

## WORKSHOPS

**Author:** Vivyan Alers

**Abstract Title:** The effects of trauma on children's development and learning abilities

**Abstract:**

This workshop is a practical implementation of the oral presentation using the presenter's case studies and case studies from the participants to use clinical reasoning and therapeutic ideas to assist in the treatment of children that have behaviour difficulties as a result of trauma or circumstantial aspects. Cultural aspects that assist children to process trauma will be used on video. This interactive workshop will be experiential and show the positive aspects that need to be uncovered underlying the child's self-esteem and confidence. This needs to be pragmatic and concrete so that the child attributes meaning to it.

**Authors:** Paula Barnard, Janine van der Linde

**Abstract Title:** Blended learning curriculum design

**Abstract:**

Blended learning is becoming embedded in higher education and continued professional development activities worldwide. This three hour workshop offers the opportunity to those interested in curriculum, module or workshop design that integrates the use of technology, online platforms and face-to-face learning activities to create innovative, interactive learning experiences.

Format:

- Brief introduction to blended learning
- A WebQuest orientating participants to various online platforms
- A group exercise on curriculum design
- Break
- Does assessment drive learning debate
- Individual/paired implementation applied to participants own context.
- Roundup and feedback

Outcomes: The participants will leave with a better understanding of blended learning through experiencing a blended learning based workshop. They will have the skills and tools to develop a course or workshop using a flipped classroom and blended learning to achieve the learning objectives.

Maximum participants: 30

What Participants should bring: 1) Preferably a laptop, but a tablet computer is an alternative; 2) Course material or a workshop idea that they want to work on during the workshop; 3) Imagination and an innovation attitude.

**Authors:** Helen Buchanan, Lana van Niekerk

**Abstract Title:** Defining occupational therapy: creating a South African definition

**Abstract:**

Workshop (1 1/2 hours):

The purpose of this workshop is to begin the process of developing a definition of occupational therapy for South Africa. The workshop will provide an opportunity for participants to engage with existing definitions of occupational therapy. Key features of occupational therapy in South Africa will be identified and suggestions made about essential components for inclusion in a new definition. A draft working definition will be developed for further comment and finalisation.

**Author:** Daleen Casteleijn

**Abstract Title:** Review of articles for SAJOT: A practical workshop for clinicians, academics and reviewers.

**Abstract:**

Reviewing scientific articles for a professional journal might be an uncommon exercise for many. Although journals provide the reviewer with a specific outline, this task could be daunting. Currently the editorial team of the South African Journal of Occupational Therapy (SAJOT) approximately reviews 60 submissions at a time. These manuscripts need to be reviewed and the editorial team reported that there is a scarcity of willing reviewers.

This workshop will provide participants with knowledge about the history, guidelines for reviewers and the categories of articles of the SAJOT.

Group discussions about the benefits of reviewing scientific manuscripts will be facilitated. Instructions for reviewers as set out by the SAJOT will be explained. Participants will get an opportunity to review a manuscript, after which discussions will follow to see if there was consensus among the participants in the practical exercise. Difficult issues e.g. when to accept or reject a manuscript, how to keep authors positive and how to write the report will be facilitated. Common glitches with reviewers will also be covered.

The outcome of the workshop is to equip clinicians, academics or anyone interested in this topic with the knowledge and skill to review articles for the SAJOT.

**Author:** Fatima Hendricks

**Abstract Title:** One Young World! OT students & the winds of change

**Abstract:**

Workshop Description: OT students have a critical role to play as community builders and change agents, now. The main goal of this workshop is to provide an opportunity for OT students to express their views about the issues relating to transformation, the current varsity student protests and the main challenges facing students; examine what role OT students are, and should be playing in this context and at varsities in general; examine the appetite for the formation of OTASA student branches at the different varsities; and chart a way forward in terms of a possible action plan. Overall, the main goal of the workshop is to gain insights into OT student attitudes, perception and aspirations with regards to their current role in a rapidly changing environment.

Participant Outcomes

By the end of this session, participants will be able to...

