

15th to 17th of October 2009, A Coruña

Fifteenth Meeting of

ENOTHE



*European Year
of Creativity and
Innovation*

- Creativity and Innovation in Curriculum Design
- Creativity and Innovation in Occupational Therapy Practice and Education
- Creativity and Innovation; new projects related to ENOTHE

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15th to 17th of
October 2009,
A Coruña

Fifteenth meeting of ENOTHE

Organised by:

Inés Viana Moldes, Sergio Santos del Riego,
Adriana Ávila Álvarez, Nereida Canosa Domínguez,
Javier Pereira Loureiro, María Ares Sanmartín,
Natalia Yanaína Rivas Quarneti, Betania Groba
González, Nuria Vázquez Temprano, Laura Nieto
Rivero, University of A Coruña.

Co-ordinated by:

Hanneke van Bruggen, Executive director of
ENOTHE

Place:

Universidade da Coruña, Facultad de Sociología,
Campus de Elviña 15071, A Coruña

ENOTHE

Welcome to A Coruña

It is an honor for the Faculty of Health Sciences, University of A Coruña –Spain- to host the XV ENOTHE Meeting: It is a pleasure to invite you to be part of it.

As you know 2009 is the European Year of Creativity and Innovation. We are land of great geniuses such as Picasso, Dali, Cervantes, Lorca, Ramon y Cajal, or the inventors of lollipop, mop, table football or the Spanish guitar.

According to our history, Occupational Therapy has grown innovating and creating since its arrival to Spain in the '60s, until today, when its results shine more than ever. We are proud to show the qualified work realized by so many people with the ultimate aim of facilitating changes of realities.

For this, we have a unique environment, Coruña, the City of Glass which offers its landscape, monuments, history, culture, avant-garde, art and tradition in this event with all the enthusiasm and affection that a city can offer. Here, where no one is a stranger, as our proverb says, the meeting will be held. It will be time to share experiences, knowledge and expectations to continue walking this path together.

“Hiker there is no way, the path is done by walking” - “Caminante no hay camino, el camino se hace al andar” (Cantares by Antonio Machado).



ORGANISING COMMITTEE

Lectures

Inés Viana Moldes, Sergio Santos del Riego, Adriana Ávila Álvarez, Nereida Canosa Domínguez, Javier Pereira Loureiro, David Luaces Gundín, Nuria García Gonzalo, María Ares Sanmartín.

Students

Natalia Yanaína Rivas Quarneti, Betania Groba González, Nuria Vázquez Temprano, Laura Nieto Rivero, Iria Queijeiro Pérez, Thais Río Díaz, Lidia Rubio Gayo, Vanessa Suárez López, Candela Presedo Sánchez, Luis Márquez Álvarez.

COLLABORATORS:

OTs

Teresa de Andrés Gabete, María del Pilar Calvo Leira, Encarnación Díaz Martínez, María del Carmen García Pinto, Isabel Francisco de Miguel, Carmen Hervás del Valle, Ana Isabel Pedreira Salgado, Thais Pousada García, Jorge Ruiz Virumbrales, María Luisa Simón Sanjuán, Miguel Ángel Talavera Valverde.

Students

Lidya Abad Itoiz, Iria Abad Rivera, Jessica Abad Rosende, Eva Alba Miranda, Beatriz Blanco Álvarez, Alba Cabanas Iglesias, Sheila Casal Barcala, Yoanna Corral Bergantiños, Rita Díaz López, Silvia Eiroa Santos, Marta Fernández González, Aroa Fernández Novo, Mirtha Flores Cuesta, Silvia Gerpe López, Silvia Grille Lema, Natalia Hermida Carballido, Mffi José Hermida Magariños, Alba Laso González, Mffi Teresa Lema Pérez, Lorena López Rodríguez, Soraya Mangana Rivas, Alba Mayán Carballa, Ana Mayo Martínez, Tania Muíño Vila, Noelia Rabuñal Fernández, Sonia Reboredo Taboada, Tania Romeu Ces, Marta Sánchez Yáñez, Miriam Soliño Barros, Lucía Teijeiro Lorenzo, Cristina Varela Penas.

2009: EUROPEAN YEAR OF CREATIVITY AND INNOVATION

Goals of the Year

The European Year of Creativity and Innovation aims to raise awareness of the importance of creativity and innovation for personal, social and economic development; to disseminate good practices; to stimulate education and research, and to promote policy debate on relevant issues.

The Year addresses a wide spectrum of related themes such as:

- fostering artistic and other forms of creativity through pre-school, primary and secondary education including vocational streams, as well as non-formal and informal education
- maintaining engagement with creative forms of self-expression throughout adult life
- cultural diversity as a source of creativity and innovation
- information and communication technologies as media for creative self-expression
- ensuring that mathematics, science and technological studies promote an active, innovative mindset
- developing a wider understanding of the innovation process and a more entrepreneurial attitude as prerequisites for continued prosperity
- promoting innovation as the route to sustainable development
- regional and local development strategies based on creativity and innovation
- cultural and creative industries including design – where the aesthetic and the economic coincide
- innovation in public and private services.

Objetivos del Año

El Año Europeo de la Creatividad y la Innovación tiene como objetivos subrayar la importancia de la creatividad y la innovación en el desarrollo personal, social y económico, difundir el uso de buenas prácticas e incentivar la educación y la investigación y, también, promover el debate sobre temas relacionados con el Año.

El Año abordará una amplia gama de temas relacionados, como por ejemplo:

- fomentar la creatividad artística y otras formas de creatividad durante la educación preescolar, primaria y secundaria, incluyendo tanto la formación profesional como la educación no-formal e informal
- mantener el compromiso con formas de expresión personal creativas durante la vida adulta
- la diversidad cultural como fuente de creatividad e innovación
- las tecnologías de la información y comunicación como medio para la expresión personal creativa
- asegurar que los estudios matemáticos, científicos y tecnológicos promuevan un pensamiento activo e innovador
- comprender mejor el proceso de innovación e incentivar actitudes más emprendedoras, como requisitos para una prosperidad sostenible
- promover la innovación como elemento clave para el desarrollo sostenible
- impulsar estrategias de desarrollo local y regional basadas en la creatividad y la innovación
- promover industrias culturales y creativas, incluyendo el diseño – donde lo estético y lo económico coinciden
- estimular la innovación en los servicios públicos y privados.

KEY SPEAKERS

DOMINIQUE VAN DE VELDE, MSC OT, BELGIUM

Dominique has a working experience in neurological rehabilitation for eleven years. He was head of the occupational therapy department in a local hospital in Flanders Belgium. In 2006 he succeeded his master level at the Karolinska Institute in Sweden. Interest in scientific research concerning occupational therapy and occupational science made him decide to leave the practice and start a career as lecturer occupational therapy. Currently he is the curriculum-manager of the OT department at the University College Artevelde in Belgium and is working on a PhD at the University Ghent at the department of rehabilitation sciences and physiotherapy. He is member of the editorial board of the Dutch Scientific Journal of Occupational Therapy. Besides the expertise in curriculum development; he has special interests in community based rehabilitation, participation and occupational science.

BENTE HARTVIG, REG.OT, EUROPEAN MSC IN OT, DENMARK

Bente is the head of OT Education, Division of Occupational Therapy Education, University College of Health Care Educations Nordjylland, Aalborg

JETTE HAUGBØLLE, ASS. PROFESSOR, REG.OT , BA- ADULT EDU, MSC OT, DENMARK

Currently she is engaged as Ass. Professor at the University College Sealand and Module coordinator at the European Master of Science in Occupational Therapy

Her professional competences are in: Health promotion and disease prevention, Rehabilitation and Competence-based occupational therapy education

Selected publications:

Haugboelle J: *The Use of ICF in Danish Rehabilitation*. Aarhus, www.marselisborgCentret.dk, 2002.

Frølich E, Haugboelle J, Hjortbak E, Rasmussen J: *To enable occupation and participation through Health Promotion and Disease Prevention*. In: Borg T, Runge U, Tjoernov J: *Occupational Therapy – Activity and Participation in Daily Living*. Copenhagen, MunksgaardDenmark 2007, ch.11. In Danish only.

Frølich E, Haugboelle J, Frydendal Pedersen E: *To enable occupation and participation through interventions in work environment*. In: Borg T, Runge U, Tjoernov J: *Occupational Therapy – Activity and Participation in Daily Living*. Copenhagen, MunksgaardDenmark 2007, ch.12. In Danish only.

ANNE HOVE, REG.OT, MLP - MASTER IN LEARNING PROCESSES, DENMARK

Senior lecturer in OT, Department of Occupational Therapy, Consultant at Center for Professional Education and Technology, Metropolitan University College, Copenhagen, Denmark

SALVADOR SIMÓ ALGADO, BA OT, SPAIN

Lecturer at the University of Vic since 2000. Bachelor in Occupational Therapy and in Translation and Interpretation Studies. Last year student of the PhD in Inclusive Education.

Working experience with survivors of war (Bosnia, Guatemala and Kosovo), immigrants and imprisoned persons and mental health survivors in Spain.

International lecturer at universities of Canada, USA, Sweden, Bulgaria, Latvia, Portugal, Turkey, UK, Belgium, Holland, Mexico and Guatemala. Expert in project design and implementation. Member of the team of the European project Competences for Poverty Reduction (COPORE)

Coordinator of the project *Miquel Martí i Pol*, recognised as “Example of good practice in occupational therapy” by ENOTHE, where education, research and occupation justice are integrated.



MENASHE KADISHMAN, SCULPTOR AND PAINTER, ISRAËL

Menashe Kadishman is an Israeli sculptor and painter. From 1947 to 1950 he studied with the Israeli sculptor Moshe Sternschuss at the Avni Institute of Art and Design in Tel Aviv, and in 1954 with the Israeli sculptor Rudi Lehmann in Jerusalem. In 1959 he moved to London, where he remained until 1972; he had his first one-man show there in 1965 at the Grosvenor Gallery.

His sculptures of the 1960s were Minimalist in style and so designed as to appear to defy gravity. This was achieved either through careful balance and construction, as in *Suspense* (1966), or by using glass and metal so that the metal appeared unsupported, as in *Segments* (1968). The glass allowed the environment to be part of the work. In 1995, Kadishman was awarded the prestigious Israel Prize, for sculpture.

“There is no need for explanation, the works speak and penetrate into our hearts”

JACOB MADSEN, REG.OT, MSC OT, DENMARK

Jacob is lecturer and international student adviser at the Department of Occupational Therapy University College of Northern Jutland – Denmark.

Since 2008 he is a Master in Occupational Therapy from the University of Lund and recently he appointed as Expert in The Creative Platform, at the Research Centre of Aalborg University Denmark.

Jacob is a real innovator and has taken part in several innovative teams and events like:

- Member of the innovative team of at University College of Northern Jutland to develop an innovation-strategy for 7000 students and 600 employees
- Research assistant at Faculty of Rehabilitation technology, Aalborg University Denmark: Project Telekat (Userdriven Innovation for people with COPD) since September 2008.
- Process-guide at SolutionCamp 2006 and 2007 at Aalborg University. (48 hours Innovation Camp for students)
- Project leader at OT-Camp 2007 (24 hour innovation camp for Occupational therapy students)
- Member of Idea North – Aalborg University Denmark: Planning courses for teachers and students in creativity, Innovation and entrepreneurship. (2007-2008)

SISSEL HORGHAGEN, REG.OT, MSC.OT, NORWAY

Sissel is Associated professor at the Occupational Therapy Program, Faculty of Health Education and Social Work, Sør-Trøndelag University College

My professional focus is to combine my scientific work with pedagogic competence, clinical foundation and artistic knowledge. Earlier I presented the performance *The art of Equilibrium* at the European Congress of Occupational Therapists in Madrid. As well as being an occupational therapist, I am also a member of a performance group (Panter Tanter Productions)

<http://www.pantertanter.com>). We have made many performances together with for instance homeless people, asylum seekers and young people with drug addiction so they may express their experiences and resources.

Scientific papers / Publications

- Horghagen S, Josephsson S, Alsaker S (2007). The use of craft activities as an occupational therapy treatment modality in Norway during 1952-1960, *Occupational Therapy International* 14(1): 42-56, Wiley InterScience, DOI: 10.1002/oti.222
- Horghagen S, Sveen U, Holm J, Hagby C, Hammervold B, Reinsberg S og Thyness EM (2007) *Beste praksis i ergoterapi*. Tapir Akademiske forlag
- Horghagen S, Jakobsen K, og Ness NE (red). *Aktivitetsperspektiv på dugnad, deltagelse og dagligliv*. Tapir Akademiske forlag

ELIZABETH ANNE KINSELLA, PHD, ASSISTANT PROFESSOR IN OCCUPATIONAL THERAPY, WESTERN ONTARIO, CANADA

Anne is a member of the Health Professional Education field, in the Health and Rehabilitation Science program and Director of INSPIRE: An Interdisciplinary Network for Scholarship in Professions' Research in Education at the University of Western Ontario. Anne researches processes of reflection, critical reflection and reflexivity in professional life. She has a particular interest in the arts as a means to engage reflection in health professional education, and has funding from the Social Science and Humanities Research Council of Canada for work in this area. Anne's research interests include: reflective practice, arts and humanities in health professional education, epistemology, professional practice knowledge, ethics, professional occupations, creative arts occupations, and occupational identity.

Publications/ Scientific papers

- Kinsella, E. A. (2000). *Professional development and reflective practice: Strategies for learning through professional experience*. Ottawa, ON: CAOT Publications ACE. (Reprint 2008)
- Kinsella, E. A. (2009). Constructivist underpinnings in Donald Schön's theory of reflective practice: Echoes of Nelson Goodman. In J. Willis (Ed.). *Constructivist Instructional Design: Foundations, Models and Examples*, (pp. 265-276). Information Age Publishing,
- Kinsella, E. A. & Whiteford, G. (2009). Knowledge generation and utilization: Toward epistemic reflexivity. *Australian Occupational Therapy Journal*. 56(4), 249-258.
- Phelan, S. & Kinsella, E. A. (2009). Occupational identity: Engaging socio-cultural perspectives. *Journal of Occupational Science*, 16(2), 85-91.
- Lencucha, R., Kinsella, E. A., Sumsion, T. (2008). The formation and maintenance of social relationships among individuals living with Schizophrenia. *American Journal of Psychiatric Rehabilitation*, 11, 330-355.

PROGRAMME

Thursday 15th of October
Creativity and Innovation in Curriculum Design; Implementing TUNING

WEDNESDAY 14 TH OF OCTOBER 2009			
Time			
18-21.00	Registration in Hotel Riazor in A Coruña		
THURSDAY 15 TH OF OCTOBER 2009			
8.00	Busses leave for the conference from PLAZA PONTEVEDRA	BE IN TIME!!!!!!	
8.15 -9.00	Registration in University of A Coruña	Faculty of Sociology, Campus de Elviña	
SALÓN DE ACTOS (Room: 1)			
9.00-9.15	Opening by President of CNDEUTO (Conferencia Nacional de Directores de Escuelas Universitarias de Terapia Ocupacional de España)	Prof. Sergio Santos del Riego, Dean of the	
9.15-9.30	Overview of TUNING follow-up	Liliya Todorova	
9.30-10.00	Creating a flexible and interchangeable curriculum in line with ENOTHE TUNING Educational structures in Europe and the curriculum guidelines	Dominique van de Velde	
10.00-10.30	Presentation of the development of The Danish national curriculum for Education of Bachelor in Occupational Therapy	Bente Hartvig, Jette Haugbølle, Anne Hove,	
10.30-11.15	Coffee / tea break		
PARALLEL SESSIONS			
11.15- 13.15	Developing research competences in OT students	Daphne Kos, Lieve Winderickx, Kaat Simons	Room 3
11.15- 13.15	How to build an inspiring occupation- based curriculum, using the TUNING competences	Hetty Tonneijck, Inge Vromen	Room 10
11.15- 13.15	E-Portfolios as means of both capturing and recording experiences as well as offering a mechanism to reflect on such learning	Claire Craig	Room 7
11.15- 13.15	Integrated Practice: an innovative methodology for the formation of occupational therapists in Chile <i>(in Spanish)</i>	Laura Rueda, Sandra Mella Díaz	Room 1
11.15- 13.15	Workshop –continuation from the morning	Dominique van de Velde	Room 2
11.15- 13.15	A cooperative venture between Sunnaas Rehabilitation Hospital and the Occupational Therapy Programme at Oslo University College to implement evidence based practice in student clinical placement	Marie Berg, Else-Britt Bruset	Room 18
13.15	Lunch		

PARALLEL SESSIONS			
14.45-16.45	Developing research competences in OT students	Daphne Kos, Lieve Winderickx, Kaat Simons	Room 3
14.45-16.45	How to build an inspiring occupation- based curriculum, using the TUNING competences	Hetty Tonneijck, Inge Vromen	Room 10
14.45-16.45	E-Portfolios as means of both capturing and recording experiences as well as offering a mechanism to reflect on such learning	Claire Craig	Room 7
14.45-16.45	Workshop –continuation from the morning	Dominique van de Velde	Room 5
14.45-16.45	A cooperative venture between Sunnaas Rehabilitation Hospital and the Occupational Therapy Programme at Oslo University College to implement evidence based practice in student clinical placement	Marie Berg, Else-Britt Bruset	Room 18
14.45-16.45	Curriculum Integration Workshops for the Formation of Occupational Therapists. Chile. <i>(in Spanish)</i>	Laura Rueda, Sandra Mella Díaz	Room 6
17.00	Busses return to PLAZA PONTEVEDRA		
17.00-18.00	Meeting between CNDEUTO-ANECA-ENOTHE About collaboration in the development of occupational therapy education	Members of CNDEUTO Board of ENOTHE Director of ANECA	Room 2
18.15	Last bus returning to PLAZA PONTEVEDRA		
20.30	Social dinner for lecturers of the TUNING day	Aquarium Finisterrae Paseo Alcalde Francisco Vázquez, 34 15002 A Coruña	
21.30	Social gathering for students	María Pita Square (statue of Maria Pita)	
22.00	Second gathering in Garufa pub	Calle de San Fransisco 8, 15001 A Coruña	

