Making Internationalisation a Reality for Occupational Therapy Students (MIROTS) Handbook

Erasmus + Strategic Partnerships for Higher Education
2016-2019
MIROTS

This Erasmus+ project is coordinated from Lund University and includes two partner Universities: University of Southampton and National University of Ireland, Galway. The following persons have been responsible for project management and for carrying out the work programme during 36 months:

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Short description of the project

Three Universities (Lund University (LU), University of Southampton (UoS) and National University of Ireland, Galway (NUIG) have collaborated in a strategic partnership funded through Erasmus+, European Commission. The aim of the project was to internationalise their curricula to support the development of intercultural skills and professional identity amongst occupational therapy students. The three-year project offered two learning and teaching activities - a physical exchange and a virtual learning activity both of which were designed to internationalise the classroom; an exchange of staff skills; educational materials to enhance academic debate in the field of occupational injustice and the development of a tool to measure professional identity. This handbook will offer commentary on the planning and execution of the activities and the outcomes and sustainability of the project.

Acknowledgements:

None of this would have been possible without the people who inspired the very first physical exchange in 2013 – Dr Teresa Job and Associate Professor Ragnhild Cederlund. Our thanks for their vision and bravery at attempting such a challenging project.

The submission would not have grown in strength and been so organised if it were not for the support and dedication of Karin Frydenlund, Tuija Knowles and the technology support offered by John Savage in the early phases of the project.

Thanks to Elisabeth Axell, head of International Office, Lund University concerning finance and project management support.

Thank you to all our community partners, without whom we could not have delivered such an engaging programme.
Partner organisations in Ireland

Access for All, Galway
Age Action, Ireland
Chime (formerly Deaf/Hear)
COPE Galway
Cuan Mhuire Treatment Centre, Ireland
Cumann na BhFear Men’s Shed, Galway
Fairgreen Homeless Shelter, Galway
Galway Autism Partnership
Galway Dyspraxia Support Group

Partner organisations in Southampton, UK

Admiral Nursing
Age UK Southampton
Cancer Survivorship
City Life Education and Action for Refugees (CLEAR)
Headway
Home Start
Horrill Day Centre
Inclusion Substance Misuse Service
Lantern
Looked After Children’s Services (Portsmouth City Council)

Partner organisations in Lund, Sweden

4-H organisation in Lund
Centre for Visual impairment (Syngenheten för Barn & Ungdom, Vuxna)
ComUng, Lund
Gambling addiction, Casino Cosmopol, Malmö
Habo Gård
Lund IPS
Lunds Fontänhus
Parent organization for children with autism and LD
Red cross
Sheltered housing for people with mental health conditions in Lund
Skåne Stadsmission
Synskadades riksförbund (SRF)
Tamam, Lund
Vardaga nursing home

Accommodation for refugee children without parents in Ängelholm
Day activity centers for people with dementia
Hjärnkraft
Kompis Sverige
LIBRA
Malmö stad - anhörigkonsult (Relative consultant in Malmö city)
Meetingplace Otto
Narcotics Anonymous
Organisation Maskrosbarn (Dandelion children)
PRO
Socialtjänsten Lund (Social service in Lund)
SPF
Staffans gränd, Lund
Unga vuxna (young adults) in Lund
Partner organisations in Riga, Latvia

Dzirciems Day Centre for Children at Risk
Latvian Movement for Independent Living
Liepa Day Care Centre
Vigor Association for Stroke Survivors

Partner organisations in Vic, Spain

ASSÍS CENTRE D’ACOLLIDA
Fundació ACSAR
Garden Projects Miquel Martí i Pol and EcoSPORTec
Institut Guttman
Residence for older adults
Santa Caterina de Vic schoo
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1.0 Introduction

Three Universities (Lund University (LU), University of Southampton (UoS) and National University of Ireland, Galway (NUIG)) collaborated in a strategic partnership funded through Erasmus+ with the overarching aim of internationalising an occupational therapy curriculum delivered in all three partner institutions. In the final year a further three Universities; University of Vic (UoV), Riga Stradins University (RSU) and Bournemouth University (BU) were invited to join the partnership.

The new and innovative methods and approaches to learning identified in this handbook are driven by the need to develop independent, intrinsically motivated learners and thinkers with a capacity for reflective and critical analysis of their own and other professionals’ practice. The learning approaches described aim to develop future health practitioners who have: 1) an appreciation of ethical and responsible practices in a challenging multicultural context; 2) an awareness of social, civic and environmental responsibilities in care and an appreciation of the value of diversity and 3) its relationship to innovation, quality and mutual respect.

Occupational therapy is a health profession with the primary goal of enabling people to participate in the activities of everyday life. Within occupational therapy engagement in meaningful activities and opportunities for participation in society is viewed as important for health and wellbeing. Interventions may be preventive and take place in the community or be used to inform policymakers and legislation to improve health and well-being on a population level. Occupational therapists use their expertise in collaborative practice with other professionals when working together with patients, families and communities to deliver the highest quality of care.

In all three countries occupational therapy is a relatively small professional group. The core philosophies, paradigms and models in occupational therapy differ but are informed by the medical and biopsychosocial models that dominate the healthcare sector. Increasingly occupational therapists find themselves working in diverse areas of practice requiring strong professional identity. The participating universities proposed that working together with small cohorts that share a common professional language, core philosophies and values might support the development of professional identity.

This EU funded project offered opportunities for students from up to 6 different universities to work and study together through two main learning opportunities – a physical exchange and a virtual learning environment.

This handbook offers insights into how the project was established, the aims of the project, core learning and teaching activities, discussion on the development of professional identity, how to sustain the project in the future and the management of budgets and agreements. Within the handbook the participating staff offer key learning points and a model for establishing international educational collaborative projects which will help to support similar educational initiatives.
2.0 Section 1  Background, Summary of the project and learning aims

In 2011 the occupational therapy programs from the UoS and LU started a collaboration to outline a common international strategy, which sought to extend traditional Erasmus exchange arrangements and make the internationalisation of the curriculum a reality for all occupational therapy students. Research indicates that health-based programme students do not engage easily or in numbers with Erasmus student mobility (Fielden et al 2007, King et al 2010, Bridger 2015, Watson et al 2007), which limits the exposure of students to international solutions to global health and social care problems.

