



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 24 – 2015

## ACOTUP's 5th ANNUAL GENERAL MEETING IS COMING UP!

ACOTUP is happy to announce that their fifth AGM and committee meetings will be occurring in Winnipeg, Manitoba this year! Don't forget to book your hotel and travel arrangements! Please note that the Annual General Meeting and the Education Forum Meeting are open to all ACOTUP members, and all other meetings are invite only.

**Monday, May 25, 2015**

Annual General Meeting - 9:00 AM

**Monday, May 25, 2015**

Board of Directors Meeting - 9:30 AM

**Tuesday, May 26, 2015**

Curriculum Coordinators Meeting - 8:45 AM

**Tuesday, May 26, 2015**

Education Forum Meeting - 1:00 PM

**Tuesday, May 26, 2015**

Education Committee Face to Face - 4:30 PM

**Wednesday, May 27, 2015**

CUFE Face to Face Meeting - 8:30 AM

**Wednesday, May 27, 2015**

Research Committee Face to Face - 5:00 PM

**Thursday, May 28, 2015**

Speed Mentoring Session - 11:45 AM

All meetings will take place during local time at the Fairmont Winnipeg.

## HONOURING COMPASSIONATE CARE AND INTERPROFESSIONAL COLLABORATION: 2015 NATIONAL HEALTH CARE TEAM CHALLENGE™ & CONFERENCE

*Bushra Bayan, Brittney Green, Jessica Pang & Sam Wade  
Students of the Queen's University OT Class of 2015 and  
members of the Queen's Health Interprofessionals Society*

Interprofessional education is a continuous and necessary process that, in our opinion and according to a growing body of literature, is crucial for future health care professionals (Suter, et al., 2009). Fostering attitudes, knowledge and behaviours in interprofessional and client/patient-centered collaboration in emerging young health care professionals is important and well needed in order to improve our health care system and enhance the quality of care to our clients/patients/families.

This year the Queen's Health Interprofessionals Society (QHIPS) hosted the 2015 National Health Sciences Students' Association's (NaHSSA) conference and National Health Care Team Challenge™ at Queen's University on March 6/7. The conference was attended by over 100 delegates, including students and health care professionals from various disciplines across the country. "Putting the Care Back into Health Care" formed the theme, emphasizing the dual importance of caring for patients while highlighting the importance of self-care for health care providers. Dr. Lesley

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Bainbridge from the University of British Columbia, co-author of the National Interprofessional Competency Framework ([http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)), introduced us to Dr. Peter Frost's Compassion Lab during her keynote address. Ms. Françoise Mathieu, a keynote speaker from Compassionate Care Solutions, Inc., shared her knowledge of self care, wellness, burn-out and compassion fatigue.

The National Health Care Team Challenge™ is a friendly competition in which interprofessional student teams compete in addressing complex health care scenarios while honouring client/patient-centeredness and interprofessional collaboration. This year's challenge brought teams from Dalhousie University, Queen's University, the University of Alberta, the University of Ottawa, and the University of Toronto. A judging panel consisting of representatives from faculty, clinical practice, students, the community/patients, and NaHSSA praised teams for their clinical reasoning, creativity, and passion. In the end the team from Queen's University was thrilled to be awarded top honours.

With such an emphasis on interprofessional collaboration, it is no surprise that occupational therapy had a strong presence over the weekend, given that being a "collaborator" is part of our practice profile. Four of the eleven QHIP members involved with the conference planning were occupational therapy students, two occupational

therapy students competed in the challenge, and a total of twenty-five delegates were occupational therapy students or clinicians. Several occupational therapy students presented their research in the poster symposium and were observed networking with students from other health disciplines. Occupational therapy was also promoted through informational sheets provided by the Ontario Society of Occupational Therapists, one of the event sponsors.

The engagement in the conference presentations, posters and HCTC as well as the enthusiasm witnessed in interprofessional networking demonstrated that students of all disciplines are eager to engage in interprofessional education and events. It appears that interprofessional collaboration in the workplace is here to stay, and professions such as occupational therapy are in a prime position to be at the forefront to advocate for ongoing collaboration and enhanced compassionate care. Attending events such as the National Health Care Team Challenge™ & Conference is one way future occupational therapists can ensure they are prepared to enter an interprofessional environment with confidence.