PROGRAMME

Friday 16th of October 2009

Creativity and Innovation in Occupational Therapy Education and Practice

THURSDAY 15TH OF OCTOBER		
Time		
18.00-20.00	Registration in Hotel Riazor in A Coruña	
FRIDAY 16TH OF OCTOBER - MORNING		
8.00	Busses leave for the conference from PLAZA PONTEVEDRA	BE IN TIME!!!!!!
8.15 -9.00	Registration in University of A Coruña	Faculty of Sociology, Campus de Elviña
SALÓN DE ACTOS (Room: 1)		
9.00-9.05	Opening by the President of ENOTHE	Sofia Vikström, President of ENOTHE
9.05-9.25	Cultural Opening	
9.30	Welcome by: Mrs. Gemma Rauret Dalmau Prof. José María Baria Pérez Prof. Sergio Santos del Riego	Director of the ANECA (Agencia Nacional de la Evaluación de la Calidad y Acreditación - The National Agency of Evaluation of Quality and Accreditation) Rector of the University of A Coruña Dean of the Health Science Faculty
10.00-10.15	Developments of Occupational Therapy within the Spanish Higher Education Area	Ms. Inés Viana-Moldes, Secretary of Facultade de Ciencias da Saúde, A Coruña, and Programme leader for Occupational Therapy
10.15- 10.30	ENOTHE activities 2008/2009	Hanneke van Bruggen, executive director of ENOTHE
10.30-11.15	Coffee / tea break	
11.15-12.00	Sculpting a reality-grounded Occupational Therapy	Salvador Simó and Menashe Kadishman
Questions and discussion		
12.15-13.00	Innovation focused teaching in Occupational Therapy education and practice.	Jacob Madsen
Questions and discussion		
13.00-14.15	Lunch	

FRIDAY 16th OF OCTOBER - AFTERNOON

Parallel sessions and creative workshops on the core themes of the European Year 2010

Time

14.15-15.45	Occupational Therapy in Burkina Faso, West Africa: Waiting for an opportunity	Inda Zango	Room 9
14.15-15.45	Using digital media in Occupational Therapy - What? How? Why? When? Lessons from the creative innovation of Digital storytelling	Julie Hathaway Coleman, Pilgrims projects	Room 5
14.15-15.45	The use of creative arts within the Bachelor of Occupational Therapy. Impact on personal, professional and intercultural competences	Marc Velghe	Room 6
14.15-15.45	Art activities and competences	Hendrik Jan Geerars	Room 4
14.15-15.45	Developing an online module on the political practice of occupational therapy based on a problem based learning approach	Dikaios Sakellariou and Nick Pollard	Room 13
14.15-15.45	"Creative group activities and the development of personal and therapeutic skills"	Cecilie Krüger	Room 14
14.15-15.45	Think tank, Occupational Therapy towards 2025	ENOTHE board, Sophia Vikström, Satu Aittomaki, Anne Lawson Porter, Stephani Saenger, Liliya Todorova	Room 3
14.15-15.45	The necessity of creative thinking in occupational therapy. An attitude, a vague concept or a grounded skill?	Lieven Desomviele, Staffan Josephsson	Room 8
14.15-15.45	Developing core occupational therapy skills through project based placements	Rebecca Allen	Room 10
14.15-15.45	Understanding Ourselves as Occupational Beings through the mediums of self reflection and the production of a mixed media Exhibition Piece	Catherine Poyser	Room 18
14.15-15.45	Creative and innovative work on OT education and research: Presentation Module KWALON; Quality of Care and Entrepreneurship	Ineke Stijnen	Room 7
14.15-15.45	A University garden where education, research and occupational justice flourish	Salvador Simó, Plácido Romera, Christian Ventosa, Laia Lopez, Maria Rotger	Room 1
15.45-16.15	Coffee / Tea break		
16.15-17.15	General Assembly		Room 3

16.15-17.15	Student meeting	Salon de Actos /Room 1
17.30	Busses return to PLAZA PONTEVEDRA	
20.00	Busses leave from PLAZA PONTEVEDRA for sightseeing and social evening	BE IN TIME!!!!!!
21.00	Social Evening, diner and dance for all participants Film made by Students of Coruna	In Entre el Cielo y el Mar (between Heaven and Sea) Monte de San Pedro, 15011 A Coruña
23.30	Busses will return to PLAZA PONTEVEDRA	

PROGRAMME

Saturday 17th of October 2009

Creativity and Innovation: Student Projects and New Projects related to ENOTHE

SATURDAY 17th OF OCTOBER

Time			
SALÓN DE ACTOS (Room: 1)			
9.00	Busses leave for the conference from PLAZA PONTEVEDRA	BE IN TIME!!!!!!	
9.30-10.00	Performance; Occupational Therapy start with craft and creative activities	Sissel Horghagen	
10.00-10.30	Engaging reflection through an arts-based approach to education: An embodied approach to learning	Anne Kinsella	
10.30-11.15	Coffee/ tea break		
11.15- 12.30	Presentation of project results and new projects	Hanneke van Bruggen + project group leaders	
	Result Intensive Programme- Dissemination of Research Findings to Users	Chris Mayers	
	Results Intensive Programmes Inclusive Communities	Liliya Todorova	
	EEE4all	Barbara Piskur	
	Grundtvig Project/ ELSITO	Sarah Kantartzis	
	ERASMUS AM/ COPORE	Hanneke van Bruggen	
12.30-	Lunch		
PROJECT GROUP PARALLEL SESSIONS			
14.00-16.00	Enhancing 'Knowledge Translation' by user-friendly summaries of critically appraised research articles: the development, co-operation and future	Prof. Chris Mayers, Fenna van Nes, Chris van der Molen, Dorien Schuerhoff	Room 10
14.00-16.00	ELSITO (Empowering Learning for Social Inclusion through Occupation)	Sarah Kantartzis, Salvador Simo, Marion Ammeraal, Clair Smith, Liliya Todorova, Luc Vercruyse	Room 4
14.00- 16.00	Euro-Education: Employability for All (EEE4all)	Barbara Piskur, Annika Lindh Falk, Claire Craig, Elke Kraus	Room 14
14.00-16.00	The development of a European module on community based occupational therapy	Ruth Zinkstok, Roana Dickson, Bénédicte Dubois, Annemie Engelen, Ann Johansson, Sandra Schiller	Room 15
14.00-16.00	COPORE (Competences for Poverty Reduction)	Hanneke van Bruggen	Room 9
14.00-16.00	The Canadian Occupational Performance Measure (COPM) used as base for a lifestyle programme in home dwelling older people with stroke or TIA	Anne Lund	Room 16
14.00-16.00	"Engaging informal caregivers to support persons with neurogeriatric diseases to a mutual active and fulfilling life. What pedagogy and strategies could be used?"	Sofia Vikström	Room 18
14.00-16.00	New projects from strategic course		Room 17

STUDENT PARALLEL SESSIONS

14.00-16:00	Session 1- Creativity and Innovation	Paulo Freire / Room 1
	Occupational therapy in 2020	Sadlonova Martina, Fischer Sandra, Baumgartner Doris, Maier Katharina, Lüftenegger Theresa, Salzmann Veronika, FH Campus Wien, Austria
	Connect the dots, between theory and practise	Anne Birmans, Margarete Gasch, Simone Liebrechts and Laura van Wezel, Hogeschool Zuyd, Heerlen, The Netherlands
	Inclusive education	Sarah Ascoop, Leen De Graef, Wendy Teerlijnck, Evelyne Vincke and Stéphanie Vernailen, University College Ghent, Ghent, Belgium
	"OT-Students @ Rheinfelder primary school - what students can learn from pupils"	Johannes Freytag, Wannseeschule, Berlin, Germany
	Experiencing handicaps. Bringing occupational therapy to students in a creative way.	Danielle van Loo, Hogeschool Rotterdam, Rotterdam, The Netherlands
14.00-16.00	Session 2- Creativity and Innovation	Nelson Mandela/ Room 3
	Creative fusion through inclusion	Jeffrey Gheselle, Britt Van Oost, Anneleen Seynhaeve and Joke De Wulf, KHBO, Brugge, Belgium
	Ice skating for persons with physical restriction (G- Skaters)	Jeffrey Gheselle, Britt Van Oost, Anneleen Seynhaeve and Joke De Wulf, KHBO, Brugge, Belgium
	Volunteering: An Altruistic Innovation	Cecily Borgstein, Rachel Walsh, and Ciara McCabe, Queen Margaret University, Edinburgh (Scotland), United Kingdom
	Survey about and for carers	Femke Dendooven, Tineke Furniere and Sofie Nachtegaele, HOWEST, Hiepso, Kortrijk, Belgium
	Let us grow together!	Alexandra Petrova and Renata Stojkovska, University of Ruse, Department of Kinesitherapy, Ruse, Bulgaria
	Community-oriented health promotion for socially disadvantaged preschool children: Cooperation between OT students and a nursery school in Hildesheim (Germany)	Anneli Besold, Britta Bettels, Jasmin Dürr, Sarah Grewe, Claudia Günther, Jens John, Pia Müller, Lucy Rodgers, Larissa Weidle and Anna-Sophie Winkelmann, HAWK Hildesheim, Hildesheim, Germany

14.00-16.00	<p>Session 3- Creativity and Innovation</p> <p>Circus-project</p> <p>Occupational therapy for children through interaction with horses in Denmark</p> <p>Difference without indifference</p> <p>"Occupational cube"</p> <p>The opinion from young people about the city of Antwerp in an interactive and creative way</p>	<p>Mickey Mouse/ Room 5</p> <p>Julian Geibel, Deligeridou Panagiota, Elena Weiß, Franziska Scharmer, Hanna Wanderer, Jeannette Stanka, Johanna Maier, Judith Schier, Lena Ilgenfritz, Melanie Ergenzinger, Svenja Bogenschütz and Vera Springer, Berufsfachschule für Ergotherapie, Reutlingen, Germany</p> <p>Vivi Ann Hviid and Tanja Petersen, VIA UC Holstebro, Ergoterapeutuddannelsen, Holstebro, Denmark</p> <p>Carla Tomás, Escola Superior de Saúde do Alcoitão, Portugal</p> <p>Sandra Klostermann, Beate Möller, Rahel Kruse and Magdalena Tobergte, ETOS, Osnabrück, Germany</p> <p>Ine Hendrickx, Petra Mellebeek, Talita Van Den Bossche, Artesis Hogeschool Antwerpen, Belgium</p>
14.00-16.00	<p>Session 4- Creativity and Innovation</p> <p>The Bites of Culture in Nature</p> <p>Student Company 'ErgoZelf' offers a book for the caregivers of people with dementia</p> <p>Barking dogs do not bite: the appreciation of a dog in a rest home</p> <p>Activation space</p> <p>Purposeful art-activity with elderly and children together for providing social inclusion</p>	<p>Mahatma Ghandi/ Room 6</p> <p>Kirsi Hyvärinen and Maija Väyrynen, Metropolia University of Applied Sciences, Helsinki, Finland</p> <p>Annemarieke van Riet & Aafke Ruiten, HAN (Hogeschool van Arnhem en Nijmegen), Nijmegen, The Netherlands</p> <p>Stéphanie Theuninck, Justine Vanhee and Nena Verleyen, HOWEST, Hiepso. Kortijk, Belgium</p> <p>Kevin Vuylsteke, Tommy Nuyttens and Ben Mestdag, HOWEST, Hiepso. Kortijk, Belgium</p> <p>Hülya Yücel, Hacettepe University Faculty of Health Sciences, Department of Ergotherapy, Ankara, Turkey</p>

14.00-16.00	<p>Session 5- Creativity and Innovation</p> <p>Meaning of cultural events for people with disabilities</p> <p>Rehabilitation dogs</p> <p>A house for life</p> <p>Older immigrants in Sweden Facilitate integration and development through occupation</p> <p>Work rehabilitation in Occupational Therapy</p> <p>The "OBRA" Boat</p>	<p>Rigoberta Menchu/ Room 6</p> <p>Friederike Berner, Martin Sandner, Anja Schniedermann and Melanie Zirzow, Schule für Ergotherapie ev. Krankenhaus, Bielefeld, Germany</p> <p>Yannicke Haenni and Pauline Bossy, Ecole d'Etudes Sociales et Pedagogiques (EESP), Lausanne, Switzerland</p> <p>Thomas Schotte, Dave Vanderbeke and Clément Vermeulen, HOWEST, Hiepso, Kortrijk, Belgium</p> <p>Malin Westerberg and Angelica Andersson, Jönköping university, Jönköping, Sweden</p> <p>Alba Pérez, Victor García, Frederic Cervelló, Paula Gómez and Arlet López, Escola Universitaria Creu Roja, Barcelona, Spain</p> <p>Sanne Van de Walle, University College Ghent, Ghent, Belgium</p>
14.00-16.00	<p>Session 6- Creativity and Innovation</p> <p>The re-introduction of creativity and innovation in psychiatric occupational therapy in Denmark</p> <p>An exploration of the use of the Wii console in Occupational Therapy</p> <p>Use of creative activities in psychiatric care</p> <p>JOIN US TO ENJOY. (Afegeix-te a la diversió) (Añadete a la diversión)</p> <p>Creativity and innovation in hand therapy</p> <p>Occupational Therapy Student Website</p>	<p>Pablo Picasso/ Room 7</p> <p>Julie Louise Hartmann, VIA University College, Aarhus, Denmark</p> <p>Gail Cody, Fiona Ronaldson, Marie Westwood and Elaine Whyte, Queen Margaret University, Edinburgh (Scotland), United Kingdom</p> <p>Anna Wernoff and Ivona Cetofski, Örebro University, Sweden</p> <p>Nit Bachs, Gisela Barbadillo and Xavier Anta, Escola Universitaria Creu Roja Terrassa, Barcelona, Spain</p> <p>Ylva Åkesson Umeå University, Sweden</p> <p>Sarah Daniels, Charlotte Spink, Department of Occupational Science and Occupational Therapy, University College Cork, Ireland</p>

14.00-16.00	Session 7-Creativity and Innovation “Beware of paper” a play of people with acquired brain injury (NAH) “Ex-prisoners walk of art” TeaTO, a Junior Enterprise “Keep the Children’s Childhood” “Processus creatif”	Isabel Allende/ Room 8 Sieska Martens, Sarah Cattrysse, Barbara De Lembre and An Vandeviane, KHBO, Brugge, Belgium Laura Collijs, Hogeschool Gent, Gent, Belgium Almudena Cano, Diana Delgado, Mffi José Espigarez, Belén Chica andb Saray Muñoz, Universidad de Granada. Escuela Universitaria de Ciencias de la Salud, Granada, Spain Qetevan Choniashvili and Tamar Nozadze, Ivane Javakishvili Tbilisi State University, Tbilisi, Georgia Margot Verine, Davina Yeung, Jeanne Pyskire, Marion Duwig, Marine Avignon and Elodie Jouanneau, ADERE, Paris, France.
16.15-17.30	Summary of the parallel sessions- best Student project Presentation of the next host-Karolinska Institute Closing performance: “Cuerpos en trama”	SALÓN DE ACTOS (Room: 1) Eudanza Group, from O Pelouro Center
17.30	Reception offered by the Spanish Association of Occupational Therapists (APETO) and the Galician OT Association (APGTO)	Closing word by Ana Vincente president of APETO and Nereida Canosa Domínguez president of APGTO In the Hall
18.30	Busses return to PLAZA PONTEVEDRA	
23.30	Party in GRIETAX pub. Everybody is invited!	Calle de Juan Canalejo 6 15003 A Coruña

Thursday 15th of October

Creativity and Innovation in Curriculum Design following TUNING

Overview of TUNING follow-up

Liliya Todorova, Sen. Ass. Professor, Deputy Head of the Department of Kinesitherapy, Contact person international affairs, Angel Kunchev University, Faculty of Natural Sciences and Education, Ruse, Bulgaria

TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the [Bologna Process](#) to the higher educational sector. Over time Tuning has developed into a *Process* to (re-) design, develop, implement, evaluate and enhance quality of first, second and third cycle degree programmes. The name Tuning reflects the idea that universities should not look for uniformity or any sort of unified, prescriptive or definitive European curricula, but simply look for points of reference, convergence and common understanding. Occupational Therapy was introduced as a subject area in the second phase of the Tuning project. The outcomes of the project are described in the publication *Reference Points for the Design and Delivery of Degree Programmes in Occupational Therapy*. Brief outline of the TUNING methodology and phases will be presented. Tuning impact on occupational therapy education in Europe and development of new programmes in Eastern European countries will be highlighted. The follow up project *Tuning Sectoral European Framework for Social Sciences*, seeking to develop a credit based sectoral qualification framework for the domain of the Social Sciences, will be presented.

Creating a flexible and interchangeable curriculum, in line with ENOTHE TUNING educational structures in Europe and the curriculum guidelines

Dominique Van de Velde, Lecturer University College Artevelde, Dept. OT, Gent, Belgium

Changes in the demands from the European Community and the striving to create an open and flexible education market provided a unique opportunity to refresh the

occupational therapy curriculum in the University College Artevelde, Belgium. The renewed Bachelor in Occupational Therapy programme imbeds an occupational perspective of humans and health. In developing the new curriculum the WFOT (2002) 'Revised Minimum Standards for the Education of Occupational Therapists' and the ICF (2001) were used to structure the programme and the learning outcomes in order to build a competence and occupation based curriculum. The programme is benchmarked with the competencies from the ENOTHE tuning working group. The programme is structured around the professional roles of the occupational therapist (assessment, treatment, advise, management and research) and the learning outcomes are primarily based on the clinical reasoning processes from the student. Using this framework and introducing occupational science as the body of knowledge means that an occupational perspective provides the foundation for this renewed programme to such an extent that the course document is not based on any specific disease, pathology or illness. The development process, the structure and implementation of the renewed curriculum will be presented. A review of the curriculum will highlight how an occupational perspective has been enacted in the course aim and learning objectives, course structure and individual modules. Furthermore, the emerging paradigm raises numerous issues for occupational therapy practice and occupational therapy education will be briefly discussed.

