



ACOTUP/ACPUE is a national organization that promotes and develops occupational therapy education and research with an understanding of issues in a global context.

NEWSLETTER – ISSUE 30 – 2016

## NEW PROGRAM AT DALHOUSIE: PHD IN HEALTH

Dalhousie University now offers a PhD in Health program through the Faculty of Health Professions. The program, in its second year of operation, is designed to “prepare the next generation of researchers, academics and leaders in health to answer questions critical to improving health and social well-being locally, nationally and internationally.” The program allows students to complete a focused, research intensive program of study contextualized within the broader health perspective. This makes it ideal for scholars who want to pursue a PhD in occupational therapy or occupational science. The program draws on the expertise of over 50 faculty members from the Faculty of Health Professions. It has two tracks: a two year residency for applicants with a strong research background and a three year residency for students who have professional master’s degrees and limited exposure to research. Uptake in the program has been much greater than anticipated; currently there are 14 students active in the program with others poised to join in shortly. The program has been good news for the School of Occupational Therapy; previously, we had graduate students but they had to enrol in other university programs such as so-

ciology or interdisciplinary studies, which sometimes made it challenging for those with a specific interest in the work of a particular School of Occupational Therapy faculty member.

The School of Occupational Therapy has been able to offer three two-year funding packages to students in this program. Neda Alizadeh and America (Mel) Fracini have come to Dalhousie to study topics related to chronic condition management with School of Occupational Therapy faculty member Dr. Tanya Packer. Katie Isenor, a recent graduate of an entry level occupational therapy program, has come from Ontario to work with Dr. Heidi Lauckner from Occupational Therapy, co-supervised by Susan Hutchison in the School of Health and Human Performance, on the topic of concurrent disability and participation in community leisure. A fourth student, Khulud Alotaibi (currently on leave), is working with Occupational Therapy faculty member Dr. Brenda Beagan in the area of food choices and culture. We are enjoying the enriched atmosphere that graduate students bring to our School.

More information about the program can be found on its website: <https://www.dal.ca/faculty/healthprofessions/programs/phd-in-health.html>



*PhD in Health students  
Katie Isenor, Neda Alizadeh  
and Mel Fracini*

## NEWS FROM WESTERN UNIVERSITY

The School of Occupational Therapy at Western University welcomes its two newest assistant professors— **Drs. Liliana Alvarez** and **Colleen McGrath**. We wish both of these individuals a long, happy and productive stay in the School of OT at Western!

**Colleen McGrath PhD, OT Reg. (Ont.)** has completed her Post-Doctoral Research Fellow with the NCE-funded AGE-WELL (Aging Gracefully across Environments using Technology to Support Wellness, Engagement, and Long Life) Network. Her research interests focus on environmental influences on occupational engagement for older adults with age-related vision loss, the situated nature of risk in older adulthood, and the intersection of ageism and ableism in shaping the identities of older adults. Most recently, Dr. McGrath's work has focused on better understanding the needs, preferences, and values of older adults as it relates to technological acquisition and use. She is dedicated to including older adults in the technology design, development, and marketing/commercialization process to ensure technologies are created that meet the needs of older adults.



**Liliana Alvarez, PhD, MSc, BSc (O.T.)** completed a two-year postdoctoral fellowship working with Dr. Sherrilene Classen, and was the manager of the i-Mobile Research Lab at Western University. Dr. Alvarez is an emerging scholar in occupational therapy whose research focus is on technology to facilitate participation for people with neurological conditions and their ability to engage in meaningful occupations. Her unfolding research program centers on the role, implications, efficacy of vehicle automation, driving simulation, and assistive technologies of at-risk populations across the life span. Dr. Alvarez completed her PhD in Rehabilitation Science at the University of Alberta, Canada, where she worked in the field of assistive technologies. In Columbia she pursued her Master's degree in Biomedical Sciences (Mechanical Engineering) after having completed her degree in Occupational Therapy. Dr. Alvarez is Interim Program Coordinator of Research for the World Federation of Occupational Therapists (WFOT); delegate of Colombia to the WFOT; and serves as assistant editor of the Occupational Therapy Journal of Research (OTJR): Occupation, Participation and Health.



## MCMASTER UNIVERSITY OT PROGRAM Integrated EBP Project and Clinical Practicum Learning Experience (ILE)

At McMaster, an innovative opportunity has been designed for student occupational therapists' engagement and learning. ILEs include a full clinical placement plus an evidence-based practice project (EBP) placement consecutively completed by the same student duo in the same practice setting. The im-

pact of continuity across two courses facilitates greater accumulative student learning and contributions to clients and sites.