**References:** Suter, E., Arndt, J., Arthur, N., Parboosingh, J., Taylor, E., & Deutschlander, S. (2009). Role understanding and effective communication as core competencies for collaborative practice. *Journal of Interprofessional Care*, 23(1), 41-51.



# UNIVERSITY OF TORONTO

## Occupational Science & Occupational Therapy

### Recent News

#### **Dr. Alex Mihailidis Named Joint Scientific Director of National Network of Centres of Excellence – AGE-WELL**

Alex Mihailidis, Associate Professor in the Department of OS&OT, has been appointed Joint Scientific Director of AGE-WELL, a new national Network of Centres of Excellence. Alex, who is also the Barbara G. Stymiest Chair in Rehabilitation Technology Research at Toronto Rehabilitation Institute – University Hospital Network, will be co-directing the network with Andrew Sixsmith, Director of the Gerontology Research Centre at Simon Fraser University.

The Honourable Alice Wong, Minister of State (Seniors), announced on January 19th that AGE-WELL will receive \$36.6 million over five years as part of the national Networks Centre of Excellence (NCE) program.

Aging Gracefully across Environments using Technology to Support Wellness, Engagement, and Long Life – AGE-WELL – “will use the world-class facilities at Toronto Rehab and Simon Fraser University and a strong research and industry partnership network across the country to establish Canada as a leader in designing and implementing technology that contributes significantly to the well-being of older people,” says Dr. Mihailidis.

To learn more about AGE-WELL see <http://www.agewell-nce.ca/>

Congratulations Alex! We look forward to hearing much more from AGE-WELL.

#### **DEPARTMENTAL PROMOTIONS AND APPOINTMENTS**

#### **Dr. Heather Colquhoun Appointed Assistant Professor**

Dr. Heather Colquhoun was appointed Assistant Professor in a tenure stream position in the Department of Occupational Science and Occupational Therapy in July 2014.

Heather has a very well-funded and productive program of research in knowledge translation, which addresses the Department’s overriding interest in advancing

effective and cost-effective occupational therapy practices. Heather completed her Canadian Institutes of Health Research post-doctoral fellowship in May 2014. Her fellowship, under the supervision of Dr. Jeremy Grimshaw, Canada Research Chair in Health Knowledge Transfer and Uptake, focuses on “Developing theory-derived evidence-based interventions to increase evidence-based practice behaviours in health care providers with a focus on rehabilitation”.

Heather’s post-doctoral studies built on her doctoral dissertation, “The routine use of the Canadian Occupational Performance Measure by Occupational Therapists: Effect on practice, outcomes, and therapists’ perceptions of use”, and her earlier role as a coordinator of outcome measurement and program evaluation at Baycrest.

#### **Donna Barker Promoted to Senior Lecturer**

Donna Barker, Director of Clinical Education in the Department of Occupational Science and Occupational Therapy and a faculty member since 2006, has been promoted to Senior Lecturer, effective July 1, 2015.

Excellence in teaching and evidence of future pedagogical/professional development are required for promotion to the position, and Donna’s student and peer teaching evaluations and pedagogical and professional developments were deemed excellent by national standards.

“I am thrilled but truly not surprised by the Provost’s approval of Donna’s promotion,” said Dr. Susan Rappolt, Department Chair, “given Donna’s teaching innovations and responsiveness to learners’ needs in her entry-level and preceptor education, and her educational leadership within the Department, among our hospital and community partners, and in her collaborations with provincial and national fieldwork colleagues.”

Everyone in the Department extends their congratulations to Donna on her promotion.

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**Dr. Rosalie Wang Appointed to a Full-Time Tenure Position**

As of January 1, 2015, Dr. Rosalie Wang has been appointed to the Department in a full time tenure stream position.

Rosalie completed her BScOT at the University of British Columbia and her PhD at U of T in the Graduate Department of Rehabilitation Science. Before taking up her doctoral studies Rosalie practiced occupational therapy with older adults in Vancouver and London England. Rosalie's doctoral dissertation "Enabling Power Wheelchair Mobility with Long-Term Care Home Residents with Cognitive Impairments" led to a post-doctoral fellowship to develop and evaluate an artificially intelligent haptic stroke rehabilitation robot for the upper limb, and to pilot test personal robots to support aging-in-place.

