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Session 3.4**Doing-being-becoming-belonging: occupational adaptation within dementia caregiving****Hooper E, Lancashire Care NHS Foundation Trust**

The Alzheimer's Society (2014) estimate that there are up to 670,000 informal caregivers supporting people living with dementia in the U.K., and it is acknowledged that they are 'the most important resource available for people with dementia' (DH, 2009 p.12). Dementia caregiving is known to be a life-altering experience and it is important that caregivers are supported to adapt to this role in order to maintain their occupational wellbeing.

This paper will present the outcomes of a study which explored the lived experience of dementia caregivers with a view to:

- Broadening understanding of ways in which caregiving impacts positively and negatively upon occupational wellbeing.
- Formulating recommendations for occupational therapy practice with dementia caregivers.

Method: A systematic literature review of primary qualitative research was conducted, using the conceptual model of doing-being-becoming-belonging (Wilcock, 1998 Rebeiro et al., 2001) to shape data analysis. Fourteen studies were included in the review. Ethical approval was not required.

Findings: The lived experience of dementia caregiving is laced with threats to wellbeing within the domains of doing, being, becoming and belonging, and is hallmarked by occupational disruption. Whilst it is evident that these issues are salient across caregivers, some attain purpose, meaning and personal growth through their caregiving experience, whereas others lapse into a state of occupational dysfunction. This juxtaposition of experience makes it apparent that successful occupational adaptation is a significant factor in determining wellbeing for caregivers.

Implications: Occupational therapists have a role in facilitating occupational adaptation, enabling dementia caregivers to foster wellbeing and achieve a life balance which is in congruence with their values. Factors that support successful occupational adaptation within the domains of doing, being, becoming and belonging will be offered during this presentation.

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Keywords

Dementia, Research, New or emerging roles, Education

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Emma Hooper is an occupational therapist employed by Lancashire Care NHS Foundation Trust. This research was conducted as part of her MSc in Advanced Occupational Therapy.

Session 4**Developing research capacity and partnerships in mental health occupational therapy****Smyth G¹, Morris K², College of Occupational Therapists¹, University of Cumbria²**

Recovering Ordinary Lives – the strategy for occupational therapy in mental health services 2007–2017 (College of Occupational Therapists 2006) was reviewed in 2014. Over 200 occupational therapists from the United Kingdom (UK) participated and highlighted a major concern about the lack of research evidence base (Smyth 2014).

As a result of this the College of Occupational Therapists (COT) and its Specialist Section – Mental Health carried out a survey in 2015 to explore occupational therapists views about how to best develop research capacity and partnerships in mental health (Smyth 2015). After ethical clearance from COT, a survey monkey tool was developed, circulated by email to occupational therapists working in mental health in the UK. 145 occupational therapists responded and the results were analysed by COT and its Specialist Section – Mental Health.

The respondents indicated three areas of activity would boost research capacity and partnerships: opportunities to network and make links with research orientated colleagues opportunities to develop research skills including formal training and opportunities for better coordination of research leaders.

In response to the findings, this workshop aims to allow delegates to explore strategies to develop research capacity and partnerships. It will use principles of action learning which involves working on real life challenges in a supportive environment (Leonard and Marquardt 2010). Delegates will work in small groups to share skills, experiences and knowledge for developing fresh ideas related to research skills and capacity development. They will be guided through the action learning process to identify achievable short and long term personal targets. This will enable them to maximise the opportunities for themselves and their colleagues both within their local area and via online media. The workshop will end with delegates committing to carrying out their personal targets on their return to the workplace.

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Session 7

Writing for publication

Craik C^{1,2}, British Journal of Occupational Therapy¹, Brunel University²

Introduction: Many occupational therapists want to share the outcome of a successful development document an analysis of their innovative practice or disseminate the results of a research project. Despite good intentions, they often find it challenging to write in a style suitable for publication. They may fail to submit for publication, fail to resubmit when requested to make revisions, or are disheartened if their efforts are criticised or if they are unsuccessful. Thus the results of many interesting projects are not communicated.

Methods: This writing workshop will guide participants through each stage of the publication process from initial idea to responding to reviewers' comments. It will explore motivation for writing selection of key messages and target audience choice of a relevant publication and working with co-authors. Practical guidance will be given on how to organise material and structure a paper, follow submission guidelines (British Journal of Occupational Therapy Submission Guidelines, 2015), edit a thesis into an article and respond to reviewers' comments.

Results: Participants will receive an explanation of the process of submission for publication in academic journals and will be directed to reliable resources to assist their writing. They will have the opportunity to share their experiences, discuss current plans and problems, develop a personal publication plan and receive expert advice, thus improving their chances of successful publication.

Impact on service users: Disseminating the results of successful projects can improve the services provided by occupational therapists.

Implications for occupational therapy: Improving the quality of the evidence published on the effectiveness, benefit, and value of occupational therapy will enable occupational therapists and key stakeholders to make informed decisions.

References

British Journal of Occupational Therapy, Submission Guidelines, Available at <https://uk.sagepub.com/en-gb/eur/journal/british-journal-occupational-therapy#submission-guidelines>

Keywords

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Christine Craik is an Honorary Fellow of Brunel University London following her retirement as Director of Occupational Therapy there. She is an independent consultant and is the inaugural Editor-in-Chief of the British Journal of Occupational Therapy. She is a Fellow of the College of Occupational Therapists. Her research focused on occupational therapy in mental health, older people and the education of occupational therapists. She has published extensively in peer reviewed journals and presented at national and international conferences.

Emerging research

Session 8.1

Occupational therapy as a mental health promotion intervention for children in schools

Tokolahi E¹, Hocking C¹, Kersten P², Vandal A³, Auckland University of Technology¹, University of Brighton², Ko Awatea³

Introduction: This presentation reports the findings of a cluster-randomised controlled trial of an 8 week, school-based, occupational therapy intervention, (Kia Piki te Hauora: Uplifting our Health and Wellbeing). Symptoms of anxiety and depression are common in childhood and associated with low self-esteem and limited participation. Current treatments focus primarily on modifying internal cognitions with insufficient effect on functional outcomes. Occupational therapists have a role in mental health promotion (Simo-Algado et al., 2002, Bazyk & Bazyk, 2009, Wilcock & Hocking, 2015). This study aimed to investigate effectiveness of a preventative occupational intervention for promoting the mental health and wellbeing of children.

Methods: In this two-arm, pragmatic, cluster randomised controlled trial, 151 children aged 10–13 years, were recruited from a sample of 14 schools (Tokolahi et al., 2014). Following consent, schools were randomised to receive either the intervention or waitlist. Primary outcome: symptoms of anxiety. Secondary outcomes: symptoms of depression, self-esteem, participation in daily occupations and wellbeing. Outcome measures were repeated at baseline, post-intervention and 8–9 weeks later.

Findings: Emerging results from this study will be presented and the implications for practice and future research proposed.

Implications: This was the first, cluster-randomised controlled trial to investigate a preventative occupational therapy intervention on children. Results contribute to the limited evidence base in this field and potentially support investment in these services.

Trial approved by the New Zealand Health and Disability Ethics Committees (14/NTA/13). Funding obtained from Auckland University of Technology, Oakley Mental Health Foundation, Lotteries Translational Research and several smaller grants.

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