In 2016, following a successful pilot of a model for collaborative education, NUIG was invited as a third partner to assist in developing and extending this innovative educational model, offering students opportunities to interact with other universities and health care systems to identify and share with community groups how occupational therapists might support socially isolated groups in society to improve their health and wellbeing. In 2019 three further universities joined the international classroom to enhance intercultural learning opportunities (UoV, RSU and BU).

The project aimed to:

1. Bring together the expertise of three different universities to explore and offer innovative ways of meeting the educational needs of occupational therapists.

2. Use the international community to strengthen and deepen professional identity to encourage students to work confidently with their occupationally focused approach to bring about transformational change to small and isolated groups in society.

3. Develop an intercultural skilled workforce who can support the increasingly diverse populations of all partner countries to meet the needs of global health concerns.

4. Develop a future workforce that has the confidence and skills to work within the European and global work market to address global health and societal issues.

The aims of the project were realised through four activities: 1) a physical exchange learning week where students from all three universities travelled to a host organisation and learned with and from one other in community-based organisations; 2) Identify web-based technologies to allow students to interact with one another in an international classroom within their home institutions which allowed them to discuss and debate how occupational issues might be solved differently and develop further competency in digital technologies; 3) extending the number of partners to six to expose the students to greater diversity, intercultural aspects and international occupationally focussed solutions and 4) facilitated a staff exchange to enhance educational knowledge exchange and innovation.

The experiential learning opportunities used through the project sought to promote the acquisition of knowledge and skills in a contextual, integrated manner. Students worked in partnership with health service, charitable and non-governmental organisations to develop and design occupational solutions to real life challenges for people. Many of these vulnerable groups experience social exclusion as a result of disability, stereotyping, poor understanding of diversity and ability to articulate their needs. Through the project work students developed an understanding of the needs of these groups and demonstrated a commitment as health professionals to addressing those needs.
3.0 Section 2  Learning and teaching activities – The Physical Exchange

Each participating Institution welcomed students from the other participating universities once throughout the three-year project. The visit took place over five days with students’ travel, accommodation and some subsistence being funded through the EU grant. Those who were unable to travel were supported by their home institution and linked to one of the groups using a digital platform (such as those used in the web-exchange) to engage in discussions, project work and the concluding conference.

Table 1 Number of students, staff and community organisations participating

<table>
<thead>
<tr>
<th></th>
<th>2016 Host: Lund University</th>
<th>2017 Host: University of Southampton</th>
<th>2018 Host: NUI Galway</th>
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<tbody>
<tr>
<td>Number of students</td>
<td>111 (29 LU; 47 UoS; 35 NUIG)</td>
<td>93 (41 UoS; 28 LU; 24 NUIG)</td>
<td>95 (27 NUIG; 40 UoS; 28 LU)</td>
</tr>
<tr>
<td>taking part in total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of organisations</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Number of stay at home</td>
<td>UoS 13 NUIG 1</td>
<td>LU 1 NUIG 1</td>
<td>UoS 3 LU 5</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of participating</td>
<td>LU 10 UoS 2 (2) NUIG 3</td>
<td>UoS 5 LU 2 (1) NUIG 4</td>
<td>NUIG 5 UoS 1 (2) LU 2</td>
</tr>
<tr>
<td>staff (number of staff at home)</td>
<td>(1)</td>
<td>(1)</td>
<td>(1)</td>
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</table>

Each university partner had preparatory sessions (2-3). This was to prepare students practically as well as provide reading lists, allocate student groups and discuss the expected workload for the week. Each university followed the same structure and provided students with the same information in advance which was presented in a handbook (appendix 1). Those not travelling were encouraged to consider how to be good hosts. All students were expected to engage with preparatory work such as relevant texts and journal articles to stimulate thinking and discussion. The staff teams had worked with Professor Clare Hocking, an international expert, to produce a narrated PowerPoint to develop thinking and theory around occupational injustice. A case study (appendix 2) was produced to help in-class activities. This ensured that all students were provided with the same knowledge base on occupational Justice prior to the physical exchange.

Each hosting institution facilitated students to experience student life in a different country; interact socially with other students; access a range of University facilities; visit community settings; talk with users of services; engage academically and experientially with professional-specific assessment, implementation and evaluation tools. This enabled students to strengthen their professional skills and identity. Projects which facilitated working with community partners to address occupational issues which impact on people in different countries were identified. These were supported and supervised by international teams of staff and / or PhD students with expertise in the areas which allowed students to gain new insights, experience, observe and challenge current practice whilst debating best and future practice from a cultural perspective.
All learning weeks commenced with a series of keynote lectures which reflected the different themes at each university (see appendix 3). Students were supported in the development of new skills which were taught by the hosting organisation and each learning week concluded with a conference where students presented their findings. Some groups were facilitated to develop abstracts based on their work for identified conferences.

Each university identified a focus for their exchange. These were designed to engage students and build on the strengths and competencies of each university. The foci and learning activities (appendix 4) were designed to disseminate information about occupational injustice and the potential role for occupational therapy for marginalised groups as widely as possible.

- **Year 1 (Lund University)**

This event focussed upon frameworks and models to support the identification of occupational issues for socially excluded individuals, groups and communities. The students visited community organisations to collect information about occupational needs and used occupationally focussed models and frameworks to interpret the information.

- **Year 2 (University of Southampton)**

This event focussed on the how role emerging placements might enhance the understanding of how occupational therapists might contribute to services that support socially excluded individuals, groups and communities. Students worked with community organisations to prepare written proposals for a practice placement learning opportunity.

- **Year 3 (NUI Galway)**

This event focussed on capturing the voices of marginalised groups who had experienced illness, disability, and social exclusion. The students recorded the voices of local people with a wide variety of experiences and developed skills in producing podcasts. Students produced a five-minute podcast that were returned to the community organisation to assist them in disseminating the voices of the people they represented.

