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Keywords

Mental health, Recovery and rehabilitation, Practice development, Knowledge transfer

Session 65

The effectiveness of an OT led intervention for people receiving psychiatric rehabilitation

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Introduction: Those who require inpatient mental health rehabilitation services have complex needs and absorb costly resources (Killaspy et al 2013a). Despite this, there have been no studies investigating the clinical and cost effectiveness of these services. This study aimed:

- 1) To develop a manualised, "hands-on", occupational therapy (OT) led training programme to increase the skills and confidence of psychiatric rehabilitation unit staff in engaging service users in activities on the unit and in the community.
- 2) To investigate the effectiveness of this intervention through a cluster randomised controlled trial (RCT).

Method: The development process built on evidence and theory from organisational change and OT (Cook and Birrell 2007).

Service users, mental health OTs, the study Steering Group, and rehabilitation unit staff were consulted before the intervention manual was piloted and refined. The cluster RCT assigned 40 units to either the intervention or control arm, aiming to recruit 372 patients (Killaspy et al 2013b). The primary outcome, service user engagement in activities, was assessed at 12 months using the Time Use Diary (Jolley et al 2006).

Results: The intervention 'GetREAL' included: i) a predisposing stage to gain sign-up from senior clinicians and managers at the intervention sites; ii) an enabling stage where a senior OT and activity worker, with input from a service user consultant, worked alongside ward staff for five weeks; iii) a reinforcing stage that comprised email support for the unit staff. The results of the RCT will be available by December 2013.

Conclusion: The OTs who delivered the intervention demonstrated their ability to adopt a change management role to improve practice in multidisciplinary teams. The results of the RCT will clarify whether the intervention was clinically effective in improving service user outcomes. The research was approved by the South East Research Ethics Committee (Ref. 09/H1102/45) on 16 June 2009.

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Mental health, Recovery and rehabilitation, Research, Service transformation

Session 66

The development of a collaborative research triad model

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This seminar will outline the development of a proposed research model, which has emerged from an evaluation of collaborative partnerships between a university occupational therapy programme and local practice partners.

The practice-research divide within occupational therapy is well documented (Crist 2010). Students are often deterred from conducting research in practice due to difficulties such as gaining organisational approval and gaining access to sites. The consequent lack of research and skills upon qualification combined with limited resources and demanding workloads results in practitioners feeling ill equipped to conduct research to support their practice, thus perpetuating the divide (Kennel et al 2009).

An educational approach aiming to address the practice-research divide was planned and implemented. This comprised the development of research partnerships involving students, practitioners and university supervisors. Research projects were collaboratively designed and executed. Following this the partnerships were evaluated from the perspectives of all three parties. The evaluation used an action research methodology. Ethical approval was granted from the university and research governance approval was granted from the NHS Trusts employing the practitioners. Findings identified many benefits as well as a number of challenges and suggestions for future collaborations.

The seminar will begin with a brief overview of the findings of the evaluation followed by a discussion of lessons learnt. It is intended that this will initiate some discussion around the

practice-research divide and the potential for the proposed model in addressing this within a wider professional context. Ultimately it is envisaged that dissemination of and discussion around the model will promote the development of practice-based research, which will enable occupational therapists to build their evidence base and provide effective interventions for their service users.

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Keywords

Practice development, Partnerships, Research, Education (CPD, LL, skills)

Session 69.1

The importance of a globally connected profession – a joint project between the occupational therapy faculties of University of Wisconsin-LaCrosse, USA, Robert Gordon University, Aberdeen, Scotland, and the University of Brighton, England

Morrison S⁽¹⁾, von Kurthy H⁽²⁾, McCannon R⁽³⁾, Robert Gordon University, UK⁽¹⁾, University of Brighton, UK⁽²⁾, University of Wisconsin-LaCrosse, USA⁽³⁾

The session will outline a joint project between the occupational therapy faculties of University of Wisconsin-LaCrosse (UWL), USA, Robert Gordon University (RGU), Aberdeen, Scotland, and the University of Brighton, England. The work presented builds upon a long standing relationship between UWL and RGU. Previous research has been disseminated at a COT conference.

The project was designed to address the importance of a globally connected profession with therapists that are able to use and appreciate international perspectives within their practice. It was also intended to address the ever-increasing multiculturalism of our global society and the need for graduating students and clinicians to demonstrate cultural sensitivity in order to practice as effective OTs. Participating students embark on an international occupational therapy course, which consists of coursework, videoconference, travel-abroad with job shadowing experiences and hosting a travelling student.

The purpose of this study is to evaluate the experiences of students and clinicians during the international occupational therapy course in 2014. Qualitative data will be collected via a questionnaire and open ended questions. Data analysis will employ thematic analysis (Braun 2006). Given the past success with the project it is anticipated that understanding the experience of participants will provide rationale for development of the current project and possible development of projects between other educational institutions. Conference delegates will gain information on the findings of the evaluation as well as

practical advice regarding development of this type of experience within their settings. The study is an evaluation of teaching and learning in an education setting.

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Keywords

International perspectives, Education (CPD, LL, skills), Community, Knowledge transfer

Session 69.2

Volunteering in international fieldwork promotes occupational therapy student learning

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Introduction: Fieldwork is vital to the occupational therapy curriculum (Kirke et al 2007, World Federation of Occupational Therapists 2002). International fieldwork provides experience working in non-traditional, uniquely stimulating learning settings, contributing to personal and professional growth (Cameron et al 2013). These placements also allow the sharing of knowledge, and simultaneous acquisition of new cultural and clinical skills beyond that taught at university (Simonelis et al 2011, Balandin et al 2007).

Aim: To explore the fieldwork experiences of occupational therapy students in a short term international volunteer programme in a developing country.

Methods: The research used a qualitative phenomenology approach through semi-structured interviews. Participants were occupational therapy students who had recently participated in a volunteer outreach trip to Vanuatu. Data was immediately transcribed verbatim and key words analysed. Inductive and abductive data analysis occurred, enlightening subsequent interviews. Two researchers co-coded data. Categories developed informed the underlying themes. Ethical approval was gained from the Edith Cowan University.

Results/conclusions: The potential benefit to student volunteers is reinforced by understanding the student experience and insight into student learning from such an outreach trip. This international volunteering provided a depth of learning, cultural competence and problem solving experience within a closely supported environment not experienced in traditional fieldwork. The volunteer students highlighted their experience working cross culturally in a less developed country, making use of local products and resources, as a positive learning experience.

Impact on service users: This research displays the benefit of offering alternate fieldwork placement to alleviate the international crisis in securing adequate fieldwork placement (Kirke et al 2007).

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