

Dickinson, Hannah and Bell, Janice ORCID: <https://orcid.org/0000-0001-9032-6562> (2014) Emotional intelligence and developing professional competency: a student perspective. In: College of Occupational Therapists 38th Annual Conference and Exhibition, 3-5 June 2014, Brighton, UK.

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opportunities. The need to develop and evaluate interventions to increase participation in everyday life for people with diagnosed mental illness living in the community has been acknowledged (Davidson et al 2006, Eklund et al 2009). An occupational therapy manualised intervention called "Increasing Participation in Everyday Life", has been recently developed to support adults with a mental illness to increase occupational participation in leisure, self-care and vocational activities. A feasibility study was carried out to assess the viability of use of the intervention manual in clinical practice and to assess the acceptability of the intervention to patients and OTs.

NHS Ethical Approval was obtained from Fulham-London Research Ethics Committee. A cohort study design was used to assess the implementation of the 12 session intervention with service user participants in Early Intervention, recovery and community rehabilitation services in two London NHS trusts.

Sixteen occupational therapists participated in the study and received training to implement the intervention. A high rate of recruitment of service user participants was obtained and 40 service users agreed to participate in the study. The intervention was found to be acceptable to both OTs and service users. The OTs and service user participants provided important feedback regarding the intervention content and format that will enable revision of the intervention to further support its implementation.

The study identified that the intervention requires adjustments and warrants further investigation to test its effectiveness and cost effectiveness. Barriers and facilitators to implementing occupational therapy interventions in community mental health were identified and have implications for occupational therapy practice and will be explored in this seminar.

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Keywords

Research, Mental health, Recovery and rehabilitation, Community

Session 53.1

Exploring innovation in post registration group work training

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Occupational therapists utilise a wide range of group work theory and skills in their practice (Cole 2011). The HCPC (2013) proficiency standards 9.8 and 9.9 stress the importance of understanding and working within groups, managing the dynamics of these situations adeptly. In addition, it is every

practitioner's responsibility to remain competent in practice, which may be addressed in a variety of ways (College of Occupational Therapists [COT] 2011). Feedback from clinicians highlighted a need to review, update and develop group skills.

Developing a continuing professional practice development module enabled lecturers at London South Bank University to deliver and explore novel learning opportunities in relation to group work facilitated by practising occupational therapists. Use of reflective seminars, sharing of innovative experiences, work based discussion (Rustin and Bradley 2008) and self-directed group assessments promoted independent and original practice learning.

Post registration students valued the sessions, which enabled the opportunity for reflection, sharing and development of skills and theory. 100% of attendees felt this module enabled them to do their job better and one attendee wrote: "the course was excellent and I am recommending it to my colleagues". Opportunities for developing skills using innovative learning styles in a busy working life is imperative to the quality and provision of care provided to service users.

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Keywords

Education (CPD, LL, skills), Knowledge transfer, Practice development, Partnerships

Session 53.2

Emotional intelligence and developing professional competency – a student perspective

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Background: Health and social care professionals have faced increased public and professional scrutiny surrounding standards of practice in relation to professional competency (Health and Care Professions Council 2011, Department of Health 2013). However, there is limited research into the contribution of emotional intelligence (EI) with regards to occupational therapy education and the development of students' core occupational therapy skills. This qualitative research study aimed to explore the perceived value given to EI abilities in the development of students' professional competence.

Methods: A purposeful sampling technique was used to recruit students from an occupational therapy Master's programme. The within method triangulation approach (Lambert and Loisel 2008) was employed to conduct an initial focus group to elicit themes from general discussion on EI and professional competency. The emergent themes guided questions for 6 in-depth semi structured interviews. The results were thematically analysed (Green 2005). Ethical approval was granted by the University.

Results: The preliminary findings, which are part of a larger study, suggested several benefits of EI abilities for student occupational therapists, related to the development of professional competency. These included: therapeutic use of self, self-leadership and self-management skills. The explicit role of practical training opportunities, in particular, listening and interviewing skills, were highlighted as potential areas to support the development of professional competency.

Implications for occupational therapy: Preliminary findings indicated that students generally valued EI abilities as a factor towards the development of professional competency. Emergent themes related to the benefits of EI may support the development of additional training needs for students' personal and professional development.

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Keywords

Education (CPD, LL, skills), Research

Session 53.3

High profile, collaborative art projects in a mental health in-patient setting

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UK Occupational therapists have agreed a vision of occupational therapy in mental health practice, which facilitates occupation and social inclusion (College of Occupational Therapists 2007). Conceptual models of human occupation support the view that taking part in interesting activities whilst spending time

in an unfamiliar environment is important (Kielhofner 2008). Feelings of enjoyment, satisfaction and belief in one's ability can be engendered for many people using collaborative art thus equipping people to also take part in other important life activities (Hacking et al 2008). An additional benefit of collaborative art is that adjustments can be made to the activity so that people can be accommodated at all levels of functioning (Mitchell and Neish 2007).

This paper will explain how a high profile, collaborative art project was set up as part of an occupational therapy programme in a contemporary, occupation-focused inpatient unit in England. The work formed part of an occupational service redesign process to support an occupational approach in mental health acute care (Melton et al 2008) and the project encouraged the participation of all stakeholders in the hospital community over a longitudinal period. The paper will also describe the roles that different service user participants took in the development of the artwork piece, the impact of the collaborative approach and the final artwork product launch. It will also provide service experience data gathered from patients which guided the development process.

The local NHS Trust Research & Governance Committee advised that ethical approval was not required for this practice evaluation paper. Service experience data was used to inform the conclusion that collaborative artwork can be an important part of a balanced occupational therapy inpatient programme in acute mental health practice.

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Keywords

Mental health, Participation, Service user involvement, Service evaluation