The Physical Exchange was the most challenging and time-consuming aspect of the project requiring large teams to meet and negotiate projects with community partners; engage national and international speakers and local clinicians; facilitate travel and transport arrangements once in the country; source accommodation and subsistence within tight budget constraints; manage the insurance and health and safety of students and staff; ensure inclusivity of all students; facilitate social events and demonstrate hospitality; brief students and produce published materials which offered comprehensive information on contacts, country based systems, emergency information and local knowledge.

Much of the success of the physical exchange rested with the community partners and the projects that were identified. These experiential learning opportunities offered authentic learning opportunities with service users and communities which motivated the students to engage at a higher level of analysis and critical thinking as real change was anticipated. For such learning to occur high levels of support are required for both the community partners and students.

The process of partnering with community organisations was presented at the 7th International Symposium on Service Learning, 14-16th June 2017, NUI Galway, Ireland

**Learning Points**

1. The benefits of the physical exchange are far-reaching, including students having the confidence to engage in a role-emerging placement following MIROTS; increased awareness of the global concerns relating to Occupational Therapy development and delivery in diverse health and social care settings.

2. Building the themes on the strengths and competencies of each participating University was essential for making each exchange contextually relevant. It resulted in slightly different perspectives on the three different physical exchanges, which made each exchange exciting and stimulating for staff and students. It also enabled each University to make use of and share their expertise, on-site resources and existing community partnerships.

3. Project required full commitment from at least two members of staff at each institution plus the infrastructure to support administrative and technological tasks related to IT, budget, room bookings, catering and hospitality, accommodation, transport, pastoral support, travel, marketing and advertising.

4. Building sustainable relationships with the community organisations which go beyond the learning activities is important.

5. All universities should consider how events relate to the overall curriculum, the timing of activity and if grades/awards are awarded to the activity to ensure equal commitment of all students.

6. Social time is crucial to help build collegiality and develop a deeper understanding of culture. Students value informal gatherings, time to get to know one another and opportunities to spend time in the host city.
4.0 Section 3  Learning and Teaching Activities – Web-exchange and digital technology activity
Internationalising the Classroom

The web-exchange is an event where the students met virtually during a 10 week-period. The students engaged in discussions regarding how an occupation-focused perspective might support vulnerable and excluded groups in all three countries. The overall aims of this web-exchange were to: 1) use projects as a vehicle for engagement in and discussion of occupational issues that promote a deeper understanding of the theoretical concepts associated with occupational therapy; 2) engage with the international community to strengthen and deepen professional identity; 3) facilitate the development of intercultural skills to support the increasingly diverse populations in all three countries and 4) stimulate debate and discussion about new solutions to similar occupational issues for individuals, groups and communities.

The web-exchange required the students to take part in a series of digitally based meetings e.g. via the use of skype, Zoom or another technology (appendix 5). We encouraged them to experiment and use their preferred digital platform. The students met in mixed University groups. Each of the Universities developed learning opportunities where groups of students had the opportunity to meet and engage with a vulnerable and excluded group/community e.g. older adults, those with visual impairment, and those with mental health concerns. The remit of the projects for each University was slightly different to meet the needs of each of the programmes; however, the projects provided the students with materials for discussion in their mixed virtual groups.

The students met over five sessions lasting approximately 90 minutes. Each University committed to making time in the timetable for this activity. The sessions had the following themes to facilitate and energize rich discussions: 1) introduction – getting to know each other; 2) occupational injustice; 3) what an occupational perspective can add; 4) sustainability and 5) preparations for presentations. During each of the discussions, the students discussed similarities and differences between the countries regarding occupational therapy practice, welfare, social and health care systems. Each group had a chairperson from each University who was responsible for setting up the meeting.

Table 2 Number of students, staff and community organisations participating

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students taking part in total</td>
<td>105 (LU; 28 UoS 43; NUIG 33;)</td>
<td>87 (LU 21; UoS 43; NUIG 23;)</td>
<td>152 (LU 25; UoS 26; NUIG 28; BU 36; UoV 19; RSU 18)</td>
</tr>
<tr>
<td>Number of organisations</td>
<td>25 (LU; 10 UoS 10; NUIG 10)</td>
<td>22 (LU 8; UoS 8; NUIG 7)</td>
<td>LU 11; UoS 4; NUIG 0 BU 0 (students did online research on the topic); UoV 6; RSU 4</td>
</tr>
<tr>
<td>Number of academic participating staff</td>
<td>LU; 5 UoS 2; NUIG 3</td>
<td>LU 4; UoS 2; NUIG 3</td>
<td>LU 2; UoS 2; NUIG 3; BU 2; UoV 2; RSU 3</td>
</tr>
<tr>
<td>Number of technical staff</td>
<td>LU; 2 ; UoS 1; NUIG 0</td>
<td>LU; 1; UoS 2; NUIG 0</td>
<td>LU 2; UoS 2; NUIG 0; Bu 1; UoV 1; RSU 1</td>
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</table>
During the first two events the students made visits to community organisations and participated in a wide range of learning activities in line with their own learning institution (appendix 4). Their work with community organisations and academic study was used a basis for discussion in their ‘virtual meetings’. At the end of the 10-week period the groups synthesised their learning and presented what they had learnt from one another and what they identified will influence their future practice at a virtual conference. It was required that at least one student from each University was part of the presenting team.

In 2019, three other Universities (UoV, BU, RU) were invited to join the virtual event to enhance the intercultural learning opportunities and offer further opportunities to work across the EU. This event was structured in a similar way, but the output was different and is described below.

Throughout all of the virtual learning events, the preparatory activities remained consistent. In order to encourage critical thought and exploration of occupational injustice, the team developed a set of learning resources (appendix 2) to accompany Professor Hocking’s narrated PowerPoint. These tools were designed to be used across all partner institutions to help students prepare and focus their discussions for both the virtual exchange and physical exchange. Due to the variation in curricular activity and stage of education of students between the partner institutions it was agreed that each partner would use the learning resources as required to meet the individual needs and requirements of their own curriculum.

In the final web-exchange involving six Universities the conference had to be adapted to avoid too many presentations; a challenge for students where English is their second language. During this learning event, students produced ePosters in their mixed groups and prior to the event posted questions about each of the posters. A staff member from one of the participating Universities undertook a discussant role and began the session highlighting interesting findings and themes and posed questions about the role of occupational therapists in the setting. They then moderated the discussions between the students from all six universities.
5.0 Section 4 Using technology to support students’ collaborative working, knowledge development and sharing

The project identified web-based technologies to allow students to interact in virtual mobility, which allowed the project to expand and increase the number of partners to 6 to expose the students to greater diversity, intercultural aspects and international occupationally focussed solutions.