It would be very interesting to create a working-group or project concerning this topic. It is hoped that through cooperation among different schools on building a European guideline about occupation based curricula more interchangeability can be achieved.

Presentation of the development of the Danish national curriculum for education of Bachelor in Occupational Therapy

Bente Hartvig, reg. OT, European MSc in OT, Head of OT Education, Division of Occupational Therapy Education, University College of Health Care Educations Nordjylland, Aalborg

Jette Haugbølle, reg. OT, MSc, Ba. Adult Edu, Ass. Prof., Division of Occupational Therapy Education, University College Sjaelland, Naestved

Anne Hove, reg. OT, MSc, Ass. Prof., Division of Occupational Therapy Education, University College Metropolitan, Copenhagen, Denmark

In September 2008 the Danish Education of Bachelor in OT introduced a national curriculum. The background was a political decision about harmonizing the health care educations as competence based educations with a superior common structure and following the Dublin Descriptors. To prepare this, new regulations were made for all health care educations. Based on that the single education was asked to work out a draft curriculum.

The OT education decided first of all to work out a competence profile of an OT novice, based on ENOTHE Tuning Process. This was organized in a work group with representation from all the seven Danish OT schools. Next step was the curriculum. From the competence profile group were selected 2 OT teachers and together with one of the heads of the education they formed the writing group and had the competence profile group as reference.

The draft curriculum was in the end adjusted by the Educational Ministry to meet the harmonizing process. The presentation will cover experiences with the national curriculum at the current state, where the first year is finished and we still look forward to introduce the last 2 year before the first cohort, educated with a competence based curriculum, will finish.

The experiences are positive for use of the TUNING PROCESS and the collaboration between the OT schools. But developing a curriculum that should meet criteria on many different levels has been challenging and not only positive.

PARALLEL SESSIONS

Developing research competences in OT students

Kos D., Winderickx L., Lenaerts, R., Lectures University College Artesis Antwerp, Antwerpen, Belgium

Evidence-informed practice has become an essential part of occupational therapy (OT). Consequently, incorporation of research competences in all OT programs is one of the minimum standards for education formulated by Hocking & Ness (2002) and ENOTHE (2003), for both professional bachelor and master degrees.

Merely training the students in occupational therapy skills is not sufficient to achieve a scientific life long learning attitude. Therefore a scientific learning approach is embedded in the complete OT curriculum in Artesis Hogeschool Antwerp. From the onset of the trajectory, scientific thinking and acting is a major topic in all courses of the programme. This workshop aims to discuss current approaches in institutions and countries to encourage and embed the application of scientific research into clinical practice and the possible obstacles to achieve these goals.

How to build an inspiring occupation-based curriculum, using the TUNING competencies?

Hetty Tonneijck MSc, Inge Vromen, lectures Hogeschool van Amsterdam, Amsterdam School of Health Professions, Dept. OT, Amsterdam, The Netherlands

Changes in society and our profession have led to a change in our vision on what occupational therapy is and could be which in turn leads to a change in ideas on educating future occupational therapists.

Major challenges in our education can be summarized as: how to further develop the occupation base of our curriculum and how to implement the TUNING competencies.

We have found in the past years that it is a challenge to develop an occupation-based curriculum; so far we have

only been able to reach an occupation-focused curriculum. Our students seem to lack a real feel for occupation, its influence on health and well-being and how OT's look upon occupational challenges as the focus for their intervention. (Our students tend to look for medical diagnoses, instead of first and foremost trying to grasp the occupational issue within a context).

We find that the national OT-competencies we have used so far reflect the medical model and are as such not helpful in focusing on occupation, occupational needs and - challenges as core domain for occupational therapists. The TUNING competencies, however, seem to be much more helpful to further develop the occupation base in our education.

To be able to use the competencies to direct our education and assessments, we need to translate and operationalize them further, relating them to our former (national) competencies and fitting them to the local situation. This has turned out a challenge within itself.

We are now trying to change our curriculum in such a way that occupation becomes the core business of all OT-students and educators.

We experience many challenges: concerning content (e.g. which cases do we use, what is in the body of knowledge and skills), teaching methods, programming and competencies, and concerning colleagues, organization, and fieldwork.

We would very much like to discuss experiences on creating a real occupation-based curriculum.

TUNING into E-Portfolios

Claire Craig, Lecturer Sheffield Hallam University, Sheffield, United Kingdom

Portfolios offer students a vehicle through which to document learning and record the process of personal and professional development planning. At one level they can form a very personal record of learning and on another be used as a means for students to demonstrate successful achievement of competencies for practice. For this reason portfolios are being increasingly used as a means to assess learning. As we move into a growing digital age E-portfolios

can give an added dimension to this process permitting students to record information in a highly accessible format and to include a range of audio-visual media such as images, video and sound recordings.

Given the role that portfolios play and the flexibility afforded by e-portfolios and digital technologies the development and promotion of a European E-Portfolio where students are able to evidence achievement according to TUNING competencies would seem to provide a perfect mechanism to reflect and consolidate the internationalisation of the curriculum. Not only will this enable students to evidence and articulate their learning under TUNING but it also ensures that individuals on placement in different countries or on exchange programmes can move seamlessly between learning experiences. The final e-portfolio produced by the student can be used as part of any interview and can further support the Bologna process.

This workshop explores work undertaken around e-portfolio development in Portugal and the UK. It considers the process of working with staff in the creation of an e-portfolio mapped to TUNING competencies and offers participants hands on experience. Participants will have the opportunity to explore an example of an e-portfolio mapped to TUNING and discuss this as one possible model. Practical ideas will be shared in terms of ways of taking this work forward as well as way of embedding the portfolio within the curriculum. Finally participants will be encouraged to think of creative ways of helping students engage in the TUNING process within personal and professional development planning and to build skills in creative reflection and action planning.

Talleres de integración curricular para la Formación de terapeutas Ocupacionales. Curriculum Integration Workshops for the Formation of Occupational Therapists (workshop in Spanish)

Laura Rueda C. OT, Master Bioethics, Vivian Villarroel Encina, OT, MSc in Education of Health Sciences, Paula Soto Reyes, OT, MSc in Education of Health Sciences, Irene Muñoz Espinoza, OT, MSc in Education of Health

Sciences, Sandra Mella Díaz, OT, Master Social Integration of people with disabilities, Universidad de Chile, Santiago, Chile

Spanish:

Respondiendo al problema de la falta de integración curricular, en que el conocimiento es reducido a contenidos fragmentados y estructurados en disciplinas, es que surgen los Talleres de Integración curricular que se implementarán en la formación de terapeutas ocupacionales, a partir de Marzo del 2010.

El objetivo de estos talleres es fomentar las competencias de los estudiantes para relacionar diversas dimensiones teórico-prácticas del currículo en una perspectiva crítica y reflexiva de la formación. Se organizan en torno a una temática central integradora que permite desarrollar habilidades de integración y sistematización, articular la teoría y la práctica, motivar la búsqueda de conocimientos y reflexionar acerca de cómo se realiza el aprendizaje y el sentido que el estudiante le da a su formación profesional.

La metodología de los talleres de integración privilegiará el desarrollo del diálogo en relación a los conceptos teóricos propios de los cursos que los estudiantes estén cursando en el semestre. Los talleres van transcurriendo en espiral hasta los semestres más avanzados. Son instancias de recapitulación de todo el quehacer del estudiante, en cada período en que están ubicados. Se desarrollan en relación a estudios de casos, privilegiando las discusiones, el análisis y la evaluación en cada uno de ellos, integrando además las competencias del enfoque investigativo y genérico. Los talleres promoverán la actitud hacia el rigor científico, la responsabilidad social, la autonomía y proyección profesional.

English:

Responding to the lack of curricular integration, in which knowledge is reduced to fragmented and structured content disciplinary, is emerging Curriculum Integration Workshop that will be implemented in the formation of occupational therapists, as of March 2010.

The aim of these workshops is to enhance the skills of students to relate theoretical and practical dimensions of the curriculum in a critical and reflective perspective of teaching. They are organized around a central theme to

develop integrated skills of integration and systematization, articulate the theory and practice, motivating the search for knowledge and think about how learning takes place and the sense that the student gets to their formation professional.

The methodology of the workshops promotes the integrating the development of dialogue on the theoretical concepts of the courses themselves that students are enrolled in the semester. The workshops are passing up the spiral advanced semesters. Are instances wrap around the work of the student, in each period in which they are located. Develop in relation to case studies, emphasizing discussion, analysis and evaluation in each of them, besides integrating the investigative powers of the generic approach. The workshops promote the attitude toward the scientific, social responsibility, autonomy and professional projection.

Práctica Integrada: una metodología innovadora para la formación de terapeutas ocupacionales en Chile
Integrated Practice: an innovative methodology for the formation of occupational therapists in Chile (workshop in Spanish)

Laura Rueda C. OT, Master Bioethics, Vivian Villarroel Encina, OT, MSc in Education of Health Sciences, Paula Soto Reyes, OT, MSc in Education of Health Sciences, Irene Muñoz Espinoza, OT, MSc in Education of Health Sciences, Sandra Mella Díaz, OT, Master Social Integration of people with disabilities, Universidad de Chile, Santiago, Chile

Spanish:

Nuestro interés es compartir la experiencia de una innovadora actividad curricular desarrollada desde el año 2005 en la Escuela de Terapia Ocupacional .

La Práctica Integrada surge como una nueva metodología de enseñanza- aprendizaje integradora y creativa, ante la necesidad de desarrollar en los estudiantes la integración curricular desde los primeros años de estudios.

Esta actividad curricular incorpora diferentes asignaturas del semestre con el objetivo de desarrollar competencias profesionales, con énfasis en el desarrollo y aplicación de la creatividad en el estudiante y las personas. Los estudiantes

diseñan, planifican, implementan y evalúan un Proyecto o Programa Individual o Grupal de Intervención con el propósito de favorecer el desempeño ocupacional de las personas a través de actividades clínicas, comunitarias o de gestión. Esta actividad promueve el desarrollo de habilidades terapéuticas, capacidad de gestión, enfrentamiento al contexto real de intervención del Terapeuta Ocupacional en Chile. Este Programa de Intervención se desarrolla en un Centro de Salud o Educacional. Los estudiantes son guiados por un Docente Tutor Práctico, además cuentan con un Docente Supervisor de Escuela y Sistema de Tutorías.

English:

Our interest is to share the experience of an innovative activity curriculum developed since 2005 at the School of Occupational Therapy.

Integrated Practice was emerging as a new methodology of teaching-learning inclusive and creative, with the need to develop in students an integrated curriculum from the earliest years of schooling.

This activity includes different subjects of the semester in order to develop professional competences, with emphasis on the development and application of creativity in students and people. Students design, plan, implement and evaluate a project or program intervention of individual or group, with the aim to promote the occupational performance of individuals through clinical activities, community activities or management activities.

This curricular activity promotes the development of therapeutic skills, managerial skills, dealing with the actual context of intervention by the Occupational Therapist in Chile. The Intervention Program is run a Health or Educational Center. Students are guided by a Mentor Teacher also have a Teacher and Supervisor of School Tutorials System.

Workshop as a follow – up of the morning lecture

Dominique Van de Velde, Lecturer University College Artevelde, Dept. OT, Gent, Belgium

- Our school is willing to collaborate with ENOTHE partners and share our knowledge concerning curriculum development, so a call for collaboration if favourable.

A cooperative venture between Sunnaas Rehabilitation Hospital and the Occupational Therapy programme at Oslo University College to implement evidence based practice in student clinical placement

Marie Berg, PhD, Head occupational therapist, Sunnaas Rehabilitation Hospital and Else-Britt Bruset Ass. Professor, occupational therapist, Oslo University College, Oslo, Norway

INTRODUCTION

Today's health authorities and patients expect that the practice of occupational therapy is evidence based to achieve optimal results. The OT schools and hospitals are required by national framework plans to develop and implement evidence based practice in the education of occupational therapists, and in clinical practice. The need to implement the principles of evidence based practice in occupational therapy is pressing, not least in the course of educating students.

The aim of this project is to integrate the principles of evidence based practice in student clinical placement.

METHODS

New educational aims and criteria for evaluation related to evidence based practice and the placement will be developed. A sample of 7 selected students will spend 3 weeks in clinical placement, and the student will together with their clinical tutor define a question related to clinical practice. The students will bring their questions back to college, and attend a 4 day course of evidence based practice. The questions will be used in literature search and critical appraisal in the course, and the result will be brought back to the clinical setting, and implemented in OT treatment plans during the placement. A questionnaire related to attitudes and knowledge of evidence based practice will be given the student before and after the placement.

RESULTS

This project is initiated and funded by the Oslo University College. Data will be collected from March to May 2009. Results will be analyzed in June 2009, and a final project report will be submitted to the Oslo University College of Oslo before 1st of October 2009.

KEY WORDS

Evidence based practice, occupational therapy education, placement.

Creativity and Innovation in Occupational Therapy Education and Practice

Developments of Occupational Therapy within the Spanish Higher Education Area

Ms. Inés Viana-Moldes, Secretary of Faculdade de Ciências da Saúde, A Coruña, and Programme leader for Occupational Therapy

Occupational Therapy in Spain dates from the early sixties and its history has been written thanks to the constant dedication of occupational therapists, citizens committed to their doing, who have managed to achieve full recognition of the discipline and of the profession. Four moments are discerned in this trajectory: the first, from 1961 to 1963, is the founding stage of occupational therapy studies by the hand of Mrs. Mercedes Abella; the second, from 1963 to 1990, is the period of consolidation of the studies and of the profession in the different intervention areas, where many occupational therapists have contributed relevantly; the third, from 1990 to 2007, is characterized by the university implantation of occupational therapy studies in 18 Spanish universities, by the high growth of the number of occupational therapists in the country, and by the extension of the fields of work; eventually, in 2007 the "REAL DECRETO 1393/2007, of the 29th October, by which the ordinance of official university studies is established", is published, hence the adaptation to the European Higher Education Area (EHEA) implies the formal initiation of the fourth historical moment, in which the equality between university degrees is recognised, and the full right of participation of occupational therapists in academic and scientific activity is articulated.

ENOTHE activities

Hanneke van Bruggen, Executive director ENOTHE, Hogeschool van Amsterdam, The Netherlands

In this presentation the most important activities undertaken by ENOTHE and the results achieved during the academic year 2008/2009 will be explored. More members

have managed successfully to apply for grants like ELSITO, EEE4ALL and the Polish OT development project. This makes the work of ENOTHE more sustainable and less dependent on the ENOTHE office.

Sculpting a reality-grounded Occupational Therapy

Menashe Kadishman, artist from Israel and Salvador Simó, lecturer Universidade da Vic, Spain

Art is one of the most powerful languages of life. Art is a strong link with our soul, our conscience, so many times silenced in the middle of this Western rationalistic society, based on the criteria of the machinery society (Persson, 2002), efficiency, productivity, where a major part of the population, the majority world (Thibeault, 2006) is seen as disposable (Bauman, 2005). Artist can be seen as the old prophets that remind us about the really important things in life. Occupational therapist should be able to hear the voices of the artists and the artworks, the 'cultural traces' of past, present and future, if we want to develop a truly relevant Occupational Therapy.

Menashe Kadishman is one of these prophets, with a life committed to justice and peace. He speaks through the "dance" of his hands painting or sculpting. This presentation will talk to us through his art, his words. Masterpieces as...

Shalechet (autumn leaves) reminds us about the suffering of all the innocent in the contemporary world. How many people have been victims of destiny? They are the dead leaves of the mankind. Man is a tree, and he loses his leaves when the time of his last winter (Kadishman, 1999).

The suffering more than admiration makes us to think (Boff, 2000). What is the real mission of our profession? Are we truly attached to our values of client centeredness or we are just becoming profession self-centered (under the economic pressure for profit)? Are we confronting the contemporary human, cultural and ecological genocide (Simó Algado, 2008)? Do the clients, we pretend to serve, see us as partners (van Bruggen, 2008)? Are the clients in our congresses, organizations and associations truly represented?

Abraham weakness... Abraham was ready to kill his son Isaac because it was God's order, but Isaac was saved by the ram. In this sculpture Abraham is absent because it represents the human weakness which creates the endless succession of victims (Kadishman, 1999).

Are we absent as a profession? Are we really serving all populations suffering from occupational deprivation (Whiteford, 2005)? When we know that poverty is evitable (Sachs, 2007) and represents the lack of morality of our societies (Pogge, 2005)... What is our role in a "rich" European Union with more than 75 millions of people living under poverty (van Bruggen, 2009)? Do we serve all the persons with occupational dysfunction without discrimination, based on economic, racial, gender issues? Are they absent in our university classes too?

Morning light... a flock of twenty animals huddle's together in the first warming rays of a summer's morning and shakes the morning dew from its fleece. Morning light can be said to be a masterpiece of Kadishman lifelong exploration of the theme of the sheep as a metaphor of the innocence and vulnerability of animals and nature (Kadishman, 1999).

We describe occupational as the dialogue of human being with environment. Do we really understand (non physical) environment. Do we understand ecology as the relation of everything with everything (Boff, 2000) and how we can confront the ecological crisis from occupational therapy (Wilcock, 1998)? Are we developing a vision of occupational ecology (Simó Algado, 2004)?

The binding of Isaac... the binding of Isaac occurs in our time, wherever we sent our children to war. It is a portrayal of our guilt and our fear (Kadishman, 1999).

Are we afraid of our true potential? Are we experiencing the Complex of Maslow (1998)? Are we afraid to develop the magnificent promise of occupational therapy? Are we able to leave the security of OT congresses to go to multidisciplinary congresses? Are we ready to practice what we preach: the occupational justice approach?