- o Objective 1: Express their personal views whilst having a clear understanding of the viewpoints of fellow students with regards to the issues of transformation and the student protests, as well as the challenges of student life.
- o Objective 2: Introspect & examine their individual appetites to serve as varsity community builders and change agents; and share their feelings about an OTASA student branch at varsity.

Facilitator(s): Facilitation will initially be set-up by the SEL Project Leader but is intended to be student led and facilitated. An undergraduate student partner to the SEL Project Leader will be identified prior to the workshop. Student facilitators, scribes & feedback presenters will be nominated by their groups at the workshop.

Participants: Intended participants are undergraduate and post-graduate OT students, from a cross section of OT programs from across the country. We assume the audience may also attract academic staff located in the varsity context as well as community service OTs.

Agenda and Activities: An initial introduction will be given to set the scene in terms of the power of youth and an excerpt played from the One Young World Conference. Thereafter the large group will be split into three commissions. Each commission will be tasked to discuss a topic and prepare a powerpoint presentation to be presented back to the larger group. Thereafter an open discussion will take place. Topics will be assigned as follows: Group 1: Let's get real: What's (really) going on at our varsities? What are the key challenges facing students? Group 2: OT students as builders & change agents - what we are, can & should be doing? Group 3: OTASA Student Branch at varsities - let's build? Why? What, Where? How?

Media/AV needs: A laptop for each group i.e. 3 laptops, a projector and a screen, name-tags/labels.

**Author:** Roshni Khatri

**Abstract Title:** The Application of Q Methodology within Occupational Therapy Research

**Abstract:**

Aim: Introduce Q methodology as a valuable tool for occupational therapy Research

Objective1: Gain knowledge and understanding of the key stages of conducting a Q method study.

Objective2: Explore the potential of using the research method and applying it to current practice settings.

Q methodology combines the strengths of both qualitative and quantitative research methods and provides a bridge between the two paradigms of enquiry. The method allows for the systematic study of subjective experience and viewpoints using the statistical technique of factor analysis to explore a range of beliefs held by a group of people. The Q methodology process, largely based on involves the following 4 steps: developing the Q-sort statements, administering the Q-sort, statistical analysis and interpretation. The basis of Q methodology is the Q sort technique, which conventionally involves rank ordering statements, whereby the respondent arranges statements into a forced normal distribution curve. Q methodology has been used successfully in Occupational therapy to explore the perceptions of service users within physical and mental health settings and in the academic environment to explore the perspectives of students and educators. During the workshop, a general overview of Q Methodology will be provided, including sharing of theoretical knowledge of the 4 stages of conducting the method. There will be an interactive element to the workshop, where participants will have an opportunity to engage with the data collection process to examine its use in practice and gain a theoretical understanding of the analysis process.

**Authors:** Lebogang Maseko, Saffiyya Abed

**Abstract Title:** The use of the Canadian Model of Client-Centered Enablement (CMCE) within the context of Community Based Rehabilitation (CBR)

**Abstract:**

**Workshop Title:** The use of the Canadian Model of Client-Centered Enablement (CMCE) within the context of Community Based Rehabilitation (CBR)

**Description:** The health system is plagued with human resource shortages where practitioners are increasingly faced with the challenge of providing quality services within the constraints of limited resources and high patient caseloads at all levels of care, but more so at the primary health care level and community based services.

Opportunities for enablement in client interactions can therefore be lost due to these constraints for the therapist while policies, funding, and factors related to the institutional, social, and cultural environment often have been found to have a profound impact on one's enablement even with caregivers; which in turn affects compliance and the effectiveness of home programmes. This means that occupational therapists at all levels of care have to be innovative in providing the best possible care with often the least amount of resources or opportunities.

**Outcome:** This workshop aims to provide participants with a guide on practical skills in using the theoretical framework of community based rehabilitation along with client centered enablement when working in the community.

**Activities:** A presentation will be given by the facilitators, followed by small group discussions to elicit contributions from all participants and encourage debate around critical issues related to service provision/delivery. This will provide participants the opportunity to explore the practical implementation and use of the model and framework to enhance practical skills for community based practice. Feedback will then be presented to the larger group.