Rosalie was appointed as an Assistant Professor in the Department (contractually limited term appointment) on July 1 2014, and concurrently as an Affiliate Scientist at Toronto Rehabilitation Institute – University Hospital Network. She is an associate member of the School of Graduate Studies and of the Rehabilitation Sciences Institute. Since her appointment to OS&OT in July 2014, Rosalie has expanded her research on the stroke rehab haptic robot into gaming environments, developing therapist interfaces, and telerehab using the haptic robot. She has recently been awarded a grant to develop a framework for research, implementation and policy for aging, disability and technology with Jerome Bickenbach and the March of Dimes Canada, and she has also begun a participatory project with older women who have chronic hemiplegia to design adaptive clothing and accessories.

A warm welcome, Rosalie, to your new role in the Department!

**Appointment of Dr. Emily Nalder as the March of Dimes Paul J.J. Martin Early Career Researcher**

Dr. Susan Rappolt is thrilled to announce that Dr. Emily Nalder has been appointed to the March of Dimes Paul J.J.

Martin Early Career Professorship and will be joining the Department on January 1, 2015. Emily was selected from a field of outstanding applicants as the ideal candidate for this Early Career Professorship award. Her program of research on community integration for adults and older adults with acquired brain injuries will make a significant contribution to the work of the Department.

Emily completed her doctorate at the University of Queensland in 2012 on "Experiences of individuals with traumatic brain injury and their family caregivers", and her postdoctoral studies are focused on strategies for and evaluations of successful community-based interventions and service delivery models for adults and older adults with cognitive impairments due to traumatic brain injuries, stroke and aging.

We are delighted to welcome Emily to the Department, and we know that you will look forward to meeting her and also welcoming her as a new faculty member at the University of Toronto.

**New Fieldwork Instructor: Jameela Lencucha**

Former graduate student of the Department, Jameela Lencucha, has been contracted part-time as the Fieldwork 3 and Fieldwork 4 Instructor. We are delighted to have Jameela with us and know that she will be a huge asset to the Fieldwork Team! Jameela has worked since 2007 at UHN at various sites and with various client populations. Presently, she is working at TWH in Neurology/Neurosurgery and has been the Fieldwork Coordinator there since 2011. Jameela has been an enthusiastic supporter of fieldwork education in her role of site FW Coordinator and preceptor to dozens of students. In addition, in 2013, Jameela assisted with the development of the new Introductory Fieldwork Experience for our students. It is evident that Jameela brings excellent skills and experience to the OS&OT Fieldwork Instructor role and we are so pleased that she is taking on this important teaching role within the department.

# UNIVERSITY OF BRITISH COLUMBIA

## *IPC on the Run gets Launched!*

Have you ever... wished there was a quick resource available to explore what all the buzz is about interprofessional education? Or wished your team could be more collaborative? Or wished you could have provided more interprofessional collaborative placement activities for your students? Well, wish no more! UBC is pleased to announce the launch of IPC on the Run - an online learning series that was developed by clinicians and academics from BC. After being pilot tested with over 500 participants, the following modules are now available for broad use:

- Introduction to Interprofessional Collaboration
- Interprofessional Communication
- Patient-Centred Care
- Team Functioning
- Role Clarification
- Conflict Management
- Collaborative Leadership

### **WHAT IS IPC ON THE RUN?**

IPC on the Run is a series of online modules designed to provide flexible interprofessional education (IPE) for interprofessional collaborative practice (IPC). It is based on the National Interprofessional Competency Framework developed by the Canadian Interprofessional Health Collaborative and integrates online and face-to-face learning

### **WHY DO I NEED IPC ON THE RUN?**

- focuses on the competencies for collaborative practice
- engages learners in a way that will help them improve their practice
- enables effective collaborative practice, which in turn optimizes health-services, strengthens health systems and improves health outcomes.
- modules provide a comprehensive program that integrate online and face-to-face learning focused on the competencies required for collaborative practice.
- modules use adult learning principles, consider context of learning and practice, and set clear learning objectives.

### **WHO SHOULD USE IPC ON THE RUN?**

- designed for learners from any health care discipline interested in enhancing their ability to practice collaboratively.
- designed to meet the needs of learners across the continuum of learning including: pre-licensure, university-based education; practice-based education that occurs during placements; and for continuing professional development.

### **WHEN SHOULD I USE THE IPC ON THE RUN MODULES?**

- modules are flexible and user-friendly, so they can meet the needs of learners with busy schedules. - each module can be delivered in something as short as a lunch hour session.