In order to achieve this we sourced a technology platform with capacity to support students and staff from 6 universities in working together across countries. This technology allowed the students to interact, build, present, share, discuss and develop their intercultural skills and learning.

The technology chosen to support this activity was Kubify’s Learning Toolbox for ePosters platform. Kubify is an event and learning technology company set-up by learning technology researchers. The platform was developed to address the problems associated with traditional paper posters or common ePoster solutions at conferences. Specifically Learning Toolbox allows users to create rich collections of multimedia and interactive material (an ePoster) that can be presented (using standard A/V equipment), discussed (discussions are attached to the ePoster), shared (using links or QR codes) and updated following discussions. The educational aims of Learning Toolbox are to improve engagement with the content, ideas and people by seeing the ePoster as a dynamic learning object that has a life beyond the conference (Treasure-Jones et. al. 2018). As well as being used as the ePoster platform at an increasing number of international conferences, Learning Toolbox is also being used to teach students how to design ePosters (Masters et. al. 2018).

As the platform was web-based and supported discussions and updates it met the key requirements for the MIROT project. Students were able to build their ePosters within the online tool, could review each other’s ePosters and attach their comments to the ePoster, present the ePosters during an online conference, make updates required following the discussions and also use the ePoster as a resource that could continue to be shared with others. Kubify supplied a variety of useful learning tools for staff and students.

Each group involved students from two Universities with each pair comprising one original partner and one new partner. All students in the groups contributed to creating the content of the poster, but in each group one student was appointed to the editing role with responsibility for uploading the content into final ePoster in Learning Toolbox. All students were able to view and comment on the ePoster as it developed. The students acting as editors were from either Lund, Southampton or Galway and one project partner at each of those institutions was given the role of providing local support to the student editor. This local support was in addition to the online support (videos and frequently asked questions) provided within the platform itself. The overall process followed is shown in figure 1 below.

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1 http://ltb.io/eposters/
2 http://results.learning-layers.eu
For the virtual events the most challenging aspects were identifying platforms that could support student communication and a virtual conference. Essential to such activities was access to and advice from technical support IT-personnel. Earlier virtual events were impacted by poor sustained communication and this resulted in changing the platform used which enhanced sound and picture quality resulting in better participation. The chosen platform offered opportunities to share slides and presenting opportunities. Central to the success of virtual events was the time for test opportunities between partner institutions to ensure excellent sound quality and processes to ensure the smooth execution of the sessions.

The use of Learning Toolbox expanded on what had been previously done with this tool. Our work has demonstrated how technology such as this can be used to support interdisciplinary and international student project work at a distance.

### Learning Points

1. **The use of a Technical expert is advisable to support student communications and Virtual Conferences to ensure audio and visual outputs**

2. **It is essential to timetable test-sessions into the planning and preparation of the exchange for them to run as smoothly as possible.**

3. **The use of an innovative and intuitive web-based programme to support student development and output was invaluable. In 2019 this was provided by a web-based ePoster platform. This allowed all partners to work collegiately and collaboratively in the design of a virtual poster, generating debate and an enquiring mind from fellow students.**

4. **Even though independent, self-directed learning is encouraged, students need ongoing support to manage technical difficulties, differences in understanding between the three student groups, and guidance towards their presentations.**
5. Consideration should be given to the placement of the web-exchange in the semester. As it involves 5-6 weeks work for students, interaction with busy times of the semester and/or exam periods is not advised.

6. Where students are using a second language more time should be included in the schedule to allow rest periods and processing time during discussions.
6.0 Section 5    Developing Professional Identity

As the deepening professional identity was identified as a key aim of the project, it was considered by the team to be an important outcome that required measurement. Professional identity is defined as the values, beliefs and attitudes that a group shares about the work they undertake (Adams et al 2006). It involves not only the perceptions of individuals within the group (Tredé et al 2012) but is shaped by interactions with those outside the group (Turner and Knight 2015; Fortune 2000). Students in higher education health care programmes need to develop professional identity to become successful practitioners and prepare them for work.

Occupational Therapy as a professional group is relatively small and the variation between countries are huge. In many European countries there are less than 10 occupational therapists per 100.000 inhabitants, but in others there are more than 100 per 100.000 inhabitants. The core philosophies, paradigms and models in occupational therapy differ from the medical and biopsychosocial models that dominates the healthcare sector (Wilding and Whiteford 2008; Wilding and Whiteford 2007; Kinn and Aas 2009). Increasingly occupational therapists find themselves practicing in diverse areas of practice with groups and communities who are subject to occupational injustices. It is proposed that this presents challenges for students, novice and expert practitioners in describing their role and profession. Hence, it is of importance that educational institutions begin to consider how professional identity can be developed and supported during curricula.

Professional identity development is unlikely to be attributed to a single activity within curricula, it is multifaceted and dynamic. Earlier studies suggest that this is best done through practice placements, group work with peers, and discussions with educators. What seems to be common to all these experiences is the opportunities to reframe identities using a common language. Turner and Knight (2015) suggest that occupational therapists need to develop a community of practice through engaging in three strategies: 1) Ownership of a unique set of values and beliefs; 2) acceptance of a unique discourse and 3) reinforcement of the unique discourse through communities of practice. The three participating universities proposed that working together with small cohorts that share a common professional language, core philosophies and values may impact on the development of professional identity. To evaluate this the team reviewed psychometric tools and developed a new tool which sought to measure the impact of international activity on the development of professional identity.