The sheep... the sheep project burst every dam in art current in Kadishman's oeuvre, towards the urgency of remonstrance against the injustice, the wars, the sacrifice of sons and the suicide of society; which on the face of it has attained the summits of technological development (Kadishman, 1999). *Is it time to fight for a more fair society? Is it time to become real social activist (Thibeault, 2006)? Is it time to abandon the ivory tower of the universities, in danger of Platonism (elitism), disciplinary ethnocentrism, and mercantilization (Ira*

Harkavy, 2006) to be really relevant for our societies? Should the university in front of the soft despotism (Tocqueville, 2007) and the "proletarianization" (Gilda Tostado, 2006) of the lecturers recover the vision of Dewey (1969) as guardian of democracy and citizenship (Cortina, 2005)? Should our mission educate global citizens able to confront the human, cultural and ecological genocide (Simó Algado, 2008)?

The birth...

I would love to write

About the love of mothers for their children...

I would like to scream about birth

I would like to be a mother...

I would like to feel like you,

The mothers.

I would like to write

Against the madness of the homeland

In whose name we send youths to war

Against the word patria-

Todos por la patria-in whose name we send the children to war, and to death-

It's not good to die. Period.

And about the birds and the wind

And to caress your cheeks,

I want everything to be so simple... without interpreting.

I would like to write about

The longings which are

Themselves the distances

That both separate and connect

The lovers

Menashe Kadishman (1999)

Is it time to reborn again as a profession? Is it time to rebuild a human, cultural and ecological relevant occupational therapy, an occupational therapy grounded in contemporary reality?

Creativity can mean the integration of the education, research and occupational justice approach to guarantee the excellence of the training in occupational therapy, in a reality grounded learning process, always remembering the social, cultural and ecological challenges that Humanity is confronting.

Innovation can mean to understand we are a middle class-white Western profession, and to develop a sociology of emergences (Sousa Santos, 2005), developing a culturally relevant practice (Iwama, 2003), where all the silenced voices (from clients and non-Western cultures) are listened. To return to the real reason of the existence of the profession: to develop a reality grounded practice truly relevant to the persons and populations we pretend to serve, working in partnership with them.

As the Catalan poet Miquel Martí i Pol (1999) said: "all is to be done, but all is possible".

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Innovation focused teaching in occupational therapy education and practice

Jacob Madsen, Occupational Therapist, B.Oc.T., Lecturer at the Occupational Therapy education and International Student adviser, University College of Northern Jutland, Department of occupational therapy, Aalborg – Denmark. Student at the Master of Medical Science program at Lund University, Sweden

Occupational therapy is widely recognised as being a creative profession, and other professions look at occupational therapists as being creative problem solvers in their daily intervention with clients. However there is a lack of research concerning the meaning of creativity within both occupational therapy and occupational science (Blanche, 2007. Schmid, 2004) Still Occupational therapy educations recruit new occupational therapy students by using descriptions of occupational therapists as being fundamentally creative thinking.

Through time different occupational therapists have described the use of creativity within occupational therapy practice. Creek (1997) has described the use of creative activities in psychiatric occupational therapy, Sadlo has discussed the importance of use of creative activities in occupational therapy in general (Molineux, 2004), Graham (1983) has discussed the value of creative problem solving

within occupational therapy and Hagedorn (1995) has described occupational therapists as being inventive therapists who use creativity as a part of clinical reasoning. Furthermore both Reilly (1962), Mattingly and Fleming (1994) and Kielhofner (2002) have stated that creativity is a fundamental source in the practice of occupational therapy. These different perspectives on creativity within occupational does however not explore creativity as a source to innovation within occupational therapy.

Innovation is, as creativity, very seldom explored in the context of occupational therapy. Hinojosa (2007) and Law (2004) however points out the importance of being innovative within occupational therapy, to cope with the challenges the profession might face in the near future. Innovation in its core demands both creative individuals and a creative climate as a foundation for success (Gilmartin, 1999) These creative factors exists, at least in history, within occupational therapy. The question is:

“Do we use the right forms and methods of creativity within occupational therapy to become innovators, and how can we get inspired by other professions concerning creativity and innovation?”

My possible contribute to the ENOTHE Conference 2009 will give different suggestions to answer the problem, by describing different approaches to innovation and methods of creativity that are vital to succeed in innovative goals, as well as a suggestion on how to both teach and use creativity and innovation within occupational therapy education and occupational therapy practice. I will benchmark my experiences in teaching both students and teachers in “Creativity and Innovation” at the Occupational Therapy Education and other health educations at the University College of Northern Jutland and at Aalborg University - Denmark.

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PARALLEL SESSIONS AND CREATIVE WORKSHOPS ON THE CORE THEMES OF THE EUROPEAN YEAR 2009

Occupational Therapy in Burkina Faso, West Africa: Waiting for an opportunity

Inma Zango, Occupational Therapist, graduated in Humanities, PhD Student, Department of Health Psychology, lecturer University of Castilla-La Mancha Talavera de la Reina, Spain

BACKGROUND

Mental disorders are common to all countries and cause immense suffering. The economic and social cost of mental disorders is very high in Burkina Faso, and others low-income country. Burkina Faso country does not have the capacity to offer an effective treatment to people affected by mental disorder because Burkina Faso of lacking of human and material resources to respond to mental disorders. Regular training of primary care professionals is carried out in the field of mental health.

PURPOSE

This article presents a synthesis of the needs assessment and opening of an Occupational Therapy Centre in rural Burkina Faso and the relevance of empowering local agent's mental health and occupational therapy.

METHOD

Collaboration with local agents, Ministry of, Health, Health District, social services and a local association and organisation, has been very important to develop this community project. The project has empowered and trained a group of 15 local professionals to work in the centre and to fight against occupational injustice.

RESULTS

The Occupational Therapy Centre is functioning since 23rd august 2008 and more than 150 persons have benefited

from this service and also their family and community.

Practice Implications: Occupational Therapy should be included in University programmes in Burkina Faso and it should be a subject in the regular training of primary care professionals. These measures will help to fight against stigma, reduce the burden of mental disorders and promote mental health. It might be an opportunity to promote occupational therapy in West Africa.

Using digital media in Occupational Therapy - What? How? Why? When? Lessons from the creative innovation of Digital storytelling

Julie Hathaway Coleman, Sheffield Hallam University, Sheffield, UK and Pip Hardy Pilgrims Projects, UK

We are now well and truly in the digital age. The internet provides the means to access a vast array of visual and time based media objects about disability, many of which have been created by or in collaboration with service users, many others produced as teaching and learning tools for use in education. Additionally there is now a wonderful array of digital tools and techniques that offer creative and innovative ways to express and share ideas and experience. It is easy to produce digital media on any home computer, *but* to be able to use these innovations *meaningfully* is a challenge. Therapists need to develop an understanding of the various tools and techniques available - as each technique is developing its own culture and practice. Our skills in activity analysis are also needed to successfully facilitate clients' engagement in these occupations in ways which are meaningful and therapeutic.

The *production* of digital media can be seen as an occupation which has enormous potential for service users if used in a therapeutic context. In this workshop it will be demonstrated that it is within narrative and storytelling work that the key to unlocking the potential of digital media is to be found. Placed in this context, digital media, if created with sensitivity and skill, can be powerful agents of growth and healing, for both the maker and for the "audience". Digital tools can also be used effectively to enhance therapeutic work with other more traditional creative media such as art, photography, drama and creative writing. For the last two years, Julie has worked with Pilgrim Projects

Limited, a Cambridge (UK)-based education consultancy (www.pilgrimprojects.co.uk) who has pioneered the use of digital storytelling in health and social care. The stories are produced during a 2 - 3 day workshop, the heart of which is a therapeutic group process. Pip Hardy and Tony Sumner, directors of Pilgrim Projects and founders of the Patient Voices programme, are the custodians of what is thought to be the largest freely available collection of health care related digital stories in the world. This collection of over 200 stories can be seen at (www.patientvoices.org.uk). In Julie's workshop, delegates will have the chance to explore several digital techniques and discuss how they can be used by Occupational Therapists and educators. We will also showcase some of the digital stories produced by service users and carers made as part of the Patient Voices programme. It is hoped that Pip Hardy will co-lead the workshop.

The use of creative arts within the Bachelor of Occupational Therapy; Impact on personal, professional and intercultural competences

Marc Velghe, Lecturer University College Artevelde, Dept. OT, Gent, Belgium

RATIONALE

Already more than 25 years, we put a strong focus on the use of creative arts as medium in the development of competences of our students Bachelor of OT. In that way we have in each level of the educational programme a one week course with different workshops. Since ten years we developed an international project: COCAO (Course on the use of Creative Arts in Occupational therapy).

CONTENT

The recent evolutions within occupational therapy with more emphasis on Evidence Based Practice and Occupational Science are unarguably important.

However, our profession requires strong personal, professional and intercultural competences.

The new structures in each curriculum of occupational therapy education include the science more than ever.

The art of occupational therapy is nevertheless depending on a good education in skills and attitudes of the therapists.

During an internship of one week we offer our students different workshops where we try to enhance different personal, professional and intercultural competences.

The workshops are all using creative arts as music, movement, dance, drama, theatre, fine arts, photography, circus techniques...

Central element is the exploration of the different forms of expression and their elements in workshops, discussions and exchange of experiences.

In the first level of the education it relates to the personal competences: creativity, problem solving, inventiveness, originality, verbal and non-verbal communication, assertiveness, enlarging personal limits...

The second level focuses on the three stages of the creative process (observation, inner process or transduction and expression). Students look at this process from an occupational therapeutic model of activity analysis.

In the third part students explore and reflect on the application of the different forms of expression in the occupational therapy with different clients. The program uses workshops and discussions with OT's and clients from the clinical practice.

The international project COCAO adds a third important component of competence: the intercultural dialogue.

This project is organised with about one hundred students and twenty teachers from different European countries. It unites the three above-mentioned levels.

About fifty different workshops about the use of divergent creative media within various areas of occupational therapy initiate or increase competences on personal, professional and intercultural level.

Art activities and competencies

Hendrik-Jan Geerars, and Peter de Groot, lectures Hogeschool van Amsterdam, Amsterdam School of Health Professions, Dept. OT, Amsterdam, The Netherlands

In the savage world of our knowledge-based economy and evidence based work it is time today for a renewed acquaintance with learning by doing during the training in health care.

We offer you the experience of painting. By means of doing and observing the activity methodically and to discuss your experiences. We will discuss among other things; how do

you experience painting?, how do you use your body during painting? What is the impact of the material choice?, what does painting in a group means to you? Attention will be paid to physical, cognitive, psychological and interpersonal requirements during the activity. The following subjects are discussed; what is the meaning of the activity, what are your personal associations, what are the socio cultural values of the activity and finally; how can you grade this activity to be appropriate for a person with activity limitations.

Proceeding to the workshop you get a presentation concerning the origin of the subject "Activities" at the Amsterdam School for Health Professions, training occupational therapy.

The subject 'activities' has been developed because the practice of occupational therapy asked for more skilful students in the field of activities of daily living, work, and leisure.

The advancement of this program will be described and will be related to the competences of the training occupational therapy.

We hope to create an inspiring workshop by doing an art activity and by valuing your experiences, in order to implement this founded experience in your daily practice.

Catchwords: Activities, Activity Analysis, Competence Based Training, Creativity, Physical Learning Centre, Learning by Doing, Observing Methodically.

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Developing an online module on the political practice of occupational therapy based on a problem based learning approach

Dikaios Sakellariou, Lecturer Cardiff University/Prifysgol Caerdydd, United Kingdom, Nick Pollard Sheffield Hallam University, United Kingdom, Gelya Frank, University of Southern California, , Devva Kasnitz University of California, Berkeley, Susan Leech, University of Southern California , Keri Bronson Pediatric Therapy Network, Torrance, California

This workshop will discuss the development of an online module on a 'political practice of occupational therapy' (PPOT), and its delivery as part of the NAPA-OT Field School in Antigua, Guatemala. PPOT has its origins in a human rights approach to health and refers to practice that takes into account influences on occupation at many levels, from the micro- on to the macro level. The field school is a project of the National Association for the Practice of Anthropology-Occupational Therapy and Occupational Science Interdisciplinary Special Interest Group Field School founded in 2007. The aims of the workshop are to present the development of an innovative online module on a political practice of occupational therapy and critical discuss occupational narratives and their use in occupational therapy education.

The module was developed as a response to an identified need for educational material that would enable future practitioners to critically discuss and engage with social realities and their impact on occupation. Its primary aim is to present a kaleidoscope of issues pertaining to a political practice of occupational therapy and stimulate a critical discussion on some of the issues that will be explored. The module is based on a problem-based learning approach.

In the first part of the workshop participants will be considering the use of online media in their teaching environments and will critically evaluate the usefulness of developing a module on a political practice of occupational therapy specifically applied to a certain context/ geographical area.

The second part of the workshop will discuss the exchange of occupational narratives toward developing what

Freire called 'conscientization' as a key element of social engagement and a preliminary for practice. Participants will explore critical narratives depicting experiences of disability from a range of cultures and consider the hard questions these experiences pose for the professional tenets of 'occupational justice', 'client centredness' and 'holism', concepts that may underpin a political practice of occupational therapy. Narratives will be presented through a variety of media, including video and poetry.

After a brief presentation of a radical disability rights approach, distinct from a medical or social constructionist approach to disability, the participants will form small groups and will be presented with a critical disability narrative. They will then work together to record their ideas, and feelings, relating to the nature of disability and the role of occupational therapy in a radical disability rights approach and then present them to the entire group.

Creative group activities and the development of personal and therapeutic skills

Cecilie Krüger, lecturer Oslo University College, Avdeling for Helsetag Ergoterapeut Utdanningen, Oslo, Norway

"I would like to present my master project either as a lecture or a workshop.

Purpose of the study: To examine the importance that creative group activities such as drama, dance, crafts and music may have in relation to experience, personal development and professional skills in the education of occupational therapy students."

THEORY BASE

Phenomenology; the importance of the body and of art for developing insight is applied as analytic perspective.

METHOD

The project has a qualitative approach including eight semi structured interviews with students and former students.

RESULTS

The study shows that motivation, a sense of meaning

and a supportive environment are crucial for engagement and active participation in creative group activities. The chosen activities encourage cooperation and creative expression, and allow for personal development. They are therefore challenging on various levels. Collaborative creativity challenges both personal limits, confidence in own creative abilities, fear of the unknown and ones personal outlook. In addition to how creative activities can be used in therapy, the participants recount experiences of pleasure and mastery. Personal development is described in terms of greater flexibility, self confidence in relation to improvisation, a better understanding of oneself and others in collaboration and improved confidence in ones creative and problem solving abilities.

CONCLUSION

Society and work are characterized by a strong focus on the individual, on flexibility and problem solving abilities. The participants' experiences with creative group work can be seen as an approach to therapeutic methods, but this study suggests that the experience of taking part in creative group activities also contributes to awareness and development of more general skills in communication and problem solving, which are necessary in client centered work in particular, and in meeting the demands of society in general. The challenge lies in creating a safe environment for the activities, in clarifying the aims and in focusing on a playful approach rather than on specific artistic talents.

Think tank, Occupational Therapy towards 2025

ENOTHE board Sophia Vikström, Satu Aittomaki, Anne Lawson Porter, Stephani Saenger, Liliya Todorova

There are many societal changes that impact on the education and practice of occupational therapists. In the next decade there are significant predictions regarding demographic, economic, technological and climate changes. These changes are likely to lead to;

- An increasing imbalance between the numbers of older and younger persons
- Global economic challenges leading to increased unemployment and levels of poverty

- Increased use of telecare
- Rising sea levels leading to reduced land mass, higher temperatures and migration of tropical disease towards the poles

What are the likely implications for occupational therapy practice?

How will occupational therapists respond?

What will occupational therapy practice look like?

Where will occupational therapists be practising?

This workshop will facilitate exploration of these issues through scenarios and group work. Participants are encouraged to make themselves aware of these social drivers to make best use of this workshop.

The necessity of creative thinking in occupational therapy. An attitude, a vague concept or a grounded skill?

Lieven Desomviele, lecturer University College Artevelde, Gent, Belgium, Staffan Josephsson PhD OT, lecturer Karolinska Institutet, Division of Occupational Therapy, Huddinge, Sweden

The occupational therapy literature refers to the profession as being creative (Reilly, 1962; Mattingly & Fleming, 1994; Kielhofner, 2002 in Schmid, 2004). However, this belief remains mostly obscure by searching into literature, with few exceptions (Graham, 1983; Du Toit, 1991; Hagedorn, 1995; Creek, 1997; Lewin & Reed, 1998; Atkinson & Wells, 2000). Although several authors state that creativity is quite common in a wide range of everyday activities (Runco, 1996; Runco & Richards, 1998) little discussion about the meaning of creativity within the occupational therapy context was done.

Occupational therapy aims to create new ways of living life for people that are facing challenges - limitations due to disease, trauma or preventively for people who wants to combat problems Occupational literature has very little theory on this core process of managing new situations in order to enable occupation after being confronted with a limitation. Next to Schmid (2004), I am convinced that developing new knowledge on this area is imperative for our

professional future. An important question which rises is what meaning do OT's give to creativity?

Creative thinking is the unity of thinking attitudes, thinking skills, thinking techniques and thinking processes, which increases the possibility on breaking thinking patterns and making new links in our brain. Logical thinking offers us opportunities in solving linear problems. Modern society has being described as being characterized by 'uncertainty, complexity, ambivalence and disorder' (Lupton, 1999, pp. 11-12). Often logical thinking isn't sufficient to solve problems due to unforeseen events which occur in life. When this happens and logical thinking isn't sufficient, we need more...

So what do our clients do when they are confronted with life changing due to disease or trauma? Do we have to teach our clients that occupation isn't possible anymore if they can't rely on their (or the Occupational therapists) familiar thinking patterns after they experienced a life changing experience or can we teach them that creative thinking can offer them a lot of opportunities so occupation is enabled again. So can we teach them creative thinking strategies in order to create different opportunities when logical thinking cannot solve the everyday problem?

