School of Health Sciences, department of rehabilitation, SWEDEN</i>
Qualitative research and evidence based practice in Occupational Therapy	Education Research	Stijn De Baets, Elise Cornelis, De Vriendt Patricia, Van de Velde Dominique <i>Artevelde University College, BELGIUM</i>
Model of Professional Thinking	Education	Katrina Bannigan <i>Research Centre for Occupation &amp; Mental Health (RCOMH), UK</i>
Austrian Network of Occupational Therapy in Higher Education – “A story of success	Education	Petra Schwab and Ursula Costa <i>Austrian Network of OT in Higher Education, AUSTRIA</i>
Planning the Opening of the OT Master Programme	Education	Kateřina Svěcená, Zuzana Rodová <i>Charles University, First Faculty of medicine, Department of rehabilitation medicine, CZECH REPUBLIC</i>
Participation and mental health	Research	Katrina Bannigan <i>Faculty of Health and Life Sciences, Research Centre for Occupation &amp; Mental Health (RCOMH), UK</i>
Developing a self-management network for occupational therapists	Education Research	Kerry Sorby <i>York St John Uni, Faculty of Health and Life Sciences, UK</i>



Master education in Occupational Therapy in Europe	Education Research Organisations	Ursula Costa ( <i>FH Gesundheit/University of Applied Sciences Tyrol/Austria MSc (OT) programme</i> ), <b>AUSTRIA</b> Fenna van Nes ( <i>Amsterdam University of Applied Sciences; European MSc (OT) Programme</i> ) <b>NETHERLANDS</b>
The world is bigger as your country	Education Research Organisations	Marlous Visser <i>Dutch OT Association (EN) International Affairs Committee</i> , <b>NETHERLANDS</b>
A new way to integrate male students in a Swedish occupational therapy program: creating a supporting social environment	Organisations	Fredrik Glännfjord <i>Linköpings University Occupational Therapist's organization for male students</i> , <b>SWEDEN</b>
SHOUT: This is what it is all about	Organisations	Emma Wilsher, Eleni Scoffins, Olivia Middlemis <i>SHOUT (Sheffield Hallam Occupational (Therapy) Undergraduate Team</i> , <b>UK</b>

### POSTER PRESENTATIONS

TITLE	PRESENTER(S) & INSTITUTION
The More Life Project Strategies on how to facilitate a meaningful everyday life for fragile elderly persons	Inge Lange <i>University College Northern Jutland</i> <b>DENMARK</b>
An exploration of the leisure activities of older adults living in Ireland	Rosie Quigley & Clare O'Sullivan <i>University College Cork</i> , <b>IRELAND</b>
Partnerships between Occupational Therapy Educators: building collaboration based in mutual exchange	Margaret Mc Grath ( <i>School of Health Sciences, National University of Ireland, Galway</i> , <b>IRELAND</b> ) Ines Viana Moldes ( <i>Facultade de Ciencias da Saúde, Universidade da Coruña</i> , <b>SPAIN</b> ) Hetty Fransen ( <i>Ecole Supérieure des Sciences et Techniques de la Santé de Tunis</i> , <b>TUNISIA</b> ) Karin Lilienberg ( <i>Tallinna Tervishoiu Kõrgkool, Tallinn</i> , <b>ESTONIA</b> ) Saskia Hofstede-Wessels ( <i>Hogeschool Van Amsterdam</i> , <b>THE NETHERLANDS</b> )
Occupational therapy in applied technical research: The "Intelligent kitchen" for the elderly – The project DIAFIT	Julia Unger <i>Research Assistant, FH JOANNEUM – University of Applied Sciences</i> , <b>AUSTRIA</b>
"A Critical Review of Interventions to reduce falls among older adults"	Leigh O'Connell & Elaine Ballantyne <i>Queen Margaret University</i> , <b>UK</b>

Fixation en sedation: the opinion of the OT	Nora Dewitte <i>University College Artevelde, BELGIUM</i>
Opportunities for people >65 in Linz to participate in society	Bindreiter Lisa, Fesel Cornelia, Stanger Lisa, Vogl Ingrid, Wögerer Stefanie <i>FH Gesundheitsberufe OÖ/Ergotherapie, AUSTRIA</i>
Occupational therapist importance for adjusting home environment for people after stroke	Fausta Blužaitė <i>Vilnius University, Faculty of Medicine, LITHUANIA</i>
The development of the Flemish version of the Activity Card Sort (ACS)	Jana Vanackere ( <i>Howest</i> ), Ashley De Rycke ( <i>Howest</i> ), Shana Depuydt ( <i>KHBO</i> ), <b>BELGIUM</b>
Sports: Opinion of the elderly as a working base for the occupational therapist	Lore De Kesel <i>Artevelde University College, BELGIUM</i>
Effects of flat-sharing communities between students and elderly	Beate Themeßl, Petra Paukowitsch <i>Fachhochschule Wiener Neustadt für Wirtschaft und Technik GesmbH, AUSTRIA</i>
The Butterfly Approach – what is it?	Jane Diamond <i>Coventry University, UK</i>
Aging in relation to intergenerational solidarity: Challenges and Opportunities	Suzan Debuysere & Christophe Vandeginste <i>Howest, University College West Flanders, BELGIUM</i>
Challenges of elderly immigrants – Result of a qualitative study design	Steffi Van Den Bremt <i>Artevelde University College Ghent, BELGIUM</i>
Innovation in active-ageing and well being	Isabel Vanderveren and Yasmin Jacobs <i>Artesis University College of Antwerp, BELGIUM</i>
Workshop-day: Young with the elderly	Kia Schact Brogens & Jeanett Lindgaard Nielsen <i>VIA University College, Campus N, DENMARK</i>
Active Ageing as Core messages in Films, Plays, Songs and Literature	Katharina Haber and Katharina Wagner <i>University of Applied Science, Vienna, AUSTRIA</i>
Technical devices by older persons; result of a qualitative study design	Lies Decramer <i>Artevelde University College Ghent, BELGIUM</i>
Activity Patterns of Elderly Population in Southern Europe: Active Ageing Study in Southeast Spain	Paula Martin Munoz, Mario Lozano Lozano, Ana Maria Granados Principal, <i>Universidad de Granada, SPAIN</i>
Effectiveness of occupational therapy developing social skills to persons with mental disorders	Mantvilė Grybauskaitė <i>Vilnius University, Faculty of Medicine, LITHUANIA</i>
Is active ageing a social responsibility? Is it important to keep older generations active, and why?	Amalie Mørch & Helle Kaad Lykke Gregersen <i>(Metropolitan University College, DENMARK)</i>
Long Term Outcomes of Intensive Programme “A European Perspective on Social Inclusion of Persons with Disabilities and Elderly” in Baltic countries	Cibule Lolita, Kalnina Inara, Signe Tomsone, Liepina Zane Saukuma Liene ( <i>Riga Stradins University, Rehabilitation faculty, LATVIA</i> ), Lilienberg Karin ( <i>Tallinn Health Care College, ESTONIA</i> ), Cirtautas Alma, Marciulynaite Neringa ( <i>Vilnius University, LITHUANIA</i> )