Tool Development and analysis

Following a review of the literature, it was concluded that there was not a suitable tool available but that two tools (Ashby et al 2016; Boehm et al 2015) addressed aspects of what it was wished to measure. Neither of these were psychometrically sound and neither covered all the areas that needed to be evaluated. It was decided to combine questions from both to develop an appropriate tool and to establish the psychometric properties of this. Ethical approval for the study was obtained. Questions from both questionnaires were combined and a four-point scale applied to all questions. The completed tool included some demographic information and details of additional relevant experience which could affect professional identity e.g. part time work, volunteering etc. The main body of the questionnaire addresses aspects of professional identity and a second section details the influence of enablers such as models of practice, Occupational Science, practice education, lecturers and clinical supervisors (appendix 6).
A pilot study was carried out with students who took part in the first exchange. The project planned to evaluate internal consistency and psychometric properties of the scale and then use it to evaluate if the physical and web-exchanges resulted in any change in professional identity for those who participated in them. In total 58 students completed the survey. Internal consistency of the scale was evaluated using Chronbach’s Alpha, the twenty-eight items yielded a Chronbach’s alpha of .775 the removal of 2 items improved internal consistency to Chronbach’s alpha of .807 indicating that the scale had very good internal consistency without these items. Factor analysis was then used to identify which items had most power to address the question of professional identity and what factors were more highly related. Questions identified as lowering internal consistency removed and results loaded on three factors. These were termed current personal professional identity, professional identity in practice and development of professional identity. The analysis was repeated including the two omitted items and these loaded onto a fourth factor confirming that they were inconsistent with the rest of the items on the scale. Particular facilitators to development of professional identity were occupation focused models (e.g. MOHO, PEOP), practice education, university-based educators, clinical occupational therapists, use of case studies and reflective practice. On the other hand, self-directed learning, peers, group work and international learning activities were less frequently identified.

The process of developing this tool was presented at the Royal College of Occupational Therapists Conference, June 11-13th, Belfast, UK.


The tool which has been developed has been shown to have sound internal consistency and incorporates three factors. Reliability has yet to be established as it was not possible to test for reliability as the numbers returned were too low. The data gathered thus far suggests that this will be a useful tool to track the development of professional identity as a student progress through an occupational therapy programme or in relation to specific modules e.g. practice education.

<table>
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<th>Learning Points</th>
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<tbody>
<tr>
<td>1. Student compliance with requests for research is unpredictable, so more options for review of the data is required</td>
</tr>
<tr>
<td>2. The research ethics requirements for different Universities should be considered. Some universities require ethics approval for research involving students, but others do not. So advance planning across all partners is essential to allow for differing timeframes and requirements.</td>
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<tr>
<td>3. Consideration could be given to handing out hard copies of surveys for students to fill in (if they wish) at the end of a lecture. This may improve response rates.</td>
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7.0 Section 6  Sustainability

This handbook was developed to ensure that institutions introducing similar initiatives in the future can benefit from the experiences gained in this project. This will make the process of introducing similar programmes more streamlined and will ensure that the chances of successful implementation and therefore sustainability is enhanced. This section will consider each of the key learning activities and discuss its sustainability for the students, staff and community organisations involved in the project. It will then consider other aspects where the collaboration created the right environment and conditions for further sustainable work.

Physical exchange learning week

Knowledge has been created and documented in this handbook regarding the process which incorporates effective learning activities, student experience and satisfaction with the learning approach. We suggest that this project has envisaged and delivered a new model of educational delivery which addresses new ways of delivering international agendas.

Evaluations of the events highlight that the physical exchange supported the academic and professional development of students. Students reported feeling more confident in their professional roles and could better see what contributions their profession could make to marginalised groups. We suggest that these outcomes will offer a sound infrastructure for them as newly qualified practitioners to engage competently with intercultural issues both within their own countries and abroad should they choose to take these opportunities by initiating conversations, challenging assumptions and seeking innovative solutions.

The staff exchange during the week helped to facilitate new knowledge. Staff had opportunities to learn about new ways of working and develop and enhance their current and future curricula e.g. materials developed for preparatory work on occupational justice can be used within the curricula of the participating universities and other universities for the benefit of more cohorts of students. Staff report that there is an increased awareness of occupational injustice in all programmes.

It is anticipated that the knowledge exchange during this aspect of the project will facilitate the development of new post-graduate learning opportunities offering further opportunities for existing and new students to participate in student mobility exchanges and / or distance learning activities/modules to further develop intercultural competencies and profession specific knowledge to contribute to national and international solutions.

In Lund students developed ideas about what added value OTs could bring to the 10 different organisations. The organisations where invited to take part of the results through oral presentations and written abstracts. The exchange in Lund lead to collaboration with some of the community organisations concerning placements in later phases of the OT program. It also lead to greater awareness of the occupational needs of vulnerable groups that in some cases was developed into research questions studied in the bachelor thesis. Collaboration with several of the organisations that participated in the Lund exchange 2016 has continued throughout the MIROTS project and ongoing. Some of the organisations are involved in research projects together with faculty.

In Southampton students developed 10 detailed proposals for student placements with a range of community organisations where student occupational therapists worked with the organisations to bring
about measurable changes to individual’s lives. These, in turn, led to four final year placements with these organisations. Students were then able to demonstrate their unique perspective and make a measurable difference to how these individuals engaged in everyday life. This work supported future financial bids to develop the role of occupational therapy in primary care and additional placement opportunities are available as time and support allows. In addition, the project facilitated the community projects in working alongside the university and generated other student led projects to enhance the lives of the people they serve.

The exchange in Galway led to a commitment to ongoing relationships with community organisations that were introduced to occupational therapy students for the first time during the physical exchange. For example, partnering with the Western Traveller Development and Intercultural Centre led to a greater awareness of the need to understand Irish Traveller culture among health-care students. In future the academic programme will include a cultural awareness session for occupational therapy students delivered by staff and health-workers from the Travelling Community. This will help students be more culturally sensitive in their work with this socially excluded population. The MIROTS programme also strengthened existing relationships with community partners; the existing relationship with Quest Brain Injury service was enhanced and ongoing research projects are planned with this organization. QUEST have also offered to facilitate student placements for 3rd and 4th year students for the next academic year. Current 4th year students carried out research projects with their partner organisations building on the partnerships which were developed in the 2018-9 academic year. These included the National Council for the Blind in Ireland, Age Action and QUEST services for people with Acquired Brain Injury. A number of further projects are planned for the 2019-20 academic year.