In this presentation I try to give an understanding of what creative thinking is and which place creative thinking can have in occupational therapy profession. How creative thinking skill can contribute to our profession.

Developing core occupational therapy skills through project based placements

Rebecca Allen, lecturer Monash University, Department of Occupational Therapy, Victoria, Australia

"I am interested in sharing and learning about innovations in occupational therapy education in Europe and hence am putting forward this abstract to create opportunity for exchange. The occupational therapy education program I coordinate in Australia has had success in using project placements as a mainstream strategy to meet fieldwork education requirements. Such placements have had mixed reception in the past, being criticised both by practitioners and students as not providing 'real' occupational therapy practice experience. The advent of new strategies to achieve minimum

fieldwork requirements, as well as the recent emergence of new course structures is challenging established notions of what constitutes an acceptable program of occupational therapy study in Australia; however I believe education programs need to become even more flexible and creative to meet workforce demands for therapists. As I chair the OT AUSTRALIA (the Australian Association of Occupational Therapists) Entry-level Occupational Therapy Education Program Accreditation Committee, I am particularly interested in finding out about new ways that education programs can prepare competent beginning practitioners. “

This session will consider the management strategies necessary to ensure the success of project based placements (sometimes referred to as role emerging placements) in developing core occupational therapy competencies for occupational therapy students. The Monash University occupational therapy program is one of the newer programs in Australia. It provides a 4 year Bachelor level entry level program. As in many countries, Australian occupational therapy programs experience varying degrees of success in obtaining sufficient fieldwork education placements to ensure students can all achieve the WFOT minimum requirement of 1000 hours. Even if more placements were available in the traditional clinical settings, clinical environments provide limited opportunity for students to practice the full range of skills that are needed to enable them to practice in community based services which focus on health promotion, early intervention and prevention.

Hence the Monash program has been structured so that all students complete a community based, occupationally focussed project in collaboration with a sponsoring agency to address a specific need, over a 12 month period. Students are supported by an agency supervisor, who is not necessarily an occupational therapist, and supported by academic staff from the University. Students develop skills in project design and management and work within a community partnership model to address a community health based issue for the sponsoring agency. Project focus is diverse, and has included developing a community garden for older people in a supported residential accommodation, evaluating and redeveloping parent information resources for a children’s service, evaluating the effectiveness of a General Practitioner referral system and

promoting the use of disability support services provided by a University for its students.

Understanding Ourselves as Occupational Beings through the mediums of self reflection and the production of a mixed media Exhibition Piece

Catherine (Cath) Poyser, Lecturer, The University of Northampton, School of Health, Division of Occupational Therapy, Northampton, United Kingdom

On the Bsc Hons Occupational Therapy course at The University of Northampton undergraduate students ages range from 19 – early 50’s. The students come from diverse cultural and socio-economic backgrounds and for many students academic writing is a new way of articulating ideas. Through self exploration and reflection using theories of creativity and creative mediums students, in the first term of their course, explore the concepts of occupation and occupational performance from a personal perspective. The introduction of a creative element within the assessment reinforces core concepts of occupational therapy. This will provide them with knowledge and understanding to draw on during the practice placement in Term 2.

As 2009 is the European Year of Creativity and Innovation this seemed an ideal opportunity to present to ENOTHE members, a new and creative method of assessing first year occupational therapy students knowledge and understanding of the concepts of Occupational Science related to human ‘doing’, culture and creativity.

The presentation will:

- Discuss the rationale for the inclusion of a creative element within the module assessment
- Map the module content in relation to preparing for the assessment
- Present photographic examples of the students work
- Provide evaluative information from students feedback
- Discuss team feedback on the assessment
- Present an overall evaluation including future development and refinement of the assessment
- Offer opportunity for discussion

Creative and innovative work on OT education and research: Presentation module KWALON; quality of care and entrepreneurship

Ineke Stijnen, lecturer Hogeschool Arnhem en Nijmegen, Nijmegen, The Netherlands,

Quality of care and entrepreneurship are hot topics in Health Care. Professions are more aware of their responsibility to be actively involved in these topics. Focussing on these areas requires different competences of the health professionals. The focus of the health professional in these areas differs from the client centred focus in direct client contact. Competences that are required include ability to analyse the situation, understand the margins within the organisation, the ability to make plans to improve the quality or to develop products and introduce it into the market.

The module KWALON (quality of care and entrepreneurship) of HAN University creates opportunities for students to become competent in managing quality of care and entrepreneurship. Unique in the module is the cooperation between HAN-university and settings/ occupational therapists in the Netherlands. Students work at quality of care and entrepreneurship during their fieldwork. Occupational therapist often have questions related to the areas of quality of care or entrepreneurship but do not have the time or the facilities to systematically work on these projects. Our students of HAN-university need to learn and become competent and a great opportunity for them is to work on projects for the occupational therapists.

During this period the students are coached by lecturers/ experts in these areas. As a result the occupational therapists obtain high-quality documents and the students become competent and experience valuable lessons.

In this presentation we want to focus on the contents and the organization of this module and to share our experiences.

A university garden where education, research and occupational justice flourish

Salvador Simó. Lecturer at the University of Vic, Plácido Romera. Mental health survivor. Coordinator of the photographic project of the Miquel Martí i Pol project. Christian Ventosa, Laia Lopez, Maria Rotger Students of the University of Vic

In front of the European crisis of social relevance of the University, caused by platonism, ethnocentrism and mercantilization (Harkavy, 2006), the Universitat de Vic had commenced the project Miquel Martí i Pol in 2006 (Simó Algado et al, 2007), which integrates in a innovative way the education, the investigation and the occupational justice, with the aim to develop a relevant reality grounded occupational therapy.

The project implied the creation and maintenance of a garden, what was possible with the conjoint effort of persons, experiencing social exclusion, confronting poverty and mental health issues, along with students of occupational therapy. A creative approach was needed to develop it, especially to the lack of funds, building partnership with the political, public and business sectors. The project is recognized as a good European praxis in occupational therapy, is yielding new fruits: a doctoral thesis studies will explore in depth the aspects of well-being, citizenship, and ecology. A research project has been presented in partnership with the University of Brighton; and a European project Grundtvig has been presented jointly with the occupational therapists of Holland, Greece and Belgium.

The content of the presentation:

- The power to integrate the educational praxis with the research, looking for the teaching excellence and the creation of a more fair society, recovering the University as a school of citizenship and democracy.
- How to build up strategic alliances with the political, social and business sector.
- How to develop qualitative investigations, inspired by the Participatory Action Research, giving voice to groups, silenced by the society, making real a sociology of the emergences (Sousa Santos, 2005).

- How to turn the University into a meeting space with “the Other” (Lévinas, in Bofia 2000), learning for social transformation.
- How to modify both the social environment and the ecological one, fighting stigmas and social prejudices and promoting sustainability.

This session will be accompanied by a photo exposition of the garden during the ENOTHE meeting.

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Saturday 17th of October

PROGRAMME ABOUT ENOTHE; NEW PROJECTS AND STUDENT GROUPS

The pale girl lying in her bed at the hospital she didn't die, she started to weave

Sissel Horghagen, Reg.OT, Msc.OT, Sør-Trøndelag University College, Trondheim, Norway

Learning from the past while shaping the future; the use of craft and creative activities as occupational therapy intervention

Keyword: creative activities, occupational therapy practice, occupational therapy history

This presentation is based on the article *The use of craft activities as an occupational therapy treatment modality in Norway during 1952-1960* (Horghagen, Josephsson, Alsaker, 2007)¹. The purpose of this study is to explore the use of craft activities as occupational therapy treatment in Norway during the period 1952-1960. The data is obtained through in-depth interviews with six occupational therapist pioneers and their experiences in using crafts. Data is analyzed through textual analysis and resulted in four themes; craft activities identified as therapeutic tool, ambivalence in how to frame the intervention, practice relative to power relationships, and occupational therapists and patients as equals.

The presentation is an artistic presentation of the scientific paper. *I want to tell you a story: Do you remember the little pale girl; the one that was lying in the ward at the hospital; suffering from tuberculosis? She asked the doctor if she could go home to her mother. Maybe, he said, we'll wait and see. She asked again just before Christmas. He was not able to answer. She died just before the snow was falling in the winter. There was more than one pale girl at the hospital. Some of them were invited to the occupational therapy department and being placed at the table to weave while exercising the respiratory muscles. Some experienced the joy of beautiful colours of the wool yarn. Some wanted to produce materials for new curtains at the institution or just being occupied while everyday life was*

¹ Occupational Therapy International 14(1): 42-56 (2007). Wiley InterScience

quiet boring at the hospital? This is what I am going to tell you more about...

Engaging reflection through an arts-based approach to education: An embodied approach to learning

Anne Kinsella, Assistant Professor, University of Western Ontario, London, Canada

Numerous scholars in education (Barone, 2000; Clover & Stalker, 2007; Dewey, 1958; Eisner, 2004; Greene, 1995; Irwin, 2004a, 2004b; Irwin & de Cosson, 2004c; Leggo, 2004; O'Farrell, 2005; UNESCO, 2001, 2003), and health (Bruderle, & Valiga, 1994; Chinn & Watson, 1994; Damasio, 1999; Frank, 2004; Kinsella, 2006, 2008; Nisker, 2004; Schmid, 2005), have begun to explore the ways in which arts-based approaches can effectively be used to engage personal and professional learning and development. Further the significance of image and metaphor as powerful purveyors of meaning, and embodiment has gained attention within the cognition literature (Damasio, 1999; Johnson, 1990, 1993; Lakoff & Johnson, 2003; Lakoff & Johnson, 1999; Thomas, 2004). Despite these developments, a theoretical and practical analysis with respect to the potential of aesthetic approaches to engage learners has not occurred.

This lecture presents the rationale for, and outcomes of, engaging reflection through an arts-based approach in an occupational therapy curriculum. Works of art developed by students, student interpretations of these works, and student reflections on the use of an arts-based approach within an OT ethics course are presented. It is suggested that the use of the arts in occupational therapy education engages student reflection in unique ways, and contributes to an embodied approach to learning that has significance for the education of future practitioners.

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PROJECT GROUP PARALLEL SESSIONS

Enhancing 'Knowledge Translation' by user-friendly summaries of critically appraised research articles: the development, co-operation and future

Prof. Chris Mayers, Reader in Occupational Therapy, York St. John University, United Kingdom

*Fenna van Nes, MSc, lecturer Amsterdam School of Health Professions, Dept. OT, Amsterdam, The Netherlands, working group leader ECOTROS (European Cooperation in Occupational Therapy Research and Occupational Science)
Chris van der Molen and Dorien Schuerhoff, Students
Amsterdam School of Health Professions*

Evidence-based practice is essential within occupational therapy and therefore research findings need to be understood by practitioners, carers, patients and clients. The working group ECOTROS (European Cooperation in Occupational Therapy Research and Occupational Science) aims to contribute to the transfer of knowledge within the research, education, practice "triangle". One method to enhance this transfer of knowledge is by summarizing, in a user friendly way, the critical appraisals of research.

Based on co-operation within two ERASMUS funded Intensive Programmes entitled: "Dissemination of Research Findings to Users – practitioners, clients, patients, carers", the following topics will be presented:

- Compiling user-friendly summaries
- Suitable criteria for judging the user-friendliness of these summaries
- Implementation of user-friendly summaries within occupational therapy education
- The potential benefits for students, teachers and clients.

The presentation will further the discussion about how education can prepare occupational therapists to empower users of research knowledge in such a way that these users can benefit from occupational therapy based on the best available knowledge and evidence.

ELSITO (Empowering Learning for Social Inclusion through Occupation)

Sarah Kantartzis, Hellenic Association of Occupational Therapists, Athens, Greece

*Presenters will include the members of the ELSITO partnership:
Salvador Simo, Fundacio Universitaria Balmes, Vic, Spain;
Liliya Todorova University of Ruse, Bulgaria;
Marion Ammeraal, GGZ in Geest partner VUmc, Amsterdam, The Netherlands; Luc Vercruyse, Hogeschool-Universiteit Brussel, Belgium; Claire Smith, University of Teesside, UK*

ELSITO is a learning partnership involving the following institutions and organizations:

- Hellenic Association of Occupational Therapists, Greece
- Rusenski Universitet "Angel Kanchev", Ruse, Bulgaria
- Fundacio Universitaria Balmes, Vic, Spain
- GGZ in Geest partner VUmc, The Netherlands
- Hogeschool-Universiteit Brussel, Belgium
- University of Teesside, UK

The group has applied for funding as a Grundtvig Learning Partnership under the Life Long Learning Programme of the EU. The aim of the partnership is to exchange good practice and to develop community based projects in partnership with persons from vulnerable social groups (persons experiencing mental health problems, immigrants and refugees), empowering their active inclusion and recovery of citizenship through economic, social, cultural and civic occupations, based on their learning and on the education of society. Service users, occupational therapist educators, practitioners and students, are actively involved in the partnership. The partnership also aims to build up a network across Europe of similar projects in order to exchange experiences, disseminate good practice to all stakeholders and to further the development of community based projects that promote social inclusion for all vulnerable groups through occupation. It is expected that this will be the base for a research network on this important theme.

The aim of the workshop at the ENOTHE annual meeting is to:

- Introduce ENOTHE members to this new partnership,
- To present some of the community based projects in which the partners are already involved
- Discuss with members the emerging role and competences required of occupational therapists who work in such community based projects, including a shift from a medical model to an empowerment model, understanding of the process of recovery, collaborative learning with service users, entrepreneurship, political and strategic thinking
- Discuss with members the definition of good practice, leading to the identification of key elements which will be used to guide the selection of projects that will be posted as examples of good practice on the partnerships' website.
- To reflect on how much, as occupational therapists, we engage in a process of life long learning from and with our clients
- To invite participants to think in creative ways to collaborate and learn through this ELSITO network

This workshop will be related to a photo exhibition of the project garden held during the meeting

Euro-Education: Employability for all (EEE4all)

Barbara Piskur, (coordinator EEE4all), lecturer Hogeschool Zuyd, Dept. OT, Heerlen, The Netherlands

EEE4all Project Consortium Members: Barbara Piskur, (coordinator) lecturer Hogeschool Zuyd, Dept. OT, Heerlen, The Netherlands; Annika Lindh Falk, lecturer Linköpings Universitet, Faculty of Health Sciences, O.T. Programme, Linköping, Sweden; Claire Craig, Sheffield Hallam University, Sheffield, United Kingdom, Elke Kraus, Head Faculty of Occupational Therapy, Alice Salomon Fachhochschule Berlin,

University of Applied Sciences, Faculty of Occupational Therapy, Berlin, Germany; Hanneke van Bruggen, Executive Director ENOTHE

The Erasmus Project EEE4all (Euro-Education: Employability for all) is a two year European funded project (142083-LLP-1-2008-1-NL-ERASMUS-ECDEM) focusing on strategies to promote employment for those furthest removed from the labour market. It is a curriculum development project that was initiated by occupational therapy educators from the Netherlands (Hogeschool Zuyd, Heerlen), the UK (Sheffield Hallam University), Sweden (Linköping University), Germany (Alice Salomon University of Applied Sciences Berlin) and the European Network of Occupational Therapy in Higher Education (ENOTHE). The four universities aim to develop 4 educational modules of 15 ECTS each to equip future health care professionals (e.g. occupational therapy students, health and social care students) with the required skills to develop employability strategies. This will enable individuals disadvantaged through age, ethnicity, disability, and/or gender to access or re-access work.

This workshop will provide more detailed information on the module development and share information about the content, structure, teaching methods and innovations of the four modules. The workshop is designed to obtain feedback from participants on the content of the modules, on the innovative teaching, learning and assessment aspects and also on the European dimension and implementation of TUNING.

The development of a European module on community based occupational therapy

Ruth Zinkstok, lecturer Hogeschool van Amsterdam, Amsterdam School of Health Professions, Dept. OT, Amsterdam, The Netherlands

Workgroup CD2: Roana Dickson lecturer Glasgow Caledonian University, Bénédicte Dubois lecturer Institut de Formation en Ergothérapie, Rennes, France, Anne-Mie Engelen, Hogeschool Gent, Gent, Belgium; Ann Johansson, lecturer Jönköpings Universitet, University College of Health Sciences, O.T. Programme, Jönköping, Sweden, Sandra Schiller, lecturer Fachhochschule Hildesheim/Holzminden/ Göttingen,

Studiengang Gesundheitsberufe, Hildesheim, Germany, Ruth Zinkstok, lecturer Hogeschool van Amsterdam, Amsterdam School of Health Professions, Dept. OT, Amsterdam, The Netherlands

“Working towards social inclusion places occupational therapists at the heart of current provision because of their specialist knowledge and skills. There are, however, many challenges for the profession in a rapidly changing policy context, which appears to draw occupational therapists away from profession-specific roles. A strong focus on the philosophy of occupational science equips the profession to engage in the emerging roles, but this cannot be achieved without a political and social awareness.” (Deborah Harrison and Adrian Sellers in *Occupation for Mental Health and Social Inclusion* in: *British Journal of Occupational Therapy*, May 2008).

After taken knowledge of several very inspiring Intensive Courses in Eastern Europe on Community Based Occupational Therapy, and after the workshop during the Berlin meeting of ENOTHE in 2008, a workgroup of 7 occupational therapy lecturers from different schools in Europe has been formed to develop in collaboration a module that aims to provide students with the knowledge, skills, professional behaviors and attitudes that are required for the design, development, implementation and evaluation of culturally relevant occupational therapy in community settings.

The focus of the planned module is on social inclusion, health promotion and the enablement of optimal participation by occupationally deprived groups and individuals in our societies. The emphasis of the module will be on working at a social and environmental level rather than at an individual performance level.

The development of this module is inspired by the successful intensive courses on this subject, the growing influence of occupational science, the impact of cultural diversity, the fact that there are many people in Europe at risk of health and social problems caused by poverty, migration, unemployment and other forms of marginalization.

