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AND Specialist Section – Trauma and  
Orthopaedics Annual Conference

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# COT CONFERENCE BOOK OF ABSTRACTS 2016

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**Author Biographies**

Helen Bradley MSc, Placement Lead Tutor, University of Derby: I have been an Occupational therapist for 23 years and a Senior Lecturer for 14 years.

I am a member of the APPLE steering group and run practice educator training for Occupational Therapists and other AHPs. I have also been an active member of the professional body having been a member of Council and Chair of the Learning and Development Board

Margaret Spencer MA, Sheffield Hallam University: I have been practising clinically for over 30 years, and worked as a Senior Lecturer for 23 years.

I provide supervision to OTs who are specialists in eating disorders, older adult mental health, acquired brain injury, transgender, drug and alcohol, youth offenders, acute forensic mental health and learning disabilities.

Clinically my background is working with people with learning disabilities. I am an accredited sexual health trainer with the Department of Health and with a male occupational therapist run relationship and sexuality workshops for people with learning disabilities.

**P120****Values based recruitment in occupational therapy interviews****McKenna C, Teesside University**

The NHS constitution (NHS 2015) indicates that organisations should build upon the NHS values. This will impact on the recruitment strategies for organisations. Within the university this has led to a change in recruitment strategy which will affect the manner in which students are recruited. In response to this we have established a clear strategy which tests the value base of the applicants rather than asking them questions about their values.

This poster will explore the strategies employed and reflect on the contribution of each element of the interview process including the input from academics, service users, students and clinicians. It will also consider the outcomes of this strategy including the impact this has made for recruitment on both undergraduate and postgraduate pre registration programmes. Some additional consideration will be given to the transferability of this strategy for recruitment to practitioner posts.

**References**

Department of Health (2015) The NHS constitution. DoH. London

**Keywords**

Occupational therapists, Service improvement or transformation, Innovative practice

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**Author Biographies**

Chris McKenna spent the first part of his career working with people with a learning disability. Following a move into education he has assisted occupational therapists to understand and use occupational therapy theory. Current areas of interest involve individual motivation and the use of narratives in learning.

**P121****Do future occupational therapists require a different skill set?****Bell J<sup>1</sup>, University of Cumbria<sup>1</sup>**

Introduction: The Health & Social Care Act (2012) has begun a major restructuring programme in health and social care in England. To maintain a place in this rapidly changing environment, occupational therapy (OT) graduates will need to be fully prepared with an appropriate range and level of skills at university (Department of Health 2012).

Future proofing the profession was a recurring theme at the College of Occupational Therapists (COT) Conference in 2015. Key skills which were identified include leadership, management, articulating the value of OT, marketing, business, and networking (Jackson 2015, Rastrick 2015, Nwosu 2015). This raises the question of whether we are providing the most appropriate educational experience at university to prepare graduates for practice and what additional skills and knowledge are required.

Methods: A small qualitative study was conducted with occupational therapists, service managers, and experts in the field to explore the challenges faced by the profession, what additional skills may be required, and what strategies could be employed at university and in practice to support our graduates.

The key issues for discussion were:

- What challenges face occupational therapists in practice?
- What strategies and skills do occupational therapists need to develop to future proof the profession?
- What can universities do to prepare their graduates for practice?

Conclusion: Occupational therapy graduates will require additional skills to prepare them for their future role in health and social care. These include business and management skills, leadership, communication and interpersonal skills, assertiveness, and research skills. Universities need to adopt a teaching and learning strategy which will not only prepare the students for practice, but also for business. This should be supported on practice placements.

**References**

Department of Health (2012) Health & Social Care Act. London: HMSO.

Jackson T (2015) Casson memorial lecture. Presented at the College of Occupational Therapists 39th Annual Conference, Pushing the boundaries and leading the way, 30 June–2 July, Brighton, UK.

Nwosu A (2015) Presented at the College of Occupational Therapists 39th Annual Conference, Who are we educating for? 30 June–2 July, Brighton, UK.

Rastrick S (2015) Presented at the College of Occupational Therapists 39th Annual Conference, The future direction of occupational therapy post general election. 30 June–2 July, Brighton, UK.

**Keywords**

Occupational therapists, Research, Practice – present and future, Inter-agency

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### Author Biographies

Janice Bell is a Senior Lecturer at the University of Cumbria and the Programme Lead for the MSc Occupational Therapy Programme (pre-registration). Her doctoral research project focuses on masters level occupational therapy education and finding the most appropriate teaching and learning strategy for this student group. Part 1 of the study is concerned with the identification of the skills and knowledge which will be required by occupational therapists of the future and to incorporate this into the educational framework.