Development of Web-exchange and digital technology activity

It is argued that the virtual events that supported the internationalisation of the classroom are most sustainable of all the learning activities. The virtual events will be sustainable now that the model and educational activity has been developed and evaluated. There is flexibility built into this activity in order to allow it to adapt to different and changing curricula with existing and new partners. This handbook highlights how technologies can be used effectively to enhance the education of students where they may learn alongside and from one another. This work may be easily replicated by other institutions or clinical practice partners and does not rely on ongoing external funding which may be impacted by the potential loss of the UK from the European Union.

The development of new university partners offered greater diversity in the knowledge exchange. Opportunities for internationalisation were offered to greater numbers of students and staff through MIROTS in a meaningful context. We proposed that the activity would, like the physical exchange, develop confidence in the student group to engage competently with intercultural issues as newly qualified practitioners both within their own countries and abroad. The project enhanced their skills in initiating conversations, challenging assumptions and seeking new ways to solve local, national and international challenges in health and social care.

The knowledge of digital platforms for students and staff was enhanced and collaborative working between the staff in different Universities benefited from the use of these technologies throughout the project. Students developed new skills and their understanding of how to stay globally connected was enhanced. Through this project they could understand how local solutions could be used to assist in
solving global social and health challenges and how global solutions can assist in new ways of working locally. This exchange of ideas ensures that best practices and innovative concepts are shared.

Whilst local community projects did not benefit directly from the technologies that were identified, they had access to students undertaking their local projects. Some of the projects enabled students to work with community organisations on longer term projects e.g. University of Southampton whilst others were exposed to the core philosophy of occupational therapy and the role that they could play to enhance the lives of their service users. In some instances, virtual event partners developed into physical exchange partners or worked with the Universities on further projects (QUEST hosted 4th year student research projects in the 18-19 academic year and have indicated willingness to continue to do this) or clinical placements. Such developing relationships helped to sustain the relationships and lead to better outcomes and benefits to the community partner.

Staff Exchange

The staff exchange knowledge created during the physical exchange and virtual events offered staff opportunities to view new ways of developing the curricula to support intercultural competencies and developing professional solutions to global health issues. It also provided opportunities for staff to engage across all the participating institutions to strengthen educational pedagogies and the research associated with them whilst offering opportunities to collaborate on research activity to further occupationally focused solutions.

Professional Identity tool

Section 4 highlights the work undertaken to date on a professional identity tool. This has produced a meaningful tool (appendix 6) to measure the impact of international activity on the development of professional identity. The basic psychometric properties of the tool have been established and while further testing in relation to reliability is necessary the tool is available for this to be undertaken.

International Placement experiences

It is recognised that healthcare students fail to engage in number in traditional Erasmus Mobility arrangements. In addition to this the uptake of such opportunities from students in the UK is low compared to other European countries. This project enhanced the profile of other universities and supported students to consider clinical practice experiences in other non-English speaking countries. This has allowed the participating Universities to identify opportunities within their respective countries and market these more effectively to their student cohorts. Students from both Sweden and the UK have been able to attend University based curricula activity, undertaking modules and assessments whilst also undertaking practice placement experiences. This has offered those participating a more embedded internationalisation opportunity.

Formal Integration into the curriculum structure

For internationalised, service-learning projects to be sustainable in the longer term, it is advisable that they be integrated into the curricula of participating universities. While the MIROTS project brought significant benefits to all partner universities, its status as a stand-alone, mostly ungraded, project was challenging for students. However, the project highlighted exciting opportunities for this kind of technological partnership into the future. Possible future collaborations could include students working
(via the medium of web-exchange) on common aspects of occupational therapy curricula e.g. occupational therapy theoretical models. The use of technology and digital presentations could allow students to deliver joint presentations that could be marked/graded and contribute towards their qualifications. This kind of project would work well for modules where students are required to understand healthcare policies, legislation or social/cultural issues. Internationalisation will be an important aspect of healthcare in future as Europeans face common challenges such as climate change and political discord. Students need to understand the broader healthcare landscape and some of the learning activities described here could be embedded into curricula to help students work together effectively and efficiently to come up with solutions.

Learning Points:

1. While virtual Learning events such as web exchanges and digital technologies do incur some staff costs, they are more sustainable in the long term and less likely to be impacted by political changes.

2. Web-exchanges and digital technologies offer more flexibility for the future to suit different curricula, years of study and offer opportunities for a range of partners.

3. Sustainability must prioritise the needs of community partners

4. Creating shared learning materials e.g. videos, case-studies and/or worksheets, help in making events sustainable year-on-year and ensure that all partners are equally prepared.
8.0 Section 7  Project Management

Projects of this complexity and size which are supported by the European Commission require a comprehensive project management system consisting of legal agreements and budget management and accountability lines. This section identifies key requirements placed upon us by the European Commission and offers a reflection on the importance of a structured project lead.

The Swedish National Agency (NA) as delegated by the European Commission, awarded a grant for the project Making Internationalisation a Reality for Occupational Therapy Students (MIROTS) under the Erasmus+ Programme, Key Action 2: Strategic Partnerships. The duration of the project was 36 months, starting 1.9.2016 and ending 31.8.2019. The maximum grant allowable was 221 464 EUR. The budget was allocated between a number of categories for the work of the project: project management and implementation of the project in each of the partner institutions; transnational project meetings to review and plan for learning activities and deliver outputs from the project; intellectual outputs associated with the project; a multiplier event to showcase the work delivered through the project; learning/teaching and training activities and monies to support students with special needs to engage in the project.

No funding for exceptional costs was applied for. In hindsight, this was an error as during the project there have been a number of unexpected costs for example, the cost of new technology for the web exchanges. Unexpected costs also include the “hidden costs” such as time spent preparing students for both physical and web-based exchanges, staff hours spent on learning/teaching/training activities and project management meetings.

Whilst one of the partner institution took on the Project Lead (LU), all three grant holders agreed on being jointly and severally liable for carrying out the action in accordance with the Agreement. Before signing the Agreement, internal arrangements were made. A Project management meeting was held in Lund 2016 to discuss these arrangements and a finance and management guidance document between the coordinator and partners was drafted. This contract was to regulate relations between the parties and outline their respective rights and obligations with regard to participation in the project.