### *What is an ILE?*

An integrated EBP project and clinical practicum

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learning experience (ILE) allows students the opportunity to acquire a more comprehensive educational experience. Students complete both their EBP project course and their clinical practicum course in the same practice setting/environment. IPEs may include such foci as program evaluation, outcome measurement, environmental scan and needs assessment.

There may be overlap in the roles and responsibilities within the two course activities however students must successfully meet both the course requirements/objectives to pass the respective courses.

#### ***An Example...***

Two of our student occupational therapists engaged, first, in clinical placements in their second year of the MSc (OT) Program at a regional teaching hospital affiliated with McMaster University. This hospital is initiating the exploration of the role of occupational therapy in the context of an integrated chronic pain program, specific to mental health services and clients. During this 8 week clinical education course, student occupational therapists will focus working directly with clients and team members. They will conduct initial assessments under the supervision of a registered OT, and will work with clients to complete the Canadian Occupational Performance Measure (COPM) (Law, Baptiste, Carswell, McColl, Polatajko, Pollock, 2014, CAOT Publications). Treatment will be planned and executed. As is a typical component of most OT clinical placements at McMaster, students conduct a learning project. In this case, students will also observe and track the strengths and challenges / needs existing in this environment that facilitate and/or present barriers to client success in therapy.

Following the completion of the clinical placement course, students work with stakeholders at the site or facility to identify a clinically-based project that will contribute to both student learning, to clients' services and the teams' work, and will align with the subsequent evi-

dence based project work they will do during the EBP course. In this example, student occupational therapists will build on what they have learned and initiated in placement, and conduct a full needs analysis of occupational therapy services in this setting and make recommendations, based on these findings, in alignment with the critical appraisal of relevant current literature, as well as the perspectives of site/facility administration and team members. This will culminate in a documented report about the services being delivered, service gaps and recommendations.

Some examples of ILEs in other contexts have included settings such as: hospital-based pediatrics to assess and prepare for the launch of a new service delivery model; restorative care centre to explore intimacy and sexuality in clients who have experienced cerebrovascular accidents; and in a community mental health environment that explores the execution and evaluation of performance and satisfaction in meaningful activity.

Occupational therapists have competencies and student occupational therapists gain these by applying their unique occupational focus. Occupational therapy works with clients in direct service delivery, as well as through consultative approaches that engage clinical research to answer questions that are directly relevant to client care by occupational therapists and teams. By engaging students in both clinical and research service, we can enable student occupational therapists to gain competency and familiarity in broader roles. This, then, has the capacity to help students and graduates enter and/or create unique and creative roles that can adapt to changing health care demands, and achieve entry points in areas in which OTs have not engaged previously.

Submitted by Lorie Shimmell & Bonny Jung

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## NEWS FROM UBC

The past year has brought a number of research and teaching awards to the University of British Columbia Department of Occupational Science and Occupational Therapy, which attest to the impressive work of our students and faculty.

Ben Mortenson, PhD, MSc, BScOT, OT, and Jill Zwicker, PhD, MA, BA, BSc (OT), OT(C), both won CIHR New Investigator awards. These five-year awards target new and outstanding researchers, and help in the initiation and development of their health research. Given that only around 40 researchers across the country receive this award each year across all applied and basic science disciplines—and given that this was the final year of the New Investigator competition—we are exceptionally proud to have two award winners in our department. Mortenson's project is titled "Maximizing Independence through the Use of Assistive Technology" and Zwicker's project is titled "Developmental Coordination Disorder: Integrating Brain Imaging and Rehabilitation to Improve Outcomes". We look forward to seeing the research results that this funding enables.

Donna Drynan, MEd, BSc (OT), is a recipient of a 2015-16 Killam Teaching Prize, in recognition of her excellence as an instructor in the MOT program. The prize rewards sustained teaching excellence over a period of ten or more years. Among the criteria taken into consideration for Drynan's award were her ability to motivate students and stimulate critical thinking, her sustained teaching excellence, and her development of innovative approaches to teaching methodology and curricula. She also received the 2016 Universitas 21 HSG Teaching Excellence Award, an international teaching award in which 25 universities globally compete for the two prizes. U21's rationale is to foster international co-operation, and the award provides Drynan an opportunity to work with faculty from a range of institutions and disciplines. She will co-facilitate an interprofessional workshop at the 2017

U21 HSG annual meeting at the University of Johannesburg in South Africa.

