

Dickinson, Hannah and Bell, Janice (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.

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4759/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

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.

References

Davidson L, Shahar G, Staeheli Lawless M, Sells D, Tondora J (2006) Play, Pleasure and Other Positive Life Events: "Non-Specific" Factors in Recovery from Mental Illness? *Psychiatry* 69 (2), 151–163.

Eklund M, Leufstadius C, Bejerholm U (2009), Time use among people with psychiatric disabilities: implication for practice. *Psychiatric Rehabilitation Journal*, 32(3), 177–91.

Author CVs

Mary Birken is currently working as an occupational therapy researcher specialising in intervention research in adult mental health.

Sue Parkinson is an author of the Model of Human Occupation Screening Tool and has worked as a freelance trainer since 2003.

Contact

marybirken@gmail.com

Keywords

Research, Mental health, Recovery and rehabilitation, Community

Session 53.1

Exploring innovation in post registration group work training

Maris-Shaw S, Beecraft S, London South Bank University, UK

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.

References

Cole, M. B. (2011) *Group Dynamics in Occupational Therapy: the basis and practice application of group treatment* 4th ed. Thorofare: Slack.

College of Occupational Therapists (2011) *Professional standards for occupational therapy practice*. London: College of Occupational Therapists.

Health and Care Professions Council (2013) *Standards of proficiency – Occupational therapists*. London: Health and Care Professions Council.

Rustin, M & Bradley J (eds) (2008) *Work Discussion: Learning from reflective practice in work with children and families*. London: Karnac.

Author CVs

Sue Beecraft is a senior lecturer in Occupational Therapy at London South Bank University. She has an MA in Groupwork from the UEL.

Sarah Maris-Shaw is a senior lecturer in Occupational Therapy at London South Bank University. She has an MA in Psychoanalytical Studies from the UEL.

Contact

beecrasv@lsbu.ac.uk

Keywords

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

Session 53.2

Emotional intelligence and developing professional competency – a student perspective

Dickinson H, Bell J, University of Cumbria, UK

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.

References

- Department of Health (2013) Patients First and Foremost: The Initial Government Response to the Report of The Mid Staffordshire NHS Foundation Trust Public Inquiry. London: DH.
- Green J (2005) Analysing Qualitative Data. In: J. Green, J. Brown (eds.) Principles of Social Research. Maidenhead: Open University Press, 75–89.
- Health Professions Council (2011) Professionalism in Healthcare Professionals. [Online] Available at: <http://www.hpcuk.org/assets/documents/10003771ProfessionalismInHealthcareProfessionals.pdf> Accessed on 12.9.2013.
- Lambert S.D. & Loisel C.G (2008) 'Combining Individual Interviews and Focus Groups to Enhance Data Richness', *Journal of Advanced Nursing*, 62 (2), 228–237.

Author CVs

Miss Dickinson is currently a 2nd year student on the MSc Occupational Therapy (Accelerated) Programme at the University of Cumbria in Carlisle.

Mrs Bell currently works as the Programme Lead for the MSc Occupational Therapy (Accelerated) Programme at the University of Cumbria in Carlisle.

Contact

hannah.dickinson@aol.co.uk

Keywords

Education (CPD, LL, skills), Research

Session 53.3

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

Forsyth K⁽¹⁾, Ross-Gamble A⁽²⁾, Stephens M⁽²⁾, Melton J⁽²⁾, Queen Margaret University, UK⁽¹⁾, 2gether NHS Foundation Trust, UK⁽²⁾

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.

References

- College of Occupational Therapists (2007) Recovering Ordinary Lives: The strategy for occupational therapy in mental health services 2007–2017. London: College of Occupational Therapists.
- Hacking S, Secker J, Spandler H, Kent L and Shenton J (2008) Evaluating the impact of participatory art projects for people with mental health needs. *Health and Social Care in the Community*, 16 (6) 638–648.
- Kielhofner G (2008) Model of Human Occupation: Theory and practice. 4th ed. Philadelphia: Lippincott Williams & Wilkins.
- Melton J, Forsyth K, Metherall A, Robinson J, Hill J and Quick L (2008) Program Redesign Based on the Model of Human Occupation: Inpatient Services for People Experiencing Acute Mental Illness in the UK. *Occupational Therapy in Healthcare*, 22 (2/3) 37–50.
- Mitchell R and Neish J (2007) The Use of a Ward-Based Art Group to Assess the Occupational Participation of Adult Acute Mental Health Clients. *British Journal of Occupational Therapy*, 70 (5) 215–217.

Author CVs

Angela Ross-Gamble, Senior Occupational Therapist has a wealth of experience in psychiatric intensive care and acute mental health with a commitment to creativity.

Marie Stephens, Occupational Therapy Technical Instructor has a degree in sculpture which she applies to an innovative therapy programme encouraging service user participation.

Contact

angela.ross-gamble@glos.nhs.uk

Keywords

Mental health, Participation, Service user involvement, Service evaluation