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**Author Information**

Shirley Pearce has worked with people living with dementia in domiciliary, residential and day care and in the community, as a care assistant, student nurse,

occupational therapist and dementia troubleshooter. In 2018 Shirley founded the charity Understanding Dementia to deliver dementia training to health and care professionals and family carers.

**Session 44.1****Development of leadership placements for occupational therapy students using a quality improvement approach**

**Jenny Smith** Gloucestershire Health and Care NHS Foundation Trust

**Clare Compton** Gloucestershire Health and Care NHS Foundation Trust

The authors aim to champion the need for leadership placements within undergraduate training, the benefits of using a quality improvement approach to solving this problem and the evidence gained from successful testing of this idea in practice. The conclusions are that leadership placements are not only possible, but produce experiences that are comparable to those achieved in standard clinical placements and contribute to the student's rounded development. They are equally inspiring and helpful to the existing workforce, both those in leadership roles and clinical roles alike. We will also share the key factors that lead to a successful placement and how these can be replicated in different areas of leadership practice.

This work was in response to both national and local drivers for developing students in the Four Pillars of Practice alongside providing opportunities for these to be experienced in a practice education setting. Locally, we acknowledge a need to provide outstanding, varied placements in support of recruitment of new graduate occupational therapists and also contribute to a sustainable placement offer.

The work followed quality improvement methodology and will explore the benefits of a structured approach to solving this problem alongside that of testing using the model for improvement when a student undertook

a practice placement with an occupational therapist in a leadership role.

The authors will demonstrate how learning can be shared wider across the occupational therapy profession as well as wider learning for other professions internal and external to our organisation in Gloucestershire.

**References**

RCOT (Royal College of Occupational Therapists) (2022) Career development framework: guiding principles for occupational therapy. 2nd ed. London: RCOT. Available at: <https://www.rcot.co.uk/publications/career-development-framework> Accessed on 20/1/24.

**Conference Theme**

Growing your occupational therapy career

**Keywords**

Advancing practice, Education and students, Managers

**RCOT Career Development Framework Pillars of Practice**

Leadership; Evidence, Research and Development

**Author Information**

Jenny Smith is a quality improvement manager and occupational therapist with over 30 years' experience in the NHS and private sectors and has a passion for championing the benefits of occupational therapy as well as leading the development and improvement of services.

Clare Compton is an occupational therapist currently in the role of AHP Practice Education Facilitator and is working to further a sustainable placement offer from the organisation in collaboration with other allied healthcare profession colleagues.

**Session 44.2****Students' perceptions of learning about occupational therapy threshold concepts through images on role-emerging practice placements: a qualitative study**

**Susie Wilson** University of Cumbria

Purpose and aims: Practice placements are part of students' learning related to key disciplinary concepts. Although role-emerging practice placements are being offered more frequently, further research is needed to explore learning in these environments, especially in terms of anchoring student reflection and understanding. This study aims to explore occupational therapy students' learning experiences related

to threshold concepts on role-emerging practice placements (Meyer and Land 2005, Nicola-Richmond, Pépin and Larkin 2017). This is done through an activity that uses images to anchor reflection on placement experience – an inquiry graphics pedagogy (Lacković 2020).

Design and methods: Six occupational therapy students taking role-emerging practice placements were purposively recruited. An inquiry graphics learning design was adopted as part of the students' weekly reflective logs, which included the students uploading an image they took themselves or found on the internet for the purpose of: (1) written reflection on their learning and threshold concepts and (2) a dialogue with the tutor. Data constituted analyses of

individual reflective logs, images and semi-structured interviews with students.

**Findings:** Preliminary findings suggest that the combination of using graphics and verbal discussion contributes to deeper reflections and understanding of students' lived experiences linked to learning and threshold concepts. Further details will be shared at the conference.

**Conclusion and implications for practice:** This study will add to the current role-emerging practice placement research about student learning, visual learning in the field and threshold concepts. It also presents findings related to the experiences of using a new method for learning.

#### References

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teaching and learning. *Higher Education*, 49(3), 373–388.

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#### Conference Theme

Growing your occupational therapy career

#### Keywords

Education and students

#### RCOT Career Development Framework Pillars of Practice

Evidence, Research and Development

#### Author Information

Susie Wilson is principal lecturer and professional lead for occupational therapy at the University of Cumbria. She is particularly interested in researching student experiences and learning on role-emerging practice placements and is currently studying for her PhD in Educational Research at Lancaster University.

## Session 45

### The cultural adaptation of occupational therapy as a complex intervention for Somalis in the United Kingdom

**Varsha Chauhan Gawde** Central and North West London (CNWL) NHS Foundation Trust

**Dr Anita Atwal** London South Bank University

**Emma Nicklin** CNWL NHS Foundation Trust

**Aim:** To develop guidelines for cultural adaptation of occupational therapy in the United Kingdom so that it is more acceptable and accessible to members of the Somali community.

**Background:** The research is important now as we need to ensure all citizens have fair access to services and they meet the needs of all communities. In preliminary conversation cafés and workshops, the Somali community raised concerns about health inequality, and that healthcare such as occupational therapy can be inaccessible.

**Design and methods:** The method used in this study is action research. It is used to bring about improvement or practical change. The main aim is always to empower people and improve people's lives and to work together to develop an idea about how it might be resolved. This study will use interviews, Q-sorting and a citizen jury to co-develop guidelines to improve services.

**Patient and public involvement:** We have involved the community and services to carefully write this research proposal and have had conversations to explore whether this research is important to the community.

**Dissemination:** Findings will be communicated through a research project to a range of people for usefulness. We will ensure that the community is kept informed of the progress and findings of the study. This can be done through producing reports, publishing articles in journals or newsletters, issuing press releases or giving talks at conferences and to the community.

#### Conference Theme

OT's role in addressing health inequity

#### Keywords

Advancing practice, Health inequalities, Mental health

#### RCOT Career Development Framework Pillars of Practice

Evidence, Research and Development; Professional Practice

#### Author Information

Varsha Chauhan Gawde is an OT Research Fellow for CNWL NHS Foundation Trust. Varsha has extensive experience and interest in mental health across all areas and research experience in relation to qualitative methods.