### **WHERE DO I USE THE IPC ON THE RUN MODULES?**

They are designed to meet the unique needs of different learners in different settings. Some examples might include:

- at work- individually or with some of my team mates or when I have a student
- at home
- a wide range of contexts (waiting for the bus, at the airport, at Starbucks)

### **HOW DO I USE THE IPC ON THE RUN MODULES?**

The IPC on the Run program uses a modular approach that integrates online and face-to-face learning as a way of facilitating the structural integration of interprofessional education into a wide range of learning environments. The online components of the program provide quality content, while helping users reduce some of the scheduling and logistical problems that come with training busy practitioners and learners from different professions. The program integrates face-to-face activities as a means of engaging learners, promoting reflection, and strategically planning ways to improve practice. The program starts with an introductory module that should be completed before learners can access the other modules in the program. This module can be completed independently. Subsequent modules each focus on a different interprofessional competency domain and integrate online and face-to-face learning. Learners need to complete the interactive, face-to-face components of these modules as part of a group, ideally with participants from two or more professions.

### **FOR MORE INFORMATION:**

On IPE, IPC and the Interprofessional Competencies, please go to:

<https://ubcfieldwork.files.wordpress.com/2015/03/ipc-on-the-run-summary.pdf>

We trust you will enjoy the modules, find them informative and entertaining and provide you with some new and innovative activities for use in your practice setting or classroom.

Visit [www.ipcontherun.ca](http://www.ipcontherun.ca) to create a login and access the modules and the number of resources that support their delivery.

*Written By Donna Drynan*

# WESTERN EXCELS WITH THE APPOINTMENT OF THREE FUNDED POST-DOCTORAL FELLOWS!

The School of Occupational Therapy at Western has not one, not two, but three post-doctoral fellows working with senior faculty on funded projects. They are: Drs. Liliana Alvarez, John Grundy and Evelyne Durocher. We are delighted to introduce each of our emerging scholars to the readers of this newsletter.

**Dr. Liliana Alvarez** joined the School of Occupational Therapy in July of 2014, and has since been working with Dr. Sherrilene Classen, Professor and Director of Western's School of Occupational Therapy. The first postdoctoral fellow to be recruited by the SOT, Dr. Alvarez came from the University of Alberta, where she completed her PhD in Rehabilitation Sciences. As an Occupational Therapist and emerging scholar trained in biomedical engineering and assistive technologies at the graduate level, the driving force behind Dr. Alvarez's unfolding research and academic career is a desire to use technology as a powerful facilitator of participation for people with neurological conditions. Her current work with Dr. Classen focuses on clinical predictors of fitness to drive for drivers with Parkinson's disease and the innovative use of in-vehicle technologies and simulation as intervention strategies for this medically-at-risk population. Dr. Alvarez is the Colombian delegate for the WFOT and is currently serving as the deputy coordinator of the Research Program. Along with Dr. Classen, Editor-in-Chief of the Occupational Therapy Journal of Research (OTJR): Occupation, Participation and Health, she serves as Assistant Editor of this eminent journal.



**Dr. John Grundy** joined the School of Occupational Therapy this past fall after completing a PhD at York University and a SSHRC Postdoctoral Fellowship at Wilfrid Laurier University. He works with a team of researchers led by Drs. Debbie Rudman (Western University) and Rebecca Aldrich (Saint Louis University) on a SSHRC-funded study of the organization of services for the long-term unemployed in London, Ontario and Saint Louis, Missouri. Dr. Grundy's research on this project involves collaboration with community-based stakeholders to improve our understanding of the lived consequences of long-term unemployment, and to identify ways to enhance



services to the unemployed. The cross-national scope of this study is providing Dr. Grundy with a unique opportunity to expand on his previous doctoral research on unemployment in Canada. Further reflecting his interest in public policy and occupational justice, Dr. Grundy is also a co-investigator on a SSHRC-funded study of employment standards enforcement in Ontario.

