

Monday 19 June 2017

### Session S2A

#### Slow Occupation

**Youngson A: University of Cumbria, Wilby H: University of Cumbria**

**Aim:** The aim of this workshop is to introduce and explore slow occupation through slow stitching.

**Background:** The slow movement, developed following Honore's 2004 book 'In Praise of Slow', focuses on living 'at the right speed'. It is about doing things as well as possible rather than as fast as possible. Slow occupation is something that occupational therapists might wish to consider in our increasingly fast-paced world. Slow occupation is about giving ourselves permission to relax, unplug and savour time. This may be beneficial to occupational therapists and clients alike. This workshop will focus on the slow occupation of slow stitching, based on the work of Claire Wellesley-Smith (2015). Slow occupation has value when undertaken on an individual basis and in groups. Group engagement provides opportunity for dual connection with the materials used and with fellow group members.

**Session plan:** Participants will be introduced to slow hand stitching using simple running stitches. Different textiles, needles and threads will be available for participants to experience the feel of materials, to appreciate colours, to take time choosing and to reflect on choice. Participants will be given the opportunity to engage mindfully and connect with a simple sewing project, exploring stitching and where it takes them. No sewing experience is required.

**Resources:** A large room with tables.

#### Keywords

Mental health, Occupational therapy, Students

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#### Author Biographies

Annabel (known as Bel) is a Senior Lecturer in Occupational Therapy at the University of Cumbria. Helen is a Senior Lecturer in Occupational Therapy at the University of Cumbria.

### Session S2

#### Twitching and Tweeting: a virtual exploration of bird watching as a restorative occupation

**Beckwith S: London South Bank University**

'Restorative occupations result in an improved physical and mental state during and after participation' (Howell & Pierce, 2000, p. 68)

This exploratory interactive session will provide opportunities for participants to experience bird watching through the use of film and audio recordings and to reflect upon and analyse their experiences. Through the use of skills of observation and listening, participants will learn to identify a range of birds and wildfowl while also attending to and reflecting upon their own feelings of rest and relaxation.

Perhaps as therapists we have prioritised 'doing' and more physically active occupations (Hitch *et al.*, 2014), those more easily allied to productivity. Having sat quietly watching and listening to birds, subsequent group discussion will explore concepts of being engaged in occupations while physically doing very little. Theoretically this will be related to ideas of rest and restoration for the maintenance of health and wellbeing.

Through discussion, participants will examine the grading and adaptation of a number of activities related to bird watching for future use as therapeutic interventions.

**Resources:** computer with high-speed internet access, good sound quality, ideally a quiet room with window blinds and tables would be useful, not essential.

#### References

Hitch, D, Pépin, G, Stagnitti, K (2014) In the footsteps of Wilcock, part one: The evolution of doing, being, becoming and belonging. *Occupational Therapy in Health Care*. 28:3, 231–246.

Howell, D, Pierce, D (2000) Exploring the forgotten restorative dimension of occupation: Quilting and quilt use, *Journal of Occupational Science*, 7:2, 68–72.

#### Keywords

Mental health, Occupational therapy, Students

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#### Author Biography

Sally has more than 20 years' experience in higher education and really enjoys working directly with students at all levels of their training. She has maintained a focus upon teaching and learning, research and scholarship throughout her career. She currently leads an Occupational Science module entitled 'Exploring occupation' designed to develop through a wide range of occupations a deeper awareness of ourselves as occupational beings. In her spare time Sally makes fused glass art works and goes bird watching in her campervan. She is also active on Twitter, both professionally as an occupational therapist and as a 'twitcher'.

### Session S3.1 (FP)

#### Assessing the 6 Cs within MSc occupational therapy (pre-registration) students

**Graham M: Leeds Beckett University**

The publication of the Francis Report in 2013 highlighted a need for a change in the attitudes and values of health and social care professionals in the UK to ensure high-quality care for all. Major recommendations for individual staff centred around refocusing on the basics of good quality patient care, including utilising soft skills such as empathy, active listening and therapeutic relationships and fostering a common culture of putting the patient first (Francis, 2013). These qualities were later coined the 6 Cs – Care, Compassion, Competence, Communication, Courage and Commitment – and formed a new 'Compassion in Practice' vision for the NHS (NHS England, 2014).

Values-based recruitment was introduced to ensure that the right individuals were recruited into such professions (Health Education England, 2016) and higher education institutions had a duty and responsibility to not only teach the principles of good quality care but also ensure the assessment of such aptitude and soft skills which have often been termed 'wicked competencies' (Knight, 2007).

This presentation will outline how an Objective Structured Clinical Examination (OSCE) (Najjar *et al.*, 2016) was used to assess professional values, attitudes and behaviours within MSc Occupational Therapy (pre-registration) students, using the framework of the 6Cs.

The challenges of assessing wicked competencies from both a student and an academic perspective will be discussed, along with findings from the evaluation of using a simulation-based approach. It is hoped that sharing this educational experience