A project board was established to manage the many work streams (learning and teaching activities, intellectual outputs and the Multiplier Event) associated with the project. This involved partners from all the main institutions. A table of responsibilities for all members in the project board was drafted. This was reviewed and revised once a year at project board meetings. In addition, a list of those responsible for deliverables was drafted. These were 1) Information and stakeholder communication, 2) Financial and budgetary issues, 3) Travel and accommodation, 4) Facilities, 5) Programme development, 6) Student contact, 7) Evaluation and 8) Development of a model for international web-exchanges. The timeline was then finalised and adhered to during the three years of the project. Regular web based virtual meetings were undertaken throughout the year to ensure the timely delivery of activities. This was essential as payment from the European Commission is dependent upon these activities.

A first pre-financing payment from the NA corresponding to 40% of the maximum grant amount was made following the entry into force of the Agreement. In September 2017 an interim report on the implementation of the Project, outlining that at least 70% of the amount of first pre-financing payment had been used, was accepted. Within 60 days after the end date of the project a final report on the
Implementation of the MIROTS will be published on the Erasmus+ Project Results Platform; https://ec.europa.eu/programmes/erasmus-plus/projects/

The grant was divided equally between the Coordinator (LU) and partners (UoS and NUIG) according to achievement of the allocated tasks and milestones prescribed under the proposal. This was agreed and documented in the “Finance and management regulations between the coordinator and partners” document.

All students participating in the physical exchange received financial support for travel, accommodation and some subsistence. Students with special needs received extra financial support, if needed.

The Project Lead was responsible for recording all information in relation to the activities undertaken as part of MIROTS project and to complete and submit the progress report and the final report in the web based Mobility Tool+. The approval of the final report will be subject to the upload of the MIROTS deliverables in the Erasmus+ Project Results Platform by the time of its submission.

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<td>1. Agree a list of responsibilities for all members in the project board including involvement in work packages</td>
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<td>2. Agree the importance of a strict timeline to follow</td>
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<td>3. Agree on a partner budget of the total grant for all three years and specify clear budget categories</td>
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<td>4. Apply for Exceptional costs, since it is useful to have in case of “hidden costs”</td>
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<td>5. Decide early in the project how project meetings are to be organised and documented.</td>
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<td>6. Agree on ownership/property rights of data and project results</td>
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<td>7. Follow the proposal in detail and document all results and save materials</td>
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<td>8. Discuss implementation of results and sustainability regularly.</td>
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9.0 Section 8   What we have learnt

This has been an exciting and highly innovative project in the healthcare field. The inception of the project was ground-breaking and allowed the main participating universities to experience international activity in a different way. The aim was to enhance the experiences of whole cohorts rather than single students and in doing so provide a transformative experience not only for students but for staff and community partners also.

The physical exchanges offered students and staff unique opportunities to immerse themselves in a different culture and enter discussions about how local problems can be solved differently in their respective countries. These exchanges offered ‘gold standard experiences’ and it was noticeable that those cohorts that undertook both physical exchanges and virtual learning events found the physical exchange offered a better quality of intercultural experience from which they could learn. However, the resources to undertake these events were immense and are unlikely to be sustainable without external funding.

The virtual events offer a more sustainable option for the future. What is key to these events is the identification of web platforms that support the regular communication between students and formal opportunities to present materials internationally. Throughout the project we have worked with several models and conclude that students work better when paired with one other institution; however, access to a range of other institutions through virtual conferences enhances their intercultural experience.

Experiential learning opportunities were key to engaging students from different international backgrounds. These projects with community partners needed to offer learning opportunities which supported the virtual student discussions. When projects varied too greatly students struggled to find the links so that they could draw out the similarities and differences. To support the students, materials were needed to help them find focus in their virtual discussions. Staff needed to support sessions to help students to manage any misinterpretations of the brief and assist with making links between countries.

The relationships with community partners were key to the success of the project and these relationships needed to be nurtured and were best when the activities were embedded in the wider curriculum. This allowed for the relationships to become mutually beneficial, a key aspect in sustaining the relationship.

The model presented below offers some thoughts on key questions to aid the development of projects such as this.
Figure 2 Model of International Collaborative Education

Need for international educational collaboration identified

- Identify aims for University Programme and Profession

Identify partner institutions with similar aims, the unique contributions that are mutually beneficial to curricula

Evaluate funding and sustainability

Physical Exchange

- Resources: - Student financing or external funds, Consider travel, accommodation, subsistence, staffing
- Identify administrative support
- Identify Learning and social activities
- Meet with community partners, agree remit of the activity & sustainable outcomes
- Develop Materials to support student interaction
- Practical Arrangements - flights accommodation & hospitality, identifying costs to students Health and Safety
- Identify clear focus of the exchange and invite inspirational speakers
- Recruit Student representatives to assist with planning and hospitality
- Publish and support preparation learning activities for students
- Publish practical arrangements belief on travel/officer extended stay
- Meet, Greet, welcome, set expectations, deliver support to meet expectations
- Deliver Programme
- Ensure IT and academic staff are available for early 'virtual' meetings
- Evaluate with students and staff
- Evaluate with International partners and agree future activity

Virtual Events

- Consider resources - web platforms, IT, technical staff - do both partners have adequate resources?
- Identify Technical Support
- Identify learning activities
- Meet with community partners, agree remit of the activity & sustainable outcomes
- Develop Materials to support student interaction via digital technologies
- Preparation learning activities, activities for students
- Facilitate the development of meaningful groups, projects that will enable aims of the project to be realised: Identify end product and how this will be communicated
- Is there an end product to be communicated?
- Ensure IT staff and academic staff are available for early 'virtual' meetings
- Evaluate with students and staff
- Did it meet the aims of the project and needs of your curriculum?
- Evaluate with International partners and agree future activity
10 Section 9 Multiplier Event

The Multiplier Event is the concluding conference for the "Making Internationalisation a Reality for Occupational Therapy Students" (MIROTS) Erasmus+ programme strategic partnerships. This on-site and web-conference was held in Lund, Sweden in June 25-26 2019. The programme is available below.

