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occupational therapist will work with nursery management and staff to help them identify what support they would find useful in promoting PA as an occupation to the children in their care and implementing this over a period of 6 weeks. The impacts and effectiveness of the support provided will be measured by a specially developed reflective workbook and by analysis of focus groups held with the setting staff.

Ethical approval has been obtained through the University of Cumbria Research Ethics Process for University of Cumbria Taught Degree Students Ethics Application for Research involving Human Participants.

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Ongoing research

Poster P103

Occupational therapy service delivery in the UK for children and young people with Developmental Coordination Disorder (DCD)

Rihtman T, Gadsby N, Campion C: Coventry University

Introduction and aim: Increasing numbers of referrals of children and young people with Developmental Coordination Disorder (DCD) continue to increase pressure for occupational therapy services (Horton and Hall 2008). DCD service pathways are generally inconsistent across the UK (COT 2003) and developing knowledge, skills and confidence amongst clinicians/students regarding topics of relevance to DCD is key. This study aimed to investigate the current state of occupational therapy practice with young people with DCD within the UK, while considering means of further development of this field.

Methods: After obtaining ethical approval, a study day was offered to paediatric occupational therapists working with young people with DCD and a limited number of final year occupational therapy students. Delegates registered online and selected the teaching foci for the event. A mixed-methodological approach was adopted: a series of questionnaires was

administered during and after the event to measure shifts in perspectives, enhanced by data collected via a series of focus groups.

Results: Similar challenges regarding DCD occupational therapy service provision were reported by clinicians from various geographical areas; focused provision of information and training about issues relevant to DCD may improve confidence about addressing them. Changes in perceptions were observed, suggesting that strategies adopted in this study to investigate this area while addressing clinical and educational need may be beneficial.

Conclusion: Occupational therapists have a role to play in DCD diagnosis, intervention and support (COT 2008). Clarification of profession-specific issues and challenges, with educational provision geared to address these, may provide opportunities to further occupational therapy service provision with this population.

The research study has received ethical approval from Coventry University Faculty Research Ethics Committee.

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Poster P104

Using constructivist grounded theory to explore the experience of meaning in circle dance

Borges da Costa A: University of Cumbria, Department of Health, Psychology and Social Studies, Cox D: University of Cumbria, Director of Research and Head of the Graduate School; Professor of Occupational Therapy, Research Office and Graduate School

Circle dance, which derives from the tradition of folk dances, is a popular form of dance and is practised worldwide (Borges da Costa, 2012; Borges da Costa and Cox, 2016). This poster explores the process of applying constructivist grounded theory (Charmaz, 2006) to provide an understanding of the subjective occupational experience among people who engage in circle dance (central research question) and the potential contribution of this leisure occupation to well-being through the lens of occupational therapy and occupational science.

From a methodological perspective, grounded theory can be seen as a suitable methodology to study, in depth, various occupations (Stanley and Cheek, 2003) and understanding of how occupations are enacted within daily life and the meanings

behind individuals' actions, considering the environment in which occupations take place (Nayar, 2011). In this study, 39 in-depth interviews with participants, teachers and coordinators of teacher training programmes from the circle dance network in the United Kingdom were undertaken following ethical approval.

This poster will discuss the inherent analytical process of constructivist grounded theory which culminated in the development of major categories, representing the meanings and experiences of circle dance participants, teachers and training coordinators. From an occupational perspective, the findings of this study provide an in-depth exploration of how participants realise a sense of meaning, purpose and satisfaction through engagement in circle dance and the potential contribution of this occupation to well-being.

Ethical approval was granted by the University of Bolton Ethics Committee on 20/09/2010.

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Author Biography

Ana Borges da Costa is an occupational therapist with over 26 years' experience working in the field of mental health in both Brazil and the United Kingdom. Currently, she works as a lecturer in occupational therapy at the University of Cumbria. She has been using and teaching circle dance for the past 22 years in a clinical setting as well as in non-institutional and community settings. Ana completed her PhD in 2014 at the University of Bolton.

Ongoing research

Poster P105

Getting Out and Staying Out – the additional recovery tasks for forensic service users

Alred D, Love R, Moxon C: Sussex Partnership NHS Foundation Trust, Mandy A, Aranda K, Wright J: University of Brighton

This study aimed to explore the opportunities and challenges encountered by service users returning to the community following discharge from a secure psychiatric unit. Previous studies with people with a mental illness and an offending history have focused on reoffence or readmission rates for discharged patients (Coid *et al.* 2007). One study refers to

'unknowable factors' that may contribute to reoffending or readmission (Skipworth *et al.* 2006). This small-scale study aimed to shed light on these unknowable factors by exploring the service user perspective of life following discharge.

Service users who have been discharged from secure services and had been living in the community for over six months were interviewed about their preparation for discharge and their current experiences of living in the community. The study utilised a participatory methodology. Two service users were employed and trained in research skills. They supported the development of the study protocol, carried out the interviews and contributed to the data analysis.

The findings challenged the current understanding of recovery in secure settings. Additional recovery tasks for forensic service users were identified, which are either the result of having a history of offending or another aspect of the secure pathway such as length of stay. These have been called the 'Getting Out and Staying Out recovery challenges'. They begin to describe the more complex challenges facing forensic service users in their recovery. Gaining a clearer understanding of the specialist recovery tasks of this client group will assist occupational therapists to support this process.

The study received ethical approval from the South East Coast-Surrey NRES Committee. Reference number 12/LO/1364.

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Forensic practice, Mental health, Occupational therapy

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Deborah Alred, DipCOT, MSc, is a consultant occupational therapist in Sussex Partnership NHS Foundation Trust. She is currently working towards a PhD at the University of Brighton. Her practice interest is in forensic recovery, incorporating co-production with service users. She has co-edited two books: *Forensic Occupational Therapy and Secure Recovery, Approaches to Recovery in Forensic Mental Health Settings*. In her spare time she enjoys walking, dancing and photography.

Richard Love is a peer worker and researcher. He chairs the low secure Working Together Group and is a member of the Forensic Clinical Academic Group. He is interested in providing hope and motivation for others. He works to support individuals achieve their goals. He has two cats.

Poster P107

An introduction to the functional information processing model and Allen

Styles G, Austin K: South Staffordshire and Shropshire Healthcare NHS Foundation Trust

The functional information processing model, or FIP, is a developmental model based on the work of Piaget that helps