**Dr. Evelyne Durocher** is an occupational therapist, occupational scientist, and post-doctoral fellow conducting research in the area of ethics and rehabilitation care, with a particular focus on occupation and health, and how these relate to questions of justice, autonomy and equity in healthcare service delivery. Dr. Durocher is joining us from McGill University in Montreal, where as a post-doctoral fellow, she has been a member of the Montreal Health Equity Research consortium and the McGill Qualitative Health Research group. She will be working under the supervision of Dr. Elizabeth Anne Kinsella. Dr. Durocher completed her doctorate at the University of Toronto in the Joint Centre for Bioethics and the Graduate Department of Rehabilitation Sciences under the supervision of Drs. Barbara E. Gibson and Susan Rappolt. She is a critical qualitative health researcher. Her doctoral research stemmed from her experiences working as an occupational therapist with older adults in inpatient rehabilitation settings. More specifically, her work took a critical feminist perspective and used ethnographic case study methods to examine social and political influences on individual perspectives and behaviours in discharge planning.



In completing these studies, Dr. Durocher engaged in an in-depth review and critique of concepts of occupational justice. This project culminated in the publication of two manuscripts (Durocher, Gibson & Rappolt, 2014; Durocher, Rappolt & Gibson, 2014), which were included in a collection featuring the three most downloaded articles published in Routledge Behavioural Sciences journals in 2014. The review article (Durocher, Gibson & Rappolt, 2014) is currently number five on the list of the most read articles since 2011 for the Journal of Occupational Science and is on reading lists of the universities of Alberta, Manitoba and Toronto, as well as McGill and Western Universities in Canada, Ste-Catherine's University in the US and Macquarie University in Australia.

Welcome to our Post-Docs, and as we say in the School "upward and onward"!

# MCGILL UNIVERSITY SCHOOL OF PHYSICAL AND OCCUPATIONAL THERAPY

*Sarah C. Marshall, Director's Academic Associate with contributions from M. Slanik*

**PRESS RELEASE: Montreal:** To stay current with what's happening at McGill's School of Physical & Occupational Therapy (SPOT), check out the School's website [www.mcgill.ca/spot](http://www.mcgill.ca/spot) or join the group on Facebook or LinkedIn.

- All OT's who plan to attend the CAOT Conference in May, in Winnipeg, please save-the-date for a McGill Alumni Reunion wine and cheese! Friday May 29 starting at 5:30 p.m. – check out the details at the registration desk when you arrive. Come and reconnect with your alma mater!

Congratulations to the first graduates of our interprofessional, Online Graduate Certificate Program in Chronic Pain Management, the newest of the School of Physical & Occupational Therapy's Online Graduate Certificate programs. The program is offered in English and in French (graduates completed the course in the language of their choice).

These first graduates come from a range of professional backgrounds including occupational therapy, physical ther-

apy, nursing, medicine and psychology and are working healthcare professionals from across Canada. Daniela Frabasile, OT, explains the benefits of the evidence-based skills, tools and knowledge she has acquired during the program and how applicable they have been to her practice; her comments and more can be found in this website video. <https://www.youtube.com/watch?v=QaSHnqPS6NQ>. The challenges which were overcome included the translation of all materials, group work and feedback for students in two languages, creating a rich and interactive online interdisciplinary environment, continuing education accreditation.

The program is growing each year, and the location that current students come from now covers five out of the seven continents. In addition, this program that is hosted by the School of Physical & Occupational Therapy, is approved for Continuing Medical Education credits in Canada and the United States.

To the Graduates: May you continue to grow and excel in the world of OT and the evolving interprofessional world of healthcare!



# ACOTUP RESEARCHER PROFILE



**Name of Researcher:** Elizabeth Anne Kinsella, Western University

**Degrees and Professional Qualifications (including fellowships):**

PhD (Education Studies) Masters (Adult Education) BSc (OT), OT Reg. (Ont.)

**Email:** [akinsell@uwo.ca](mailto:akinsell@uwo.ca)

**Website:** <https://sites.google.com/site/akinsell/home>

**Area of Research:** Epistemic Justice; Reflective Practice; Reflexivity; Epistemologies of Practice; Knowledge Generation; Ethics and Humanities; Occupational Science; Occupational Therapy Practice; Health Professional Education; Philosophical Foundations of Qualitative Research.