In the workshop we will briefly present our ideas about

- the added value of developing this module in a European OT-context
- the structure, implementation, content and

outcomes of the module

- the role of service learning in the module
- the criteria for access to the module
- the implications of this module for the bachelor curriculum as a whole
- some of our experiences with community based occupational therapy projects so far
- some of the terminology that might be used to describe this work in a European context
- the need for occupational therapists to develop community oriented competencies that may contrast with those competencies required for client – centred work based in traditional health care settings.

Within this interactive workshop we hope to gain feedback on our proposal from educators, students and any other interested parties. Through discussion and sharing of experiences and opinions with workshop participants we intend to explore the key themes highlighted in the module (inc. action research and occupational science), the specific competencies required for community based working and the potential impact of social and political trends on the profession of occupational therapy within Europe.

Competences for Poverty Reduction (COPORE)

Hanneke van Bruggen, Executive director ENOTHE Hogeschool van Amsterdam, The Netherlands

Following the decision on dedication 2010 to the European Year for Combating Poverty and Social Exclusion, the Commissioner Vladimír Špidla said: “Europe is one of the richest regions in the world and yet 78 million people live at risk of poverty. This is completely unacceptable.”

Studies have also shown that difficulties in accessing healthcare are compounded by poverty and social exclusion, and visa versa (March 2008, Manuscript EC). The EU needs to do more and to change their approach.

ENOTHE, The European Forum for Primary Health Care (EFPHC), and several other Health, Educational and Social Sciences networks, like to draw the attention on health inequalities, related to disadvantaged groups and aim

to develop new competences and approaches in higher education focusing on affordable health care, health literacy and empowerment of the client and their community. Further study should include as well good practice of tailored prevention and health promotion for people at risk of social exclusion and integrated care models.

Special emphasis will be put on the Community Oriented Primary Care (COPC) approach and the relation with social services. Through this focus professionals and the local population attached to health and social centres will automatically have more attention for poverty problems. The role of schools in acting as centres for local community development will be stressed as well.

The following actions will be undertaken in the very near future:

- Identification of projects of good practices in social inclusion
- A conference to disseminate and discuss the value of those projects for education
- Recommendations defined for the competences of health, social and educational workers

In the workshop ideas and contributions of participants around the future approach will be exchanged and further discussed.

The Canadian Occupational Performance Measure (COPM) used as base for a lifestyle programme in home dwelling older people with stroke or TIA

Authors: Anne Lund, Mona Michelet, Ingvild Kjekken, Torgeir Bruun Wyller and Unni Sveen

Anne Lund, lecturer Oslo University College, Occupational Therapy Programme and Oslo University Hospital, Ullavaal, Geriatric dep., Research Unit, Norway

"I am in the working group working out application to COST (february 2009)

I would like to share, discuss and exchange knowledge of managing a research project with different parts such as analysing material, intervention in Occupational Therapy and relevant measurements for evaluating activity and participation working with older people."

BACKGROUND


Stroke is a common disease among older people. In Norway, 60-70,000 people live with consequences after stroke, of which 20 to 60 percent are estimated to suffer from depressive symptoms, anxiety and social isolation. Little is known about effective interventions for stroke patients with mild neurological symptoms who perceive social isolation, depression and reduced satisfaction in their daily lives. In an ongoing multi-centre randomized controlled trial, we evaluate the effect on well-being, activity and social participation of a lifestyle programme for community dwelling elders with mild stroke or TIA. The study is planned to include 140 participants; 70 in each of the two arms. Participants are recruited from six hospitals and the intervention is carried out at five senior centres. All participants receive physical activity at the senior centre once a week. In addition the intervention group participates in the Lifestyle programme, once a week for nine months.

METHODS

The Canadian Occupational Measure (COPM) is applied as one of the main outcome measures to evaluate qualitative as well as quantitative aspects of occupational performance and occupational needs of the individual participant within the three areas of self-care, productivity and leisure. The COPM is conducted as a semi structured interview followed by scoring of up to five prioritised activities for Performance and Satisfaction.

RESULTS

Findings from the first 55 interviews demonstrate a great variety of activities which the respondents perceive as important in their daily lives. Activity problems assessed by using COPM are reported more often in leisure activities compared to self-care and productivity. Further results from these semi-structured interviews will be presented.



“Engaging informal caregivers to support persons with neurogeriatric diseases to a mutual active and fulfilling life. What pedagogy and strategies could be used?”

Sofia Vikström, PhD, University lecturer, Karolinska Institutet, Division of Occupational Therapy, Huddinge, Sweden

Evidence-based aspects on pedagogically instructing carers to creatively support elderly persons with occupational needs.

The workshop has its foundation within the contemporary paradigm of occupational therapy where two fundamental philosophical assumptions are underscored: a) Humans have a natural drive to be active and occupied, b) Performance of occupations can contribute to fulfilling those needs. However, a person with a disability or dysfunction might experience that the consequences of their condition provides a hinder to perform the particular occupations that fulfil the need to be active.

In occupational therapy literature, we also acknowledge the importance of the relationship between performance of occupation and experiencing oneself as a competent performer of everyday occupations. Some suggests, that maintaining the view of one´s self as a performer of, and a contributor in everyday occupations in the household,

have positive effects on a person´s sense of competence. However, within some health-conditions, such as e.g. neurogeriatric ones, becoming the independent contributor is not realistic. This, in turn calls for a broader definition of a client; also including the client´s nearest social network. This shift into viewing clients as interdependent with their carers has gradually become more present in occupational therapy theory and practice. Also, some European countries have shifted to rely more on carers with limited education to support persons with neuro-geriatric conditions. In turn, these carers are suggested to be taught to support clients. Based on occupational therapy-, sociology- and learning-theories, as well as empirical neuropsychological methods, the workshop will discuss how the new role of occupational therapists - as pedagogic instructors to those carers who support our clients in their daily occupations - can be developed in an evidence-based manner. The innovative part of these theories & methods is that they have an inclusive approach, where the support is intended to be flexible enough to take the knowledge, preference and creativity of the carer into account.

Also, the workshop opens for the opportunity to form a group that could work to explore the possibility to perform a trans-European project on the topic of pedagogical instructions to support carers in creatively supporting elderly persons with occupational needs.

STUDENT PARALLEL SESSIONS

SESSION 1: PAULO FREIRE

OCCUPATIONAL THERAPY IN 2020

Sadlonova Martina, Fischer Sandra, Baumgartner Doris, Maier Katharina, Lüftenegger Theresa, Salzmann Veronika, FH Campus Wien, Austria

The project “occupational therapy 2020” consists of discussion-results of three groups. Students, teachers and occupational therapists tell their own understanding of creativity and innovation, how they relate this to occupational therapy and talk about their visions and dreams to the item ‘occupational therapy 2020’. With this future-orientated theme they have the possibility to share their creative ideas for the development of occupational therapy and set a base for innovation. The participants are separated in three focus groups to gather a wide spectrum of ideas. The discussions are moderated by an outstanding person who is able to keep a more neutral view. After this talking rounds, the participants have the possibility to bring their creative input on one sheet. The results will be summarized and compared.

CONNECT THE DOTS, BETWEEN THEORY AND PRACTISE

Anne Birmans, Margarete Gasch, Simone Liebrechts and Laura van Wezel, Hogeschool Zuyd, Heerlen The Netherlands

Every year there is an introductory camp for the new OT students from Zuyd University of Applied Sciences, Department of Occupational Therapy in Heerlen. Approximately 40% of the students following Dutch BSc OT programme are German. The goal of the camp is to bring occupational therapy students (from different cultural backgrounds) and teachers together and let them experience how to work innovative, creative, and find the way how to cooperate while working problem-based.

Within this context, we are going to implement a new creative and innovative component to the standard programme. This means, that the students will be introduced to occupational therapy practice by meeting real clients and engaging with them while doing an occupation. This project will contribute the social interaction between the German and the Dutch students, since the results of the COTEC-survey, done by OTIS¹ from Zuyd University, showed that the students require more attention towards this topic. During our workshop, students will get a first impression of occupational performance problems while doing an occupation with clients and also get a better view on the aspects of language and culture.

This happens in a creative way.

Working method for the workshop during this camp:

- Students will be working in mixed groups (female/male/Dutch/German) of four to six students. Each group of students will have one real client (each client has a different disability, representing common client groups treated in the OT);
- Students will get short instructions (like to which factors to pay attention to while interacting with the client, ...);
- Doing an activity together;
- Discussion and reflection (the clients tell their groups about their limitations and there will be the opportunity for the students to ask their clients questions, reflections, ...).

¹ Occupational Therapy International Students = a club at the Zuyd University, ran by students who are interested in international contacts, issues in context with occupational therapy and around Zuyd University

INCLUSIVE EDUCATION

Sarah Ascoop, Leen De Graef, Wendy Teerlijnck, Evelyne Vincke and Stéphanie Vernaillen, University College Ghent, Ghent, Belgium

Inclusive education is a worldwide movement, initiated in the sixties of the 20th century based on a human right issue: every child, whatever its level of difficulties or disability, should have the right to high quality education together with more able peers and not be excluded from

the mainstream because of a certain learning difficulty or disability.

Inclusive education is defined as providing adapted, individually tailored education for all children in peer and more or less-age related groups, across a variety of needs, abilities and level competences. It provides the necessary support within the normal classroom.

Inclusive education demands a simultaneous re-education in segregationist policies and actions. It's the creation of an environment for good learning processes for all pupils. It is in this creation that an occupational therapist has to show his creativity to support the pupil, the peers and the teachers. This is an important process to give to teachers that inclusive education is a realistic and a feasible way of educating.

Long-term objectives of inclusive education are to change teachers' attitudes and classroom practice: to make teachers more aware of hidden learning potential of people who are "educationally at risk" of low schooling or exclusion, and of their capacity as a teacher to develop better learning experiences and competences.

It is difficult to set up general guidelines for inclusive education because the staff of each individual school has to base the development of the school on their own creativity and on their innovative capability.

"OT-STUDENTS @ RHEINFELDER PRIMARY SCHOOL - WHAT STUDENTS CAN LEARN FROM PUPILS"

Johannes Freytag, Wannseeschule, Berlin, Germany

Our project is based on two assumptions.

At first the development of children, especially skills like resilience, self-confidence and self-worth, depends on how they are raised and how they experience themselves in occupation.

And there is a lack of real children whose development can be seen during the OT studies.

Our project focuses on the impact of the cooperation between two different teaching styles. We want to evaluate the difference between conventional teaching at public schools and the way occupational therapists approach children and teach them.

Therefore one class from Wannseeschule stayed at a Montessori elementary school during their project week and

led the children through different projects.

In three groups the students developed ideas and planned the activities for the week.

During this time some of us built music instruments from cheap material, others played "travelled around the world" with them with the help of games, for example a scavenger hunt or building masks from gypsum and the third group built a marble run with some of the children.

During one week the students got in contact with the children and both groups had new and unexpected experiences with each other.

We wanted to get to know how the OT background with focus on self-worth, the expertise how important the experience of activity and occupation is for the development of the children, influences the work with the children and how it divides from the style like the teachers do their work in this school day by day.

EXPERIENCING HANDICAPS. BRINGING OCCUPATIONAL THERAPY TO STUDENTS IN A CREATIVE WAY

Danielle van Loo, Hogeschool Rotterdam, Rotterdam, The Netherlands

Other students:

Willemijn Esselink, Niels de Vette, Daphné van Zijl, Jo-Anne Tanner, Liesbeth Kooiman, Lydia van Vliet, Astrid Peterbroers, Linda Meijerink, Meike van Ijzendoorn, Christien Moosdorff, Sandra van Waard, Linda Wielewaal, Annelies Bos

With our project we would like to let the children, of a special secondary school (with a lower IQ) and a standard secondary school, experience what it is like to live with a handicap. We also want to let more people know what we do in occupational therapy. With the students of the special school we want to experience, as students, what it's like to work with students with a lower IQ. How can we get their attention and how do we get our idea across in a didactic way?

SESSION 2: NELSON MANDELA

CREATIVE FUSION THROUGH INCLUSION

Jeffrey Gheselle, Britt Van Oost, Anneleen Seynhaeve and Joke De Wulf, KHBO, Brugge, Belgium

The project “Creative fusion through inclusion” aims to involve young people without disability together with young people with disabilities from different countries in non-formal learning activities. The young people are from Estonia, Romania, Spain, Belgium and Lithuania. Both target groups will be learning how to tolerate and respect each other and how to deal with each others strengths, weaknesses and diversity. The project will be situated in education centre Destelheide in Dworp.

The young people will be involved in several workshops dealing with art and music such as painting, playing djembé, flower arranging, chair dancing, making heads, making jewels. During the music workshop they will get the opportunity to try out several specific African music instruments and will be taught how to play with them. There will be interesting evening activities as well, in which the participants from each country will be actively involved: Discussion and analysis with regard to the treatment of young people with fewer opportunities in the presented European countries, country-presentation evening, intercultural game evening, carnival evening.....). Another goal of the project is to let young people with fewer opportunities make contact with other cultures and enlarge their network of friends and increase their knowledge about art. This way VFG (association for persons with a disability) wants to work on their cultural integration as European citizens and raise their awareness of being European citizen. The project aims to develop solidarity and tolerance among young people in Europe, no matter what their religions or disabilities are. It wants to raise the curiosity of young people about each others culture and diversity and to achieve social inclusion.

VFG is a social-cultural organisation, which is recognized by the Flemish government. It has more than seventeen thousand members and it stands up for the rights of people with a disability, a long life illness or youngsters with fewer opportunities, irrespective of age or sort of disability.

ICE SKATING FOR PERSONS WITH PHYSICAL RESTRICTION (G- SKATERS)

Jeffrey Gheselle, Britt Van Oost, Anneleen Seynhaeve and Joke De Wulf, KHBO, Brugge, Belgium

We have obtained our inspiration from the organization Recreas. This organization stands for recreationally adapted sports. They regularly organize sport activities for persons with mental and physical restrictions.

In Recreas there are several sport branches such as aqua-qym, bath minus barrel, movement therapy, G-football... Our student group wants to introduce a new recreational sport for this organization and the target group called G-ice-skating, that also can be practiced on an international level.

Skating:

Skating is a question of sliding. You have to move on thin, straight irons, called skating on ice. Skating can be practiced both on natural ice and on a skating rink.

But what is G-skating actually? This is a group of skaters irrespective of function level, who cannot practice skating on a regular basis. They have a mental or physical restriction and therefore they need more attention, more support. and uncomplicated explanations and rules.

There exist also G-soccer, G- korfbal, G-football etc.

The G-skaters make use of skating supports such as helmets to increase their security. The people who are wheelchair-tied are pushed by their guide.

This style of skating on ice exist already in the Netherlands.

We would like to apply G-skating also in Belgium. There is an ice-skating rink in Gullegem nearby Kortrijk.

VOLUNTEERING: AN ALTRUISTIC INNOVATION

Cecily Borgstein, Rachel Walsh, and Ciara McCabe, Queen Margaret University, Edinburgh (Scotland), United Kingdom

The focus of our project has been to look into volunteering opportunities and statistics for the 16-24 age group in Scotland and to see how occupational therapy is placed to turn volunteering for this age group into a positive, innovative and altruistic occupation.

In this current economic climate with fewer jobs, and especially for those leaving education, volunteering presents a unique opportunity for people to maintain and improve

their skills which not only makes them more employable but also encourages them to give something back to society in addition to helping charities and businesses.

We feel that occupational therapy and occupational therapists are uniquely placed to facilitate this creative use of time and our services can be used to encourage young people to find meaningful occupation. With occupational therapy moving more and more into primary healthcare we can help young people to find significant activities which will maintain and improve their bio-psychosocial wellbeing and help them to create a meaningful role for themselves in today's society. It is also a chance for young people to discover what they want out of life and all the opportunities, within and consequentially out of volunteering, that life has to offer. Having all volunteered ourselves we know how positive volunteering can be, and can see how it has helped shape our lives and direct us towards a career we find fulfilling and meaningful.

SURVEY ABOUT AND FOR CARERS

Femke Dendooven, Tineke Furniere and Sofie Nachtegaele, HOWEST, Hieppo, Kortrijk, Belgium

As a group of occupational therapy students at Hogeschool West-Vlaanderen we organized a study in which we gathered all possible relevant information for people who provide volunteer aid by taking care of chronically ill, disabled or deprived persons.

We started two surveys and we interviewed both doctors and carers.

The results of our study can inform carers about relevant information needed for their client once he/she is back in daily living situation.

LET US GROW TOGETHER!

Alexandra Petrova and Renata Stojkowska, University of Ruse, Department of Kinesotherapy, Ruse, Bulgaria

More than eighty six hundred children in Bulgaria live in homes for children deprived of parental care. They spend most of their lives in isolation and their first contact with other children is in mainstream school. The main problems faced result from the lack of life experiences. School is a

huge change in the life of the small person. His/her social role changes from a child who mainly plays and consumes care to a pupil with rights and responsibilities.

Our project aims to give the children an opportunity to display responsibility and thus to prepare them for this change. It will enable them to explore their own personal skills and abilities by setting a challenge to take care of something. Planting a flower is an easy way to unlock their sense of responsibility, dedication, love and attention. Any child can be an artist. His fantasy and imagination are enormous. The project will enable them to apply these skills for creativity and ingenuity. The main aim of the project is to help preparation of children raised in isolation for attending mainstream school.

The main methods will be creative activities, team work and building partnership. Waste materials (pots for baking peppers), colour paints and brushes, soil and seeding will be used. The tasks to be fulfilled are decorating the pots, planting and growing the flowers. The children will observe how the small seed turns into a beautiful flower thanks to their diligence. This will motivate them to forward their actions with love and responsibility.