**A/V Equipment required:**

- Audiovisual equipment for PowerPoint presentation- laptop and projector
- Flip chart and marker pens for small group discussions (enough for 5 groups)

**Authors:** Anri-Louise Oosthuizen, Helen Buchanan

**Abstract Title:** Exploring the COPM: scope for culture-specific implementation

**Abstract:**

The COPM, focused on occupation, is primarily an individualized tool, where client centredness is viewed from the perspective of the individual's rights. Is the COPM an appropriate model for communities which are primarily inclusive, interdependent or family centered? Is there a need to broaden the concept of client centredness in the COPM to apply to interdependent communities. This workshop will follow a group discussion format where cultural values of indigenous groups will be identified, and the COPM critiqued against cultural values. Discussion points would be: 1) What are the values of each cultural group based on Lynch's 9 cultural contineau. 2) Which of these values are supported by the traditional client centered approach. 3) Which of these values require a broadening interpretation of client-centeredness to be included in a client centered approach? 4) In view of the participants, is the COPM an appropriate model to use in communities which are interdependent opposed to individualistic.

**Author:** Nicola Plastow

**Abstract Title:** Reviewing the latest research: A workshop to develop your essential skills

**Abstract:**

Being a journal reviewer is an exciting way of being connected to the very latest research in your field of interest. You have the opportunity to read research that is not even published, and also help the authors to improve its quality and impact. Although being a journal reviewer does require some research knowledge, it is not a role that is limited to those working in the academic domain. The South African Journal of Occupational Therapy needs new reviewers who can offer their research and clinical expertise.

This mini-workshop (90 minutes) is aimed at those who want to develop their ability to critique research across different fields of practice that use different methodologies. It introduces the review process to OTASA members who have not reviewed for SAJOT before, and also reminds our current reviewers of the different steps to follow. We will be using excerpts from original research to gain experience of critique and will be discussing some of the key challenges faced by the Journal in the review process. The workshop will conclude with ideas for improving the review process of the SAJOT.

**Authors:** Lee Randall, Lyndsey Swart

**Abstract Title:** Risks and rigours in the medicolegal field

**Abstract:**

Medicolegal OTs occupy a practice niche which takes them out of the health care arena and into the legal arena. This exposes them to new risks and rigours for which their undergraduate training may not have equipped them, and the recent steep escalation in professional indemnity insurance premiums suggests that the risks are increasing. As technology develops, so too does the urgency with which medicolegal tasks must be completed, and this in itself heightens the chances of something going wrong. This can result in disastrous consequences for one's professional reputation and livelihood.

This 3-hour workshop is aimed at "veteran" medicolegal OTs - those with at least 3-5 years' experience in the field - and is not suitable for recent entrants or those who are simply contemplating entering medicolegal work. Prior understanding of medicolegal terminology like "plaintiff", "defendant", "damages", "apportionment", "merits" and "quantum" is essential, as these terms will not be explained during the workshop.

The workshop will kick off with an input from MPS, outlining the sorts of risks which can and cannot be addressed through professional indemnity insurance, as well an input from a legal practitioner regarding how OTs can best protect themselves from complaints and disciplinary actions. The rest of the session will be interactive, with small group discussions and a plenary session providing an opportunity to explore the key risks and rigours currently affecting practitioners, and to share problem-solving strategies and practice management techniques.

**Author:** Gina Rencken

**Abstract Title:** Neonatal intervention for the medium risk baby

**Abstract:**

In early intervention, there is much emphasis on intervention programmes for high risk babies, specifically those born prematurely or who spend time in the NICU and who have an obvious risk or disability or mortality. Current neonatal and developmental care intervention programmes focus on these babies and largely on in-hospital, pre-discharge intervention. There is a population of babies who can be considered “medium risk”: medically stable and discharged into homecare soon after birth, but who may be experiencing some difficulties in functional domains. These babies are generally only identified and referred for intervention after few months.