And, finally, Michael Lee, MBA, PDOT, was nominated as an Educational Leader for the UBC International Program for the Scholarship of Educational Leadership, an intensive program that enhances the provision of high quality and high engagement student learning experiences in diverse, internationally-responsive and technology-enabled academic degree programs. Lee's participation builds on his expertise in the scholarly literature of and ethical issues surrounding educational leadership, curricula, and pedagogical practices.

Ben Mortenson receives his CIHR New Investigator Prize of Excellence in Research on Aging at the awards ceremony at the Canadian Association on Gerontology Conference in Montreal.

Donna Drynan was recognized as a UBC Killam Award winner for her excellence in teaching in our MOT program.



*(Left to right): Michael Lee and Jill Zwicker have had their teaching and research recognized.*

# NEWS FROM THE UNIVERSITY OF OTTAWA

## Accreditation and Institutional Quality Assurance Process: How to kill two birds with one stone

We describe an important development for Occupational Therapy Programs in Ontario: the potential to combine professional accreditation by the Canadian Association of Occupational Therapists (CAOT) and the university's Institutional Quality Assurance Process (IQAP) carried out on behalf of the provincial Ontario Universities Council on Quality Assurance.

Since its inception at the University of Ottawa, IQAP was open to the possibility of harmonizing professional accreditation reviews with its cyclical program reviews, but limited guidance on how to proceed was available. In 2014, Paulette Guitard volunteered to become the Faculty of Health Sciences' representative on the Graduate Program Evaluation Committee (GPEC), to champion the unique assessment needs of professional programs.

In 2015-2016, the OT program was up for both accreditation by CAOT and cyclical review by IQAP. Dr Guitard, who was the OT program director at the time, formally requested preparation of a single self-study for both processes, and exploration of the possibility of combining other aspects of the two evaluation processes.

GPEC favorably received this request and expressed interest in combining the two required evaluation visits. Discussions between the OT Program, the CAOT Academic Credentialing Council (ACC) and the university's Quality Assurance Office were initiated to identify common ground and launch a pilot project. First, GPEC compared CAOT's Accreditation Standards with the IQAP assessment criteria. The professional standards were judged both strong and complete, and more explicit and well defined than the IQAP criteria in some respects, a very good sign for the potential to combine the two processes!

While Dr Guitard withdrew from voting on combining the evaluations, her participation in related discussions was instrumental in helping other GPEC members gain a

deeper understanding of the issues surrounding accreditation and how they related to cyclical program review.

From the discussions, three main issues emerged: 1) the written reports 2) the criteria for the choice of evaluators, and 3) the planning of the site visit.

1) The completed CAOT self-study documents were sent to the university's QA office. The GPEC's gap analysis concluded that while the material was organized differently from the IQAP template, it nonetheless contained all the essential elements required for cyclical reviews. GPEC therefore voted to accept the self-study with no modifications as the IQAP self-study report. The OT Program forwarded the assessment report of the on-site team to GPEC which would serve as their external review report. The internal reviewer submitted a report as per normal procedure which was shared with the OT program. Both documents were reviewed by the GPEC as the material on which to draw for the final IQAP report.

2) ACC does not require that all three on-site reviewers have an academic background; indeed, one reviewer is expected to represent the public. In contrast, IQAP requested two external reviewers and one internal (from another discipline within the University of Ottawa), all with strong academic background. These differing criteria were considered as follow:

- a. Selection of ACC reviewers when done with the IQAP requirements in mind can include two persons with strong academic backgrounds. In our case, as ACC reviewers were selected before the IQAP process was fully integrated, this step led to some negotiation with IQAP to allow one reviewer with a less traditional academic background, who nevertheless had strong experience in accreditation of educational programs.
- b. The request to include an internal reviewer elicited

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many discussions as ACC was concerned that an additional reviewer would result in a longer site visit. At the end, the ACC agreed to allow a fourth person to accompany the on-site team; this reviewer was an observer from IQAP whose role was to help the external reviewers understand the institutional context. A procedure was agreed upon. First, the external reviewers would meet with the IQAP internal reviewer at the beginning of the visit to clarify roles and expectations; second, the IQAP internal reviewer would ask clarification questions during the regular meetings of the accreditation assessment but would not initiate new subjects; third, the IQAP internal reviewer could facilitate the understanding of University of Ottawa culture, when deemed appropriate; fourth, the IQAP internal reviewer would set her own meetings or processes to explore supplemental questions outside of the ACC process. This new four member team was well received by ACC, GPEC, and the OT Program.