COMMUNITY-ORIENTED HEALTH PROMOTION FOR SOCIALLY DISADVANTAGED PRESCHOOL CHILDREN: COOPERATION BETWEEN OT STUDENTS AND A NURSERY SCHOOL IN HILDESHEIM (GERMANY)

Anneli Besold, Britta Bettels, Jasmin Dürr, Sarah Grewe, Claudia Günther, Jens John, Pia Müller, Lucy Rodgers, Larissa Weidle and Anna-Sophie Winkelmann, HAWK Hildesheim, Hildesheim, Germany

The project is based on the "KiGGS" survey on the health of children and adolescents in Germany, which states that socially disadvantaged children show poorer test results in the fields of motor, mental and language skills. These deficits may lead to limited participation in daily life.

Accordingly, this project focuses on health promotion for children and their parents in a local nursery school which is located in an area where many inhabitants have a socially disadvantaged background.

Our project applies a community-oriented approach, which is innovative for German occupational therapy.

The main objective is to locate community needs and

to respond to these by enabling socially disadvantaged children and their parents to perform meaningful activities and by improving their participation in daily occupations as a measure of health promotion.

We are using the Canadian Practice Process Framework (CPPF) for occupational therapy as the guideline for our project. We first researched literature and interviewed professionals specially trained in working with families from different ethnic and religious backgrounds, social workers, nursery school teachers and school teachers.

The next process was to develop a questionnaire which would establish the requirements of the community and its inhabitants.

The final aim of the project is to work closely with parents, informing them about OT, its importance and possibilities in different languages and to encourage them to include their ideas. For example we will explore the importance of play with children and use contributions from different cultures.

SESSION 3: MICKEY MOUSE

CIRCUS-PROJECT

Julian Geibel, Deligeridou Panagiota, Elena Weiß, Franziska Scharmer, Hanna Wanderer, Jeannette Stanka, Johanna Maier, Judith Schier, Lena Ilgenfritz, Melanie Ergenzinger, Svenja Bogenschütz and Vera Springer, Berufsfachschule für Ergotherapie, Reutlingen, Germany

Our project started with the decision to join this year's annual meeting in Coruna at the beginning of October. Our interested students of the second year of education sat together and collected ideas to this year's theme: creativity and innovation.

Soon we were of one mind that we would like to found a circus-project together with a school for special education. Having made the decision we sat together with interested students of the first year of education and talked about how the project was going to be organized.

The students of the first year would help us with taking pictures and shooting short sequences of films while we train together with the kids for our circus and the performance at the end.

We started to contact schools in Reutlingen and were very surprised about the very positive reaction! Almost every school wanted to realize the project with us.

During this process we trained ourselves in different circus-materials. At the beginning of February we met the grade of the school for the first time. It's a fourth grade and the kids are about ten years old.

Since then we meet them once a week, train with them and have a lot of fun!

As often as possible we sit together with our teacher for pediatrics and watch the sequences of films in order to realize what we could improve together with the children. Right now we already train for the performance, which shall take place at the end of July where the kids can show their family, friends, teachers etc what they have learned and how they have improved.

OCCUPATIONAL THERAPY FOR CHILDREN THROUGH INTERACTION WITH HORSES IN DENMARK

Vivi Ann Hviid and Tanja Petersen, VIA UC Holstebro, Ergoterapeutuddannelsen, Holstebro, Denmark

The project examines how Danish occupational therapists use interaction with horses as a tool to help children with their physical, social or psychological activity problems.

DIFFERENCE WITHOUT INDIFFERENCE

Carla Tomás, Escola Superior de Saúde do Alcoitão, Portugal

In the context of an Annual European Meeting of Occupational Therapy – ENOTHE – and bearing in mind the Creativity and Innovation – European Year 2009, a group of students of the Occupational Therapy course of Escola Superior de Saúde de Alcoitão proposed themselves to a sense of initiative and entrepreneurship and cultural awareness and expression.

The project consists of a holiday camp that will be organized by the students of Occupational Therapy in Vila Nova do Ceira – Góis, for twenty five children and teenagers with ages among eight and fourteen years old. Fifteen of the children and teenagers have some kind of disabilities, while the remaining ten children won't have any kind of disability.

The aim of this project is the promotion of the interaction among children and teenagers with or without some kind of disability, who will participate in the same dynamic activities.

"OCCUPATIONAL CUBE"

Sandra Klostermann, Beate Möller, Rahel Kruse and Magdalena Tobergte, ETOS, Osnabrück, Germany

Our project is about a toy for children going to an integrative kindergarten. The aim of our project is that these children learn different abilities playfully.

For this purpose we have chosen a cube with five sides where the children can practice basal skills (the sixth side stands on the ground). The logical one exercises the handling of numbers, colours and geometrical figures; another consists of a labyrinth which practices fine motor skills; the sensory motor side activates to feel different forms and materials; the sound field stimulates the audible impulse and the last one practices activities of daily living with the help of various locks.

In preparation for the construction of the cube, two of us went to the kindergarten to get in contact with the children and to collect impressions of their needs and preferences. The idea is to build it and give it as a present to the kindergarten so that the children can decide voluntarily when they want to play with it.

THE OPINION FROM YOUNG PEOPLE ABOUT THE CITY OF ANTWERP IN AN INTERACTIVE AND CREATIVE WAY

Ine Hendrickx, Petra Mellebeek, Talita Van Den Bossche, Artesis Hogeschool Antwerpen, Belgium

The city of Antwerp wanted to know the opinion from adolescents between 12 and 16 years old.

Therefore they contacted different associations to work with. Finally they chose to work with the Association Moos who developed an interactive and creative cell with a touch screen, where young people can give an answer on different questions. Moos worked together with some schools for ideas and inspiration and later also contacted Artesis Hogeschool Antwerpen.

A co-operation took place between Moos and us, three

students of occupational therapy.

The basic question was: How could occupational therapy support the project?

We gave advice about the different groups we worked with and our first input was that the cell must be reachable, clear, univocal for everyone between 12 and 16 years old with or without a restriction.

This all resulted an interactive and creative cell that they have placed in the city of Antwerp.

SESSION 4: GANDHI

THE BITES OF CULTURE IN NATURE

Kirsi Hyvärinen and Maija Väyrynen, Metropolia University of Applied Sciences, Helsinki, Finland

In Finland there are estimated to be seventy thousand elderly people with visual disability. These factors create difficulties in participating to cultural activities within the modern Finnish society. In Finland, the change from an agricultural to technological society has been very rapid during the last fifty years so these days elderly people have very few familiar things around them. Especially over the past fifteen to twenty years forms of culture have changed a lot.

This project is made in cooperation with Tampereen Seudun näkövammaiset r.y. (an association for the visually impaired). It focuses on the association's members who take part in active holidays which are organized by the association. The age of the attendees is between forty and ninety years. The active holidays take place every year in summer at the association's holiday centre. One of the activities is a nature path, which has different themes; this year's theme is the Finnish culture. The path includes several tasks (e.g. questions about Finnish literature and activation of the olfactory- and tactile senses) which might raise memories and feelings from the past. The nature path takes place twice during the summer. The path and its tasks are planned loosely based on a theory of occupational justice and on knowledge about the empowering effects of nature and culture.

STUDENT COMPANY 'ERGOZELF' OFFERS A BOOK FOR THE CAREGIVERS OF PEOPLE WITH DEMENTIA

Annemarieke van Riet & Aafke Ruiter, HAN (Hogeschool van Arnhem en Nijmegen), Nijmegen, The Netherlands

The purpose of the presentation we will give is to tell you something about our student company. 'Jong Ondernemen' is an organisation which aims to help as many young people as possible to become aware of entrepreneurship. 'Jong Ondernemen' helps students to develop an entrepreneurial attitude as well as putting these skills into practice, learning about both the opportunities and challenges of running a business, during the study the students are following. By the Hogeschool Arnhem en Nijmegen, we are given the opportunity to start up our own student company, which we have called: ErgoZelf S.C. This is our own initiative and not a required project from the school. Also, when we started, it wasn't our approach to present this on an ENOTHE conference, but we like it very much.

During our presentation we will tell you about the process we have passed through so far. This means that we will tell you about the way we have reached our idea; writing a book for the caregivers of people with dementia, and how we realized this idea. The book we wrote can be really helpful for the caregivers, because we describe the information about dementia clearly. In contrast to the information that is available on internet, in which the caregiver must search his way through the variety of information. We think that the product we offer is innovative, because we describe in an obviousness manner the information that will help the caregivers of people with dementia to maintain or improve their capabilities and quality of life.

BARKING DOGS DO NOT BITE: THE APPRECIATION OF A DOG IN A REST HOME

Stéphanie Theuninck, Justine Vanhee and Nena Verleyen, HOWEST, Hiepso. Kortrijk, Belgium

The usefulness of a pet in a setting.

We want to demonstrate what the usefulness is of a pet in a setting. We made surveys to investigate this. We spread them in the region Kortrijk and environs. We will also organize an afternoon in a setting and let the residents tell about pets and give their own opinion. Then we bring a pet into the setting and observe the reactions. To end the day, we let them watch a movie with a pet.

ACTIVATION SPACE

Kevin Vuylsteke, Tommy Nuyttens and Ben Mestdag, HOWEST, Hiepso. Kortrijk, Belgium

We created a plan of an activation space for elderly people and persons with a mental dysfunction.

The meaning of the activation space is to stimulate this target group to move and to be active in a funny and a sportive way. Technology, color, mobility, age,...., are some of the keywords within the project.

The creation of the activation space is as cheap as possible. In times of economic recession is it very important to work with low budgets.

Why would we create an activation space?

We find that there are not enough motivating opportunities to activate the elders and persons with mental dysfunctions. We have already had some opportunities to see the working of a rest home and how they activated their residents.

Although, we didn't find this kind of activation very creative, so we are developing a creative way to activate them.

We work together with a rest home and the advise of other occupational therapists. The influence of the physical health care is also important. The vision of Wellness coaching to improve wellbeing of the residents makes the whole project pretty new. Wellness coaching as a method of health promotion and prevention is not yet very known within the health care sector in Belgium.

Activation space is not only creating opportunities to be mobile but also to be social with other people of the rest home. It's our intention to introduce activation spaces in rest homes or private institutions.

We are sure that there is interest in this project.

PURPOSEFUL ART-ACTIVITY WITH ELDERLY AND CHILDREN TOGETHER FOR PROVIDING SOCIAL INCLUSION

Hülya Yücel, Hacettepe University Faculty of Health Sciences, Department of Ergotherapy, Ankara, Turkey

Purposeful activities are important because of supporting geriatric-gerontological studies among elderly who are gradually increasing in the world. This project was planned with the aim of preventing social isolation and provide community participation thorough participation in art-

activity as painting pictures of the elderly in a nursing home. Voluntary elderly selected in nursing home teach painting to students aged 10-13 years in a primary school nearby. Purposeful art-activity in ergotherapy program is performed in the school two days a week, each section lasted forty five minutes. The subjects of the paintings are annual national festival days. Products of the activity are exhibited and sold in kermis at the end of the year. Elderly and children have camping holiday together with the revenue. This project shows that community based ergotherapy with amplifying activity variety, making the elderly desire any activity and creating possibilities for them to participate into activities regularly and continuously are topics which must be studied to increase their social inclusion level.

SESSION 5: RIGOBERTA MENCHÚ

MEANING OF CULTURAL EVENTS FOR PEOPLE WITH DISABILITIES

Friederike Berner, Martin Sandner, Anja Schniedermaann and Melanie Zirzow, Schule für Ergotherapie ev. Krankenhaus, Bielefeld, Germany

The Opening Day of our school can be understood as a cultural event for the clients from Eckardtsheim. This small village is habitat for many people with disabilities who are living in residential homes.

We as students of Occupational Therapy and the local relation of our school create a high coherence to them. For this group of people our Opening Day sets up the innovative and creative opportunity to participate in social life.

Based on previous own observations of the past years in which we noticed that the clients could participate very limited in the offered activities, we have set our aims to intensify their involvements.

On the Opening Day we want our clients and the other visitors to joint venture in the offered tenders.

Between the facilities in Eckardtsheim and our school there exist long time relationships which we used for our project. Selecting the assisting students we make sure that the clients are familiar with them to ensure an optimal client oriented situation. For documentation we used photo and video camera.

REHABILITATION DOGS

Yannicke Haenni and Pauline Bossy, Ecole d'Etudes Sociales et Pédagogiques (EESP), Lausanne, Switzerland

In this presentation, we will talk about a new kind of therapy that we got to know in Québec, Canada during our last period of work experience: occupational therapy with dogs. In this way of practice, occupational therapists use dogs as a working tool with different kind of patients (children, adults,...).

First, we are going to explain what this therapy is about and how, where and when it began to be used. Therefore, we are going to base our speech on the information we collected during our stay in Québec and on our experiences during the treatment in which we used the dog.

Then, we will show a video representing some exercises that are possible to do with people following an occupational therapy treatment. This video is going to be done with a dog to show what can be done.

After this, some time for questions and discussion with people attending our presentation is planned.

A HOUSE FOR LIFE

Thomas Schotte, Dave Vanderbeke and Clément Vermeulen, HOWEST, Hiepslo, Kortrijk, Belgium

As research indicates, we can see that life expectancy is on the increase. This is a result of a growing health industry (antibiotics, vaccinations,...), a better standard of living (improved technology, more spare time,...),... . In common the health care (surgery, nursery, occupational therapy,...) has also grown in a positive way. Although all this improvements, there are still many things that can be done, such as a better living environment, more accessible facilities,...! As people like staying at home as long as possible, homecare has taken in a mainstream in the public health sector. The familiar surroundings seem to be very important for the elderly. Sitting in his/her favourite couch, walking and sightseeing in the garden,... . All these things are very valuable to elderly people and they certainly don't like to give them away in exchange for a rest home or another housing for elder people. It is obvious that living at home at an advanced age is very important and it is a great support for these people to have a standard of live and enjoy each minute. As many homes are inappropriate to the limitations which aging ensued,

people are forced to say goodbye to their beloved house and leave beautiful memories behind. All of a sudden they have to leave everything they possess behind. This often leads to frustrations and a depression is not far away. It is our task as an occupational therapist to cope with this situation and find an appropriate solution! We believe that it is possible to extend living at home on the moment in their lives their house is build. All houses should be build adapted at problems that can be foreseen by aging.

OLDER IMMIGRANTS IN SWEDEN FACILITATE INTEGRATION AND DEVELOPMENT THROUGH OCCUPATION

*Malin Westerberg and Angelica Andersson, Jönköping university,
Jönköping, Sweden*

We explored the opportunities to implement a project for older immigrants and their life situation in Sweden. Wilcock talks about that we as occupational therapists must advocate for our clients. Therefore we want to think in a new way, by finding a new arena. We think that it is one way to look at creativity. The creativity is also shown of the persons who the project is about, by the way they solve their problems and how to addressing new things etc. The arena is on the Red Cross organisation in Jonkoping were they have a meeting place in an area with not so good reputation. Jonkoping university wishes to continue the collaboration in the future. We believe that an occupational therapist can work with this group in a health promoting way, by discouraging isolation and deprivation from the society, since this is a marginalized group. Our purpose is to improve older immigrant's life situation in the Swedish society, and facilitate the integration through occupation. To reach this purpose we will set up a theme day were we will arrange different activities to improve their becoming.

WORK REHABILITATION IN OCCUPATIONAL THERAPY

*Alba Pérez, Victor García, Frederic Cervelló, Paula Gómez and
Arlet López, Escola Universitaria Creu Roja, Barcelona, Spain*

Occupational therapists have a basic role in the vocational integration of individuals, either to enable people who are at risk of exclusion to be employed or to facilitate the return to the working force of a worker who has been incapacitated due to a job injury or a disease.

A comprehensive work assessment is essential to develop the intervention process. Therefore it is necessary to carry out a job analysis with the aim to identify the activities and tasks inherent to a worker role and the skills needed to perform his job.

The field of work rehabilitation in occupational therapy is still developing in our country and there is a need for work assessments from an occupational therapist's point of view. In the present context, Occupational therapists who need to assess their clients' abilities to return to work have to design their own assessment tool.

The purpose of this project is to develop a basic work assessment tool. The tool will be designed and, as a pilot, it will be administered in different jobs. If necessary, the instrument will be modified.

The final product will be a work assessment that could be used by occupational therapists in the Spanish context. This tool will be the starting point to develop a comprehensive assessment battery that would comprise all the components that are essential for a vocational integration.

THE "OBRA" BOAT

Sanne Van de Walle, University College Ghent, Ghent, Belgium

The re-integration of ex-internees with an intellectual restriction, is a major and challenging objective with many aspects. We, as occupational therapists, are very interested to study this process in detail: innovation, creativity and occupational therapy what can they mean within this major objective?

After some research we discovered the "OBRA" centre. OBRA stands for observation, treatment, relationships and activities and is also the Spanish word for "work".

The "OBRA" centre works with two target groups: persons

with an intellectual restriction at the day centre (Evergem) and internees with an intellectual restriction or with a psychical disorder, located in the prison of Ghent. The “OBRA” centre organises different day activities for his target areas. One of them is the “OBRA” boat. The goal of the project is to prepare people on the reintegration and return in the society. As proof, the candidates have to show that they are motivated for this useful project and that they can live as much as possible according predefined attitudes. Additionally, the project also tries to achieve that the ‘participants’ work together with people without a disability. We, as occupational therapists, want to do some research on how we can be a mediator to accomplish the objectives of the project and how we can realise the connection between people with a disability, internees with an intellectual restriction and people without a disability.

SESSION 6: PABLO PICASSO

THE RE-INTRODUCTION OF CREATIVITY AND INNOVATION IN PSYCHIATRIC OCCUPATIONAL THERAPY IN DENMARK

Julie Louise Hartmann, VIA University College, Aarhus, Denmark

Students and teachers worked together within a purposefully ‘loose’ format to maximise opportunity for students to explore emotions in a creative process. It was important for students to be challenged to push past their own pre-conceived boundaries. These challenges have been given to us by Sanne Brocks, who taught us that we have to know ourselves and give part of ourselves, in order to establish trust and respect in the group. We have brainstormed our different ideas of creative activities in psychiatric OT. This has showed how broad this area is. As therapists it’s important to have an open mind to new ideas, in order to make room for innovation. This process has taught us about the boundaries of ourselves and others, and how to cross these in a responsible and functional way. Furthermore we have learnt a lot of specific methods that we can take with us, to our clinical education.