In this workshop, participants will be refreshed in current practices for the treatment of high risk babies, and developmental programmes for older babies will be discussed as a background. The emphasis will be on the early intervention treatment of the “medium risk” baby in the neonatal period.

The workshop is intended to stimulate discussion among therapists about the need for early intervention in the medium risk infant, and to develop proposed clinical standards and guidelines. It will involve active participation and small group work.

Participants will leave the session with greater insight into neonatal care and early intervention, as well as treatment ideas and guidelines for clinical practice.

Some of the information generated and shared in this workshop may be used in developing and refining an early intervention programme for infants exposed to HIV as part of a PhD project, and participants will be required to consent to this.

Maximum participants: 25

**Authors:** Caroline Rule, Haley Norval, Justine Kolling, Rozanne Fouche Groenewald, Lizette Swanepoel

**Abstract Title:** To drive or not to drive... That is the question? ...but who answers that question?

**Abstract:**

The information in this workshop stems from the special interest of five Occupational Therapists working in the private and academic sector, who identified a need in the health industry market for fitness to drive assessments, for persons with disability. As a group we were able to support and collaborate together relating to assessment tools, clinical guidelines and current legislation. The information shared in this workshop, will relate to our assessment processes, tasks and challenges within a clinical setting, in the form of interactive small group discussions, around specific case studies. These clinical case studies will relate to occupational therapy within physical, neurology, psychiatry and geriatrics, in the context of determining fitness to drive. This is based on our experience when facing the challenge of putting theory and research into practice in the South African context.

The interaction in this workshop will increase the awareness, as well as contribute towards compiling a position paper, relating to the role of Occupational Therapy in driver rehabilitation in South Africa.

THE ANSWER... REFER, SCREEN, EVALUATE, INTERVENE... WHERE DO YOU FIT IN?

Maximum participants: 50 people.

Time: 1h30 minutes

Requirements: Proxima for Power Point Presentation, flip chart and 6 markers

**Authors:** Lana Van Niekerk, Helen Buchanan

**Abstract Title:** Developing an abstract for congress presentation: Managing practicalities and timelines

**Abstract:**

With the 2018 World Federation of Occupational Therapists Congress around the corner, this workshop will provide an opportunity for occupational therapy practitioners to consider potential contributions in terms of verbal presentations, poster presentations or workshops. Ideas will be focused and refined during the workshop. This will be done by (a) identifying what to present, (b) developing a timeline comprising steps that should be taken and (c) writing of an abstract. The criteria used for review of abstracts, specifically for the World Federation of Occupational Therapists Congress, will be considered in this process.

MAXIMUM PARTICIPANT NUMBER: 30

**Author:** Matty van Niekerk

**Abstract Title:** Developing guidelines for ethical behaviour regarding social media use

**Abstract:**

Social media, have gained popularity in the past couple of years, but it seems that society as a whole, including health practitioners, are unaware of their duties and rights with respect to social media use. There are increasingly calls for training of at least children in the responsible use of social media following incidents such as the racial posts late in 2015 and early in 2016. Legislative developments such as the Protection of Personal Information Act as well as some ground breaking judgements pertaining to duties, responsibilities and privacy in the social media context impact how practitioners may use and interact with others on social (networking) media. Despite this, currently there are no guidelines for health practitioners pertaining to social media use

The purpose of this workshop is to identify principles applicable to occupational therapy practice and develop guidelines for responsible social (networking) media use, including guidelines on patient privacy and professional marketing on social media platforms and to make a policy proposal to the HPCSA in this regard. Attendees will leave the workshop with a draft code of conduct for occupational therapy practitioners (and students). The workshop facilitator will submit the recommendations from the workshop to the HPCSA in the form of a policy proposal.

Format of the workshop:

- Introduction, explanation of the legislative backdrop (POPIA, recent court decisions): 30 minutes
- Questions: 10 minutes
- Group work: 40 minutes
- Feedback from each group and discussion: 90 minutes
- Closure: 10 minutes

Number of participants: limited to 50