3) The issue of planning the three day visit was instrumental to the success of this joint visit. A draft schedule

was proposed to ensure that all interviews required by both parties were conducted. As the IQAP internal interviewer was unable to determine in advance what questions would need to be covered apart from the ACC review, professors remained available at the end of the first day to address specific IQAP questions if needed.

To the delight of the OT Program, the collaborative procedure instituted at the University of Ottawa, was respectful to all parties and efficient in its actions. Both processes were done simultaneously which saved much time and energy without sacrificing the quality. After both reports were submitted, a meeting was held to discuss the process with two of the reviewers – one nominated by the ACC and one nominated by the GPEC - to obtain feedback on the harmonized review process. The OT program director was also asked to provide feedback. Both the reviewers and the IQAP coordinator shared suggestions that will be used to further clarify the guidelines to combine both review processes. Overall, it was deemed quite a successful initiative for all involved parties.



## UNIVERSITY OF MANITOBA CREATES AN OPPORTUNITY TO CELEBRATE AND REFLECT

The College of Rehabilitation Sciences at the University of Manitoba held its inaugural Juliette Cooper Lectureship in Rehabilitation Sciences on October 26-27, 2016. This lectureship honours Dr. Juliette “Archie” Cooper’s extensive and exemplary contributions to the University of Manitoba. Dr. Cooper has made significant contributions in research, teaching and service that are far-reaching, positively impacting current and future faculty, staff, and students

<http://news.umanitoba.ca/new-lectureship-shines-light-on-rehabilitation-research/>

The College of Rehabilitation Sciences welcomed Dr. Jenny Moon, Visiting Fellow and former Associate Professor at Bournemouth University, Centre for Excellence in Media Practice, United Kingdom as their visiting professor. Dr. Moon provided an engaging interprofessional participatory workshop, faculty consultations, and a public lecture on reflective practice. Workshop participants learned about teaching students to reflect more deeply, a skill that is fundamental to life-long learning and evidence-based practice. The next day faculty were able to consult to discuss strategies for their particular teaching and research areas and to glean further ideas of how to integrate reflect-

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tion into teaching, research, and learning.

Dr. Moon delivered the inaugural Juliette Cooper Lecture to over 100 clinicians, students and faculty members from across the university who attended in person,

with many more listening via live streaming. Dr. Moon captivated the audience with her presentation topic "Process and Learning: The Development of my Thinking on Reflective Learning".



## ACOTUP RESEARCHERS' PROFILES PROFIL DE CHERCHEUR DE L'ACPUE

**Name of Researcher:** Liisa Holsti, University of British Columbia, Scientist 2, Health Starts, Child and Family Research Institute

**Degrees and Professional Qualifications (including fellowships):** Bachelor of Science in Rehabilitation-1985; Master of Arts-1992; Doctor of Philosophy-2004; Associate Professor, Canada Research Chair in Neonatal Health and Development

**Three Areas of Research:**

1. Neonatal Development
2. Occupational Therapy
3. Neonatal Stress/Pain

**Three Key Publications:**

1. Holsti L, Grunau RE. Initial validation of the Behavioral Indicators of Infant Pain (BIIP). Pain.2007;132: 264-272.
2. Holsti L, Oberlander T, Brant R. Does breastfeeding

reduce acute pain in preterm infants in the NICU. A randomized clinical trial. Pain. 2011;152: 2575-2581.

3. Lavoie PM, Stritzke A, Ting J, Jabr M, Jain A, Kwan E, Chakkarapani E, Brooks McNamara PJ Brant R, Holsti L (Senior Author). Oral glucose to reduce stress during neonatal echocardiography: A randomized trial. PLOS One, 2015, DOI:10.1371/journal.pone.0141015.

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**Nom du chercheur et Affiliation universitaire :** Liisa Holsti, University of British Columbia

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**Diplômes (université, département, année) et qualifications professionnelles (incluant stage postdoctoral):**

Baccalauréat en sciences de la réadaptation – 1985; Maîtrise en Arts – 1992; Doctorat en philosophie -2004; Professeur adjoint – 2013; Chaire de recherche du Canada sur la santé et le développement des nouveau-nés

**Trois intérêts de recherche:**

1. Développement néonatal
2. Ergothérapie
3. Stress/Douleur néonatal(e)

**Trois publications scientifiques significatives:**

1. Holsti L, Grunau RE. Initial validation of the Behavioral Indicators of Infant Pain (BIIP). *Pain*.2007;132: 264-272.
2. Holsti L, Oberlander T, Brant R. Does breastfeeding reduce acute pain in preterm infants in the NICU. A randomized clinical trial. *Pain*, 2011;152: 2575-2581.
3. Lavoie PM, Stritzke A, Ting J, Jabr M, Jain A, Kwan E, Chakkarapani E, Brooks McNamara PJ Brant R, Holsti L (Senior Author). Oral glucose to reduce stress during neonatal echocardiography: A randomized trial. *PLOS One*, 2015, DOI:10.1371/journal.pone.0141015.