AN EXPLORATION OF THE USE OF THE WII CONSOLE IN OCCUPATIONAL THERAPY

Gail Cody, Fiona Ronaldson, Marie Westwood and Elaine Whyte, Queen Margaret University, Edinburgh (Scotland), United Kingdom

This presentation will consider the role of the occupational therapy in general and the aims of occupational therapy intervention. Some of the changes in the role of occupational therapy will then be addressed by considering the traditional occupational therapy activities carried out with patients and the more recent activities using games consoles. Next, some time will be spent considering the Wii console itself and explaining how it differs from other games consoles. We will address specifically the biological, psychological and sociological benefits for individuals who use the Wii games console. Using the occupational therapy process of gathering information, assessment, intervention and evaluation, the use of the Wii in two specific settings will be considered. A case study from a mental health setting will be used to demonstrate the potential benefits of intervention using the Wii with a patient who has Schizophrenia and experiences low mood and decreased motivation. Following the mental health case study, a physical setting case study will be considered demonstrating potential benefits of using the Wii with a patient who has experienced a stroke. Potential limitations of the use of the Wii in occupational therapy will then be considered.

USE OF CREATIVE ACTIVITIES IN PSYCHIATRIC CARE

Anna Wernoff and Ivona Cetofski, Örebro University, Sweden

The purpose of this project was to describe how creative activities are used to motivate clients within psychiatric care in Sweden. Two occupational therapists working in different areas of psychiatric rehabilitation were interviewed. The interviews were analysed and the most essential facts became the foundation for this report. The preliminary result shows that the occupational therapists in the psychiatric care use different creative activities to stimulate the clients’ inner motivation as well as inner creativity. Many of the activities involve crafts and activities like board games, word games and outdoors activities like walks through the town, bicycle

tours and barbecuing. Many clients preferred knitting as activity. By using creative activities the clients are developing other abilities that contribute to a better cope with activities of daily living. These creative activities are used to motivate clients to get activated. By performing activities that give a visible result the clients develop a belief in her/him and self-esteem that can be transferred into activities of daily living. The responses from the patients are really good. Many of the patients have no place to go to during daytime and by going to a daycentre they get to interact with other people in similar situations and find a purpose to get up in the morning. The creative solution leads to a higher motivation within the clients and can eventually help them return to their work/school.

JOIN US TO ENJOY.

(Afegeix-te a la diversió)

(Añadete a la diversión)

Nit Bachs, Gisela Barbadillo and Xavier Anta, Escola Universitaria Creu Roja Terrassa, Barcelona, Spain

Join us to enjoy is a proposal to create a shared leisure experience between two collectives: Occupational therapy students and Prodis Foundation residents (adults with mental health problems); both of them located in the town of Terrassa.

The project was born to give an answer to the needs of two collectives: adults with mental health problems and occupational therapy students. Its purpose is to set up bidirectional learning and to facilitate an exchange of experiences based on the creation of a leisure night group. This group will be conformed by students and residents. The project will be developed in the leisure time at weekend. From occupational therapy perspective, leisure time is seen as an open door to new experiences, in a way that human relations get the chance to be more friendly and free. By the way, human being is occupational by nature and leisure time gives the opportunity to identify and approach the interests, abilities, roles and values. This makes it possible to increase the adaptability to the community, and assure a better quality life.

The leisure night group created with the project will be visible in the town of Terrassa, letting the native people to think over about adults with mental health problems and the consequences of the social stigma.

The Model of Human Occupation has been chosen because of the importance that gives to the social environment as an occupational therapy tool.

CREATIVITY AND INNOVATION IN HAND THERAPY

Ylva Åkesson Umeå University, Sweden

One of occupational therapy's unique areas in Sweden is hand therapy. The ultimate goal of occupational based hand therapy is to ensure that the rehabilitation process promotes healing, while also enabling clients to perform meaningful activities both in the clinic and in their daily lives. The Oval-8 splinter was invented in the northern region (Västerbotten) of Sweden. It can stabilize, relieve and/or correct the small joints of the fingers (DIP and PIP). The main purpose of our presentation is to motivate future and present occupational therapists to try different and new solutions to the disabilities our clients are facing. Especially when it comes to injuries in the hand and the fingers.

OCCUPATIONAL THERAPY STUDENT WEBSITE

Sarah Daniels, Charlotte Spink, Department of Occupational Science and Occupational Therapy, University College Cork, Ireland

Today in the Republic of Ireland (ROI) there are four occupational therapy schools. Currently, however, no official occupational therapy student website exists. In response to both a perceived need to provide an adjunct to formal course requirements and an invitation to engage in an activity that compliments 'European Year of Creativity and Innovation' (2009), two occupational therapy students from the Department of Occupational Science and Occupational Therapy, University College Cork, Ireland have turned an idea into action and created a student-friendly 'e' resource. This presentation outlines the stages in the development of a website for Irish Occupational Therapy students. By presenting the project in this ENOTHE forum, it is hoped discussion and ideas will be generated, and knowledge shared between fellow European students. As the website is designed by students, for students, feedback from and dialogue with such a diverse group will provide a learning opportunity for all participants and would be an excellent and creative way of further developing this tool.

SESSION 7: ISABEL ALLENDE

“BEWARE OF PAPER” A PLAY OF PEOPLE WITH ACQUIRED BRAIN INJURY (NAH).

Sieska Martens, Sarah Catrysse, Barbara De Lembre and An Vandeviane, KHBO, Brugge, Belgium

The daycentre “Ter Duinen” for adults with acquired brain injury searched seven years ago for different forms of expressions and leisure activities. In their search they came to the idea of playing theatre. Under the expert guidance of an occupational therapist and a director they started from nothing and grown out as a fully drama group. This whole process asked a lot of creativity, flexibility and drive. The result is one of their own brainstorming of which each member was treated equally. The actors, therapist and director came together on a regularly base and discussed about the content and form of the play. Each member had an equal contribution to the discussions.

In contrary to other initiatives, they play on a high-quality level. The play was professionally developed and they did their theatrical performance in a real theatre. Therefore this project is unique in Belgium. Their latest play tells about the big ‘crash’ in their brains and the search for a solution. Along this process, a lot of them, members and their families, find a better way to cope with their disabilities and changed lives. This is a creative and innovative way to deal with every-day-problems and tell it to the outside world. We want to tell about the value of such a project and discuss the opinions and experience of each member of the drama group.

“EX-PRISONERS WALK OF ART”

Laura Collijs, Hogeschool Gent, Gent, Belgium

Target group: ex-convicts. These are people who have been in prison for several years. They want to (re)build their life outside prison, but it is very difficult to re-integrate in society because they were isolated for such a long time.

Project: We want to draw up a script to organize an art route and we would like to realize this after our graduation. The art route has the objective to give visitors the opportunity to get to know the city from the point of view of an ex-convict.

The ex-convicts map the art route. This way, we hope that we can get an image of the places these people go to after their release.

At some important places we would expose a work of art, made by one of the ex-prisoners, possibly accompanied by some clarification. The work of art can be a painting, a sculpture, poetry, music, ... This will be discussed with the cooperating ex-convicts and also depends on the available possibilities (locations, material).

Our goal is to make some of the ex-convicts the guide of the tour. This way, they can have direct contact with the visitors and they're able to elucidate their work of art.

We'd like to provide the cooperating ex-convicts with a professional guide-course, which can be mentioned on their CV afterwards. Their support in this project can be an asset when applying for a job.

Purpose of the project: We believe that ex-convicts deserve a fair chance, as much on the labour market as in the society in general. With this project we try to give them the possibility to express their feelings and to share them with the environment. We want to enable them to take a first step towards society (and the other way around) in a creative way. With the result of this project we would like to create a different look for this group; we want to stimulate reintegration of ex-convicts from both sides. After all, ‘re-integration’ is an interactive idea. The society has to be prepared to ‘re-integrate’ people who made mistakes in the past.

TEATO, A JUNIOR ENTERPRISE

Almudena Cano, Diana Delgado, Mffi José Espigarez, Belén Chica andb Saray Muñoz, Universidad de Granada. Escuela Universitaria de Ciencias de la Salud. Granada, Spain

TeaTO is an innovative initiative in the field of occupational therapy with the aim of using theatre to fulfill a necessity of different groups of disabled people from two main approaches. The first one is leisure oriented, while the second approach is therapeutically orientated. The therapeutic part of this initiative deals with cognitive, physical, social and contextual aspects.

TeaTO initiative is established within the Junior Enterprise European Network, which means that is a non-profitable association which provides the community with a specific professional service, and at the same time combines student training and internships, offering the opportunity

to have a first contact with the labour market. The Junior Enterprise European Network counts with the support of several academic and professional institutions. TeaTO association implements quality courses on occupational therapy related issues which are difficult to find in other training institutions, such as music therapy or sensitive integration. It also promotes occupational therapy and organizes public seminars. However, the main project of the association consists on the creation of a complete drama piece adapted to different groups of disabled people. This project is composed by several workshops: stage building, script drawing, make-up skills and production. The project will be implemented by university students who will put into practice the knowledge acquired during their education at the same time as they will get into the labour market. This is a unique integration initiative because it brings together a professional occupational therapy service and an opportunity for the students to receive training and working experience in the framework of the Junior Enterprise European Network.

“KEEP THE CHILDREN’S CHILDHOOD”

Qetevan Choniashvili and Tamar Nozadze, Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia

As we know the theme of the European Year 2009 is creativity and innovation. We, two of Georgian students, decided to make a project with street children to keep their childhood and involve children in age adequate activities for a little time. We chose to make drawing pads and in this process would be involved Ivane Javakhishvili Tbilisi State University Medical Faculty students. It would be a creative workshop from medical students in Georgia, when from useless papers could be made useful drawing- pads for street children as creativity requires, because “creativity is part of everyday practice, the use of creativity as a conscious approach; creativity involves risk taking, creativity needs a supportive environment and creativity is the use of expressive arts in therapy” (Law M, 1998, Australian Occupational Therapy Journal (2004), 51, pp.81 - 82). Despite making drawing pads with useless papers, workshop should be organized by secondary materials from our houses: coloured pencils, glues, scissors, etc. In occupational therapy every day practice we see that creativity is necessary for therapist, because his/her work to be more attractive.

And what about innovation?

This kind of action, participating medical students is innovative in Georgia, because they have never realised such project before.

“The term of innovation means a new way of doing something; it may refer to incremental, radical revolutionary changes in thinking, products, processes, or organizations. (<http://en.wikipedia.org/wiki/Innovation>)

It took us several steps for completing this project. At first we prepared materials on the concept of creativity and innovation. Then our plan was to organize workshops in making drawing pads for street children and finally realised our project with them.

“PROCESSUS CREATIF”

Margot Verine, Davina Yeung, Jeanne Pyskire, Marion Duwig, Marine Avignon and Elodie Jouanneau, ADERE, Paris, France.

“Processus creatif” (in French) is a year long project held during the first year of OT studies at ADERE Paris. To start off the project, we need to choose any word that inspires us and from which we need to reflect on and create an object. We have a calendar to follow namely, we need to hand in a first draft to explain our reflection process and a photo of how our object looks like at this particular point in time. All throughout this project, we need to note down all our emotions (frustrations, breakthrough etc...) pertaining to our objects. Finally, at the end of the year in June, we have an oral presentation in front of all our peers and a panel of jury consisting of four teachers to present our object and explain our creative process.



Sunday 18th of October

Optional Tourist Trips

1.- FRAGAS DO EUME

Water made world

The river Eume is the creator of the region, of its life. Wild and vicious, with its waters it has given shape to the beautiful towns and places. A river of magical traditions, suitable for enjoying the activities of nature.

Treasures of nature

The river has dug out a deep valley in which the “Fragas do Eume” sits upon. The “Fragas do Eume” is a Nature Park and the largest Atlantic Forest of Europe.

The river also modeled important mountains such as “O Forgoselo” or the “A Loba”, refuge for unique animal and plant species.

History Jewel

The Eume also brought waters of culture. Political center of Galicia in the Middle Age, on its shores we find trees, monasteries, castles, stately homes and beautiful bridges. A true pleasure for all five senses.

Programme

- 10h. Departure from La Coruña
- 11h. Visit to Aula de Naturaleza (Fotography exhibition and video presentation)
Hiking through “As Fragas do Eume” (Medium difficulty, 2 hours walk + 2 hour walk back)
- 13h. Visit to the Monastery of Caaveiro with a guide
- 16h. Canoeing down the river to Pontedeume (optional)
- 18h. Visit to Pontedeume

Price /person

The price per person is of 25€. Discount 11€ in case of not canoeing down the river.



2.-A CORUÑA- GLASS PATRIMONY

City of the sea...

Two thousand years of history, counted one by one by the Tower of Hercules. Legendary and tireless lighthouse which lit it's light to discover the great city which many had imagined.

The Ocean embraces it and doesn't want to let go; jealous, that others may discover the secrets it holds. A Balcony of the Atlantic from which you can dream and imagine. Where you can travel to the past for an instance; relive sensations lost with its history, myths and legends; and return to the present time to meet its newest and most exciting appearance. To feel it, walk it and taste it.

...of salt and of sand...

A Coruña is a city of a thousand possibilities. From the calmest sea landscape to the cosmopolitan and vital streets illuminated by the sun. From voices proclaiming the stocks at the fish and seafish stands, to the walks down the Old Town, the promenade and the beaches of fine and white sand. With places for amusement and natural spaces where you can admire spectacular landscapes.



In A Coruña you can feel and see the traces of history. It is possible and also fascinating to walk through the Old Town and see the oldest churches, or visit its squares just as the heroine María Pita would have done so in the XVI century.

Reality and magic mix in this land of witches, enriched by the presence of "castros" which belonged to celtic, phoenician and roman towns.



...and of glass...

The galleries, old fishers' homes, formed a thermal chamber which protected the facade from the rain and it allowed to visually relate the interior with the exterior, it made ventilation possible, it would hold the warmth in winter and it would refresh the rooms in summer.

This glass scenery of the galleries provides visitors a mirror which collects the reflections of the light of the day from dawn until sunset, something which has conferred A Coruña the name of City of Glass.

Farum Milenarium...

Located between the inlet of El Orzán and the Ártabro Gulf, rises the Tower of Hercules, the oldest functioning lighthouse in the world.

Because of its strategic location, in the II century, throughout the mandate of the roman emperor Trajano, the lighthouse was constructed to guide the ships which were heading towards the British Isles in search of tin, copper and iron. Its author was the architect Cayo Servio Lupo, from Coimbra, who dedicated his work to Mars, the God of War, as you can read on an inscription at the bottom of the tower.

But there is another legend which says that it was Hercules who, after having beheaded Gerión the giant, made the lighthouse upon his dead remains.

2000 years ago the millenary lighthouse lit for the first time, turning itself into a reference point for sailors and a must-see for visitors, reason why the Tower of Hercules was named World Heritage by the UNESCO in June 2009.



Programme

- 10h. Departure from María Pita Square
- 10:30h. Visit to the San Antón Castle
- 12h. Tram tour around the promenade
- 13h. Visit to the Tower of Hercules
- 16h. Visit to the Old Town: Azcárraga Square, Las Bárbaras Square, Garden of San Carlos, dock...

Price/pp

Transport 120€ + 7 % VAT (30-35 people per tram) /4€ pp.
Museum tickets 4€/person

SANTIAGO DE COMPOSTELA - MYSTIC CAPITAL

The history...

Prior to the IX century, the city of Santiago didn't exist as such.

However, the archaeological excavations have demonstrated that in the place in which Santiago sits upon, used to be an ancient roman village which could have had a certain importance and which persisted until the VII century, throughout the reign of the Suevi. Beside the walled enclosure of the roman "civitas", the pay mausoleum which would lead to the cathedral, was built in the I century.

Santiago de Compostela, was declared Cultural Heritage of Humanity in 1985 by the UNESCO, when it was considered that to its urban beauty and monumental integrity you could add the deep echos of its spiritual significance as an apostolic sanctuary and destiny of the most important religious and cultural movement of the Middle Age: the pilgrimage of The Way of Saint James (El camino de Santiago).

Santiago de Compostela is, undoubtedly, one of the undisputed heritage goods of humanity because of the extraordinary group of monuments surrounding the tomb of the Apostle Saint James the Great, and because it is one of the largest routes of Christian pilgrimage between the XI and XVIII century.



This city, due to its monumental integrity, gathers specific and universal values. To the unique character of its roman and baroque masterpieces, an aesthetic contribution is added by the diachronic factors to construct an ideal city which overflows history and also in temporality.

MYSTIC CAPITAL

The way...

The pilgrimage to Santiago was very soon transformed into the most remarkable and deeply lived religious and cultural event of the Middle Age, fact that has recently been admitted by the European Parliament, which named The Way of Saint James the first European Cultural Itinerary by the UNESCO, who proclaimed it World Heritage. The discovery of Saint Jame's tomb changed the face of a little roman settlement in the Iberian northwest which, fallen into oblivion during centuries, had been transformed into a necropolis; and it also meant a turn in the spiritual history of a continent which soon launched itself to build a road to reach the precious relic.

MYSTIC CAPITAL

The tradition...

The sea, the countryside, the traditional clothing, society, the music, the architecture, the press, archaeology, art... different facets which define Galicia's culture.

Santiago provides a compendium of the diversity of Galicia, which is useful as a reference for the valuation of the different exhibitions inside the group and to boost the interest on the direct knowledge and the search of future alternatives for the tradition.



Programme

- 9:30 h. Departure from A Coruña
- 11h. Visit to the Museum do Pobo Galego
- 13h. Visit to the Cathedral of Santiago de Compostela
- 16h. Visit de la city: Obradoiro Square, Quintana Square, Pazo de Rajoy, Churches, convents...
- 18h. Return to a Coruña

Price/pp

Transport 384€ + 7 % VAT (30 persons) / pp 14€

Museum tickets and Cathedral: Free

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