**Research Related Awards and Honours:**

- Senior Investigator, The Mind and Life Summer Research Institute, Garrison Institute, New York (2013)
- CIHR TUTOR Training Program in Primary Care, King City, Ontario (2013)
- Fellowship, Funded by Ministry of Health & Long Term Care, Centre for Education Research and Innovation, Schulich School of Medicine & Dentistry, Western University (\$22,500) (2011-13)
- Adjunct Associate Professor, Research Institute for Professional Practice, Learning & Education, Faculty of Education, Australia (2010-13)
- Faculty of Health Sciences Teaching Award, Western University, London, Ontario (2012)

**Grants/funding History:**

- Kinsella, E.A. (PI). Engaging the moral imagination: An analysis of an arts-based approach to ethics education. Social Science and Humanities Council of Canada (\$79,000).
- Kinsella, E.A. (Co-PI). Establishing a network for the interdisciplinary scholarship of professional education. Interdisciplinary Initiative, Provost's Office, Western University (\$91,400).
- Kinsella, E.A. (Co-I). On-line preceptor/preceptee education: Preparing partners of learning in the field. Interprofessional, Mentoring, Preceptorship, Leadership & Coaching (IMPLC) Fund, Ontario Ministry of Health and Long-Term Care (\$132,711).
- Kinsella, E.A. (Co-PI). Community of practice: A methodology to improve occupational therapy practice - Canadian/Brazilian Collaboration. FAPESP, The University of São Paulo, Brazil; FAPESP, Research Western, Western University (\$18,409).

**Research Collaboration:** A recent research collaboration involved funding from Western University to facilitate grassroots networking and partnerships between colleagues interested in Professional Education and Practice across three faculties. Numerous research synergies, interdisciplinary graduate projects, and new research networks have occurred as a result. The project led to international research and education collaborations with leaders in the field of professional education and practice, specifically The Institute for Research into Professional Practice, Learning and Education and The Education for Practice Institute in Australia. An international think tank on Phronesis as professional knowledge was hosted by the project, eventually leading to a collaborative book on this subject entitled: Phronesis as Professional Knowledge: Practical Wisdom in the

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Professions. In addition, an international conference on Engaging Reflection in Health Professional Education and Practice was hosted leading to 165 scholars coming together to exchange knowledge as well as publication of a special edition of the journal *Reflective Practice*, on 'Engaging Reflection through the Arts in Health and Social Care'. Many additional synergies, including partnerships and fellowships, and support for a new Centre for Education and Innovation in the Schulich School of Medicine and Dentistry at Western, as well as others too numerous to mention have resulted from this collaboration.

**What is the most important thing in mentoring graduate students?** I believe the most important things about mentoring students are to: care deeply about the student as a person; foster positive relationships of mutual respect and care; be generous with resources and mentorship; encourage students to 'live in the questions' and to embrace the messiness of the research process as fruitful locations for exploration; help students see 'possibilities' when complexities emerge; 'open doors' for students whenever possible; hold high expectations; communicate well and articulate clear expectations; offer timely feedback; encourage students to write regularly; be fair and have open conversations about authorship.

**Most Significant Publications:**

- Kinsella, E. A., Phelan, S., Park Lala, A. Mom, V. (2014). An investigation of students' perceptions of ethical practice: Engaging a reflective dialogue about ethics education in the health professions. *Advances in Health Sciences Education*. On-line early.
- Kinsella, E. A. (2012). Knowledge paradigms in Occupational Science: Pluralistic perspectives. In G. Whiteford & C. Hocking, *Occupational Science: Society, Inclusion, Participation* (pp. 67-85). Wiley Publishers.

- Kinsella, E. A. & Pitman, A. (Eds.) (2012). *Phronesis as professional knowledge: Practical wisdom in the professions*. Rotterdam: Sense Publishing.
- Kinsella, E. A. (2010). Professional knowledge and the epistemology of reflective practice. *Nursing Philosophy*, 11(1), 3-14.
- Kinsella, E. A. & Whiteford, G. (2009). Knowledge generation and utilization: Toward epistemic reflexivity. *Australian Occupational Therapy Journal*, 56(4), 249-258.

**Tips would you give for new investigators:** Think long term; Do pilot research; Keep your focus; Write every day; Find a mentor; Build your research communities; Learn to delegate; Consider relevance to other fields; Be persistent; Welcome feedback; Participate in projects that you are passionate about; Consult with others who have been successful; Learn to say 'no' graciously.