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**Name of Researcher:** Valérie Poulin, Université du Québec à Trois-Rivières

**Degrees and professional qualifications (including fellowships):** Ph.D. in Rehabilitation Sciences (2009-2014), McGill University, Montreal. PhD fellowship : Fonds de recherche du Québec – Santé, M.Sc. in Clinical Sciences (2005-2007), Université de Sherbrooke, Sherbrooke Canadian Institutes of Health Research fellowship B.Sc. in Occupational Therapy (2001-2004), Université Laval, Québec

**Three Areas of Research:**

1. Rehabilitation and social integration of adults and

older adults with cognitive impairment

2. Knowledge translation and implementation of best practices in cognitive rehabilitation following a stroke or brain injury

3. Leisure and cognitive vitality after stroke

**Three key publications:**

1. Poulin, V., Korner-Bitensky, N., Bherer, L., Lussier, M., & Dawson, D. R. (2016). Comparison of two cognitive interventions for adults experiencing executive dysfunction post-stroke: a pilot study, *Disability and Rehabilitation*, DOI: 10.3109/09638288.2015.1123303
2. Poulin, V., Korner-Bitensky, N., & Dawson, D. (2013). Stroke-specific executive function assessment: a literature review of performance-based tools. *Australian Occupational Therapy Journal*. 60(1), 3-19.
3. Poulin, V., Korner-Bitensky, N., Dawson, D., & Bherer, L. (2012). Efficacy of executive function interventions after stroke: a systematic review. *Topics in Stroke Rehabilitation*, 19(2), 158-171.

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**Full Profile:** <http://www.acotup-acpue.ca/English/acotup-profiles>

**Nom du chercheur et Affiliation universitaire:** Valérie Poulin, Université du Québec à Trois-Rivières

**Diplômes (université, département, année) et qualifications professionnelles (incluant stage postdoctoral):** Ph.D. in Rehabilitation Sciences (2009-2014), McGill University, Montreal, PhD fellowship : Fonds de recherche du Québec – Santé, M.Sc. in Clinical Sciences (2005-2007), Université de Sherbrooke, Sherbrooke, Canadian Institutes of Health Research fellowship, B.Sc. in Occupational Therapy (2001-2004), Université Laval, Québec

**Trois intérêts de recherche:**

Mon programme de recherche porte sur les thématiques suivantes:

1. Réadaptation et soutien à l'intégration sociale des adultes et des aînés ayant des incapacités cognitives;



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2. Transfert et application des connaissances sur les meilleures pratiques en réadaptation cognitive à la suite d'un accident vasculaire cérébral ou d'un traumatisme craniocérébral
3. Engagement dans les loisirs et promotion de la vitalité cognitive après un accident vasculaire cérébral

**Trois publications scientifiques significatives:**

1. Poulin, V., Korner-Bitensky, N., Bherer, L., Lussier, M., & Dawson, D. R. (2016). Comparison of two cognitive interventions for adults experiencing executive dysfunction post-stroke: a pilot study, *Disability and Rehabilitation*, DOI: 10.3109/09638288.2015.1123303
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3. Poulin, V., Korner-Bitensky, N., Dawson, D., & Bherer, L. (2012). Efficacy of executive function interventions after stroke: a systematic review. *Topics in Stroke Rehabilitation*, 19(2), 158-171.

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**Jaipur, India**

54th Annual National Conference of All India Occupational Therapists Association, February 17-19, 2017  
Visit the website for more information [www.oticon2017.com](http://www.oticon2017.com)

**Saudi Arabia**

The Ministry of National Guard – Health Affairs (MNG-HA)  
Kingdom of Saudi Arabia, April 4-6, 2017  
Visit the website for more information: <http://ngha.med.sa/English/MediaCenter/News/Pages/XVISEpX.aspx>

**Perth, Australia**

27th National Conference and Exhibition, July 19-21, 2017  
Visit the website for more information  
<http://www.otaus2017.com.au/events/27th-national-conference-and-exhibition-2017/event-summary-fe2901d7fd3447cf9f8e9ea48163fd04.aspx>

*Wishing everyone a joyous  
Holiday Season and only the  
best in the New Year!*