Karen Morris is a Principal Lecturer at the University of Cumbria. Her main areas of interest include occupational science and educating practitioners.

### P122

#### Use of learning theories with an adult autistic client – a case study

**Simpson S, Tees, Esk and Wear Valley NHS Foundation Trust**

Learning can be defined as a relatively permanent change in mental processing, emotional functioning, and/or behaviour as a result of experience (Bacorn Bastable S. et al., 2011). This process is both dynamic and lifelong and enables the learner the opportunity to adapt and increase their function within their environment.

Within the occupational therapy arena learning theories are typically applied to student education and seldom to the learning required by clients to increase/adapt their skill and hence independence. Dialectical behaviour therapy identifies the unhelpful behaviours of the client and uses the relationship between the client and therapist to motivate the client to learn new skills and change. Importance is placed on skill acquisition and the use of reinforcement in the learning process (Pryor, 2009).

A case study will be used to illustrate the use of learning theories within occupational therapy. A 23 year old service user was at the age of six referred to children's services and diagnosed with attention deficit hyperactivity disorder. In 2010 their care was transferred into the adult mental health affective disorders team and in 2014 they were diagnosed with autism. In March 2015 an occupational therapy referral was made for support with social isolation, difficulties within the home environment and to increase his level of independence.

Following occupational therapy interventions, early results show an improvement in naming and identifying emotions, more harmony within the home environment and increased confidence in social environments. His parents report home rules are being adhered to and consideration for other family members with a decrease in sibling strife.

This poster will present a case study showing the service user's recovery journey and the learning theories used in practice to support this.

### References

Bacorn Bastable, S. et al. (2011) Health Professional As Educator: Principles of Teaching and Learning. 1<sup>st</sup> Ed.

Sudbury: Jones and Bartlett Learning LLC.

Pryor, P. (2009) Don't shoot the dog, the new art of teaching and training. Revised Ed. Reading: Cox & Wyman Ltd.

### Keywords

Occupational therapists, Practice development, Practice – present and future, NHS

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### Author Biographies

Siobhan Simpson is an experienced occupational therapist in the field of adult mental health and is currently a clinical lead occupational therapist within a Mental Health and Learning Disabilities NHS Foundation Trust.

Siobhan is also a cognitive analytical therapist and has recently completed the dialectical behaviour therapy training.

### P123

#### Using the core values and skills of occupational therapy in research project management

**Myers H, Keele University**

Occupational therapists are increasingly working in diverse areas of practice (Whiteford and Wright St-Claire 2002). The contribution of occupational therapy to research project management is a new and largely unexplored domain. The skills and knowledge of occupational therapists can be applied to the management of research studies which employ a variety of methodologies (e.g. randomised controlled trials). Occupational therapists use a patient-centred approach, and have transferrable skills (e.g. activity analysis, problem solving and communication) which lend themselves well to working in this role as part of a research team.

Research project managers play a pivotal role in ensuring the success of a research study and safeguarding patients. The role includes contributing to study design, documentation design and preparation, mapping the participant's journey through the research study, submission of studies for ethical and regulatory approvals, writing database briefs and testing databases, liaising with study staff and participants, training study staff, quality assurance and control, data collection, study monitoring, managing project timelines, report writing, data analysis and dissemination of findings.

The role of the occupational therapist in research project management will be illustrated using three examples from primary care: an epidemiological study of osteoarthritis in adults aged 50 years and over, a consensus study to develop a musculoskeletal patient-reported outcome measure, and a randomised controlled trial of steroid injection versus splinting for carpal tunnel syndrome.

Well managed, high quality research can provide the evidence for best practice in diagnosis, treatment, management and prognosis to improve outcomes for patients. Occupational therapists as research project managers are an integral part of the pathway and process which provides the best evidence for funders and the clinicians who ultimately deliver the best care for patients.

### References

Whiteford G and Wright St-Claire V (2002) Being Prepared for Diversity in Practice: Occupational Therapy Students' Perceptions of Valuable Intercultural Learning Experiences. The British Journal of Occupational Therapy 65(3): 129–137

### Keywords

Occupational therapists, Research, New or emerging roles

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### Author Biographies

I qualified as an Occupational Therapist in 1991, and spent the following 10 years working in a variety of clinical settings.