**Resources/supports/training programs for new investigators?** I have learned the most through in depth dialogue and conversations with others with similar concerns, and by building networks of like minded scholars. In addition reading successful grant applications of others can be very helpful. I recommend having the courage to share your 'in progress' work and ideas with trusted colleagues, and seriously considering their feedback. I suggest finding supportive research communities where your values align, and where can discuss research projects and the culture of particular review boards. Participating in the review of other grants is a great way to foster success. And, internal peer reviewers can be extremely helpful in refining research grants prior to submission. Finally, keeping one's focus on a program of research that one feels passionate about, rather than allowing oneself to be blown about by the wind, can foster credibility in one's program of research.

# A WINNING PARTNERSHIP AT DALHOUSIE

The Dalhousie School of Occupational Therapy and the Dalhousie Facilities Management Department have embarked on a relationship that has created a win-win situation for the two groups. The School was approached last year to see if there were any opportunities for Facilities Management to tap into the expertise of occupational therapy to address issues related to job safety and work-related injuries particularly among custodians. Our Director, Tanya Packer, embraced the opportunity, and a partnership was born.

Since then, we have been able to incorporate opportunities into course work, such as the Occupational Assessment and Analysis course, whereby pairs of students shadowed custodians and learned about the physical and cognitive job demands of the various custodian roles, and now full-time fieldwork opportunities have been created, with our third pair of students now on site. The initiative was recently selected by the Dalhousie Environmental Health and Safety Committee as the winner of this year's Environmental Health and Safety Award, honoring the commitment to a culture of safety.

Dalhousie student journalist Lauren Salim recently spoke with some of those involved with what is now known as the WorkSAFE@Dal Project.

WorkSAFE@Dal - Dalhousie OT Students Work With Facilities Management to Create a Safer Working Environment This Winter By Lauren Salim

The WorkSAFE@Dal Project began last year as a partnership between Michael Campbell, a Manager of Facilities Management, and Tanya Packer, the Director of the School of Occupational Therapy. The idea initiated with Campbell, who was trying to identify ways to manage injury and reduce injury rates amongst his staff - Dal's custodial team. "The cost of getting [an outside Occupational Therapist] to help us was astronomical," Campbell explains. "But then I thought, why do we need to look outside? We have a School of OT on campus. Tanya Packer was on board right away."

Occupational therapy students Taylor Corning and Braydon Connell recently completed their fieldwork placement with Custodial Services, a two-month assignment (overseen by experienced occupational therapists) that placed them with custodial supervisors and staff. Members of the custodial team, many of whom have experienced work-related injuries, volunteer to be shadowed by Taylor and Braydon, allowing

the two to "assess what the custodians are doing, to complete job demands analyses and to help our custodians understand safer ways of doing their jobs," says Campbell.

Taylor and Braydon had the opportunity to plan their own program. "Our project really has three components," says Connell. "First is a Job Demand Analysis. We go in and look at someone's specific duties for that day and get a picture of the physical and mental demands they endure." The second part of the project included education sessions. "The custodians have meetings called Toolbox Sessions. We go in and teach a session on repetitive injuries or proper body mechanics and reframing mindsets about staying safe," Connell explains.

Cindy Murphy, one of the custodial supervisors, says that the custodians who have volunteered to be shadowed really appreciate the advice, "Some of them come back to me and say 'I've tried what they've told me and it actually is better.' The custodians are hearing it from people who know what they are talking about, and they're taking their suggestions to heart."

The third component of the project is to do a photo voice poster, which Connell describes as, "pictures of custodians doing different tasks, with small write ups about what they are doing in the picture and how they feel about their job." Braydon and Taylor's findings will enable Facilities Management to identify activities that could exacerbate previous injuries. "We want to see injuries before they happen, prevent them before they happen," says Campbell.

While the partnership provides tangible benefits to the safety of custodians on campus, Braydon and Taylor also get a chance to grow and mature in their profession. "Sometimes the classroom is really comfortable. When students have to deal with a plethora of different personalities it gives them an idea of what it's like when they go out there," says Campbell. "They're seeing people facing difficult scenarios and sometimes facing challenges that can seem insurmountable and being able to take that and put it in practice is very valuable."

"It gives us a chance to advocate for our profession as well," adds Corning. "A lot of people don't understand OT, so this opens doors for us to show a variety of things we can do."

All involved are looking forward to the ongoing collaboration.

# McMASTER UNIVERSITY

## Innovative OT Practice in HIV-AIDS Service Organizations!

A keen stakeholder group has developed innovative practice settings with HIV-AIDS Service Organizations (ASOs), launched the pilots in the summer of 2014, and continues work together in direct, consultative and programmatic services through subsequent MSc (OT) clinical placements.

McMaster University, through Dr. Patty Solomon, Associate Dean of the School of Rehabilitation Science and Lorie Shimmell, Director of Clinical Education – OT, partnered with Stephen Tattle, and Kate Murzin, who is the Aging Initiatives Lead of the Canadian Working Group on HIV and Rehabilitation (CWGHR). This partnership led to active work with ASOs' Executive Directors and existing teams that enabled us to find the important intersections between ASO clients' needs and the roles of occupational therapists. We were able to develop five clinical placements in student OTs' final placements, each eight weeks in length, which have resulted in tremendous learning for all of us.

In addition to supervision by three registered occupational therapists, the students and Lorie held weekly problem-based tutorial (PBT) group sessions, using teleconference for remote access for this unique collaboration. We utilized in situ examples, maintaining strict confidentiality, from the work and challenges in which each student was engaging and used a group approach to discuss and manage issues, share ideas and create innovative practice solutions.

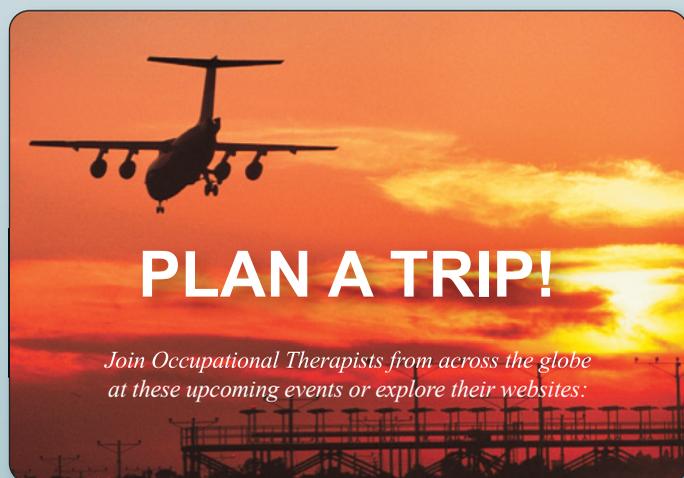
Throughout the clinical placement experiences, the five MSc student OTs: Leah Ferreira, Samantha Langan, Laura Peters, Ellyse

Shacklady and Heather Vrbanac, were strong advocates in serving clients, staff and the organizations by developing occupational therapy roles at the ASOs. Collectively, we have gained a strong understanding of occupational issues for people served within ASOs, assessment and intervention strategies and resources for a variety of these needs. As well, these pilots promoted progressive perspectives on the parts of our colleagues in the ASOs, about what occupational therapy can provide in these settings. We have discovered wide-reaching occupational issues that cross physical, cognitive and emotional function for people, who, in many cases, are further impacted by the dual experiences of aging and HIV-AIDS as a chronic disability.

In tandem with these clinical placements, a Master student in the Rehabilitation Science program has undertaken qualitative research that focuses on the development of occupational therapy roles through student clinical placement, seeking the perspectives of clients, service providers and student occupational therapists engaged in last summer's collaborations.

Following successful acceptance of an abstract about this work, Heather, Ellyse, Laura, Samantha, Leah and Lorie are preparing for a podium presentation at the upcoming 2015 CAOT Conference in Manitoba, AB in May to share experiences and learning that may well translate into other ASOs and MSc (OT) programs across Canada.

For more information, please contact Lorie Shimmell [shimmelj@mcmaster.ca](mailto:shimmelj@mcmaster.ca)



**Montréal, Québec**  
Eyesight to Insight: Visual/Vestibular Assessment and Treatment  
2-day workshop with speakers Mary Kavar, OT in the state of California and Carl Hillier, optometrist.  
April 23-24, 2015  
[www.choosetolearn.ca](http://www.choosetolearn.ca)

**Turkey**  
International Neurology and Rehabilitation Meeting  
June 4-6, 2015  
Wyndham Grand Hotel Istanbul Levent  
[www.inerem.com](http://www.inerem.com)

**Tel Aviv**  
6th International Conference on Disabilities  
July 6-9, 2015  
Dan Panorama Hotel, Tel Aviv  
<http://eng-conf.beitissie.org.il/>