**TUESDAY 25 JUNE**

13.00 Opening of Multiplier Event
13.05 Keynote: Dean, Professor Erik Renström, Faculty of Medicine
13.20 Introduction with aims and history of the MIROTS project, Kristina Orban & Juliette Truman
14.00 Handbook (Intellectual Output 3) Kristina Orban & Juliette Truman
14.30 Break, including coffee and tea
15.00 Experiences from physical events (Three projects) - students and organisations involved in Lund 2016, Southampton 2017 and Galway 2018
15.55 Break
16.05 Experiences from MIROTS web-exchanges, Lisa Ekstam
16.50 Closing

**WEDNESDAY 26 JUNE**

09.00 Keynote: Ida Kählin, The Swedish Association of Occupational Therapy, OT towards sustainable health
09.30 Human rights, occupational justice. (Intellectual Output 2, Course materials), Kristina Orban
10.00 Break, including coffee and tea
10.30 Professional identity (Intellectual Output 1), Agnes Shiel
11.00 Why is internationalisation important in OT Curricula? Sustainability. Developing intercultural competencies and professional identity with OT students. Erik Asaba, Salvador Simó-Algado & Lisa Ekstam
11.45 Summary and reflection
11.55 Elisabeth Axell, International office, closing remarks

For more information, how to register on-site and for the web conference, please go to:
https://webforms.med.lu.se/mirots/

Last day for registration is **May 31st**

The conference is free of charge.
References


Fielden J, Woodfield S and Middlehurst R (2007b) Global Horizons for UK Students; a report on student mobility. CIHE/DIUS

Fortune T (2000) Occupational therapists: Is our therapy truly occupational or are we merely filling gaps? British Journal if Occupational Therapy 63(5) 225-230


Appendices

Appendix 1 – Preparatory Materials for Physical Exchange

Each year, the host University produced a welcome pack with essential information for home and visiting students, which included:

- Welcome & Travel Information (airport, flight, accommodation, train, coach)
- Insurance details
- Events, socials and activities
- Lunch vouchers and / or details about free meals
- Accessing university facilities and Wi-Fi
- Staff contacts
- Emergency contacts
- Useful Maps
- Information about Project Work
- Groups – student names, email addresses, associated staff and community organisation details
- Reading List
- Consent Forms for sharing information, video and social media pictures
- Information for Organisations and Interviewees
- Schedule for Exchange Week (academic study and social events)
- Schedule for Group Work with Room Bookings
- Schedule for Group Presentations during the Conference
Appendix 2 – Preparatory material for physical and web-exchange Learning Activities

The team produced a ‘tool-kit’ – a set of educational and complimentary materials to accompany Professor Clare Hocking’s Occupational Injustice narrated power point. This ‘tool-kit’ allowed each University to use the material in a way which suited their curriculum but assisted which assisted all students to prepare for either the physical or web-exchange learning activities. It consisted of:

1. A set of multiple-choice questions related to the narrated power point slides
2. Questions to encourage reflection on what occupational injustices (and with what groups) students have encountered in their training to date; how the issues were being/could be tackled and if an Occupational Therapy presence was evident; if not, how do students envisage an occupational perspective would add value?
3. Links to the World Federation of Occupational Therapists (WFOT) position statement on Human Rights (WFOT, 2006), encouraging students to consider how their clinical and academic training has contributed to their professional responsibility to work towards an occupationally just society.
4. An individual anonymised but real case study. The case study utilises quotations from contemporary research (Kearns Murphy & Shiel, 2018). The case study posed broad questions in relation to breaches of occupational injustice and Human Rights and encourages debate/discussion amongst students within their own cohorts and across international partnerships

Case Study: ‘Jim’

Jim is a 31 year old man with a diagnosis of schizophrenia. He was diagnosed 12 years ago and lived at home until four years ago when his challenging behaviour meant that he required additional support. He lives in a high support hostel with approximately 12 other residents. The hostel is staffed by nursing and domestic staff on a 24 hour basis. The following are quotations from both Jim and the staff.

Jim is capable of being independent. However, with regard to shaving he reports

“I like doing it myself. But not all the time I get the chance to do it for myself...I’m well fit to do it myself. But sure...they give it to me anyway.”

The staff member describes what happens at breakfast time

“I would generally do it because if I give him the cereal he would have it all over the place, scattered all over the table. Same with giving him tea, he’d have the sugar and he’d have it all over the place and you’d have to wipe it.”

Jim would like to be involved in domestic activities. He said

“I’m not allowed to mop the floors because if I start mopping a floor or someone were to fall or someone got hurt or something happened, they would get the blame. I’m only a patient... It’s just as well to stay away and let them do it.”

All meals are provided at the hostel and Jim is not offered any choice in what he eats. The staff decide what to order for the residents. Jim said
“They have to order stuff, and you can’t change it because when it comes over from the kitchen it has to be paid for. And once it’s paid for you have to just take it.”

With regard to leisure Jim stated

“I do go for a walk down the town alright but I’ve no one down the town to go to. If I did have someone to go to and come back at a later time I would.”

When asked about leisure, one of his relatives remarked

“[Staff] bring him out on tours, and they probably bring them out for the weekend and day trips.”

Jim is not incapable. When he visits home he contributes to the farming chores. A relative described what happens

“He often cleans up and comes doing loads with me. If I had to collect turf he’d come along with me...He’s good now. He’s helpful, he doesn’t come over and just stand there. He gets stuck with me.”

Jim would like to have a job. He said

“I wouldn’t mind doing painting or decorating but I wouldn’t be up for heights. I wouldn’t mind doing computers, doing security somewhere, gardening or landscaping, whatever.”

Jim has a small income from his Disability benefit. However, he is not allowed to manage this. A relative explained

“He’s not very good at managing his money. They only give him €10 per day for tobacco. Before he was going through his money and he’d probably be broke before the end of the week and I had to give him a lend.”

**Question to consider:**

1. Is Jim experiencing occupational deprivation or occupational injustice or both?
2. How does occupational injustice differ from occupational deprivation?
3. Is the way the hostel is managed in accordance with Jim’s Human Rights?

**Reference**

Appendix 3 – Keynote lectures

Keynote speakers were organised by all partner institutions, with the aim to inspire and motivate students for their week-long learning experience.

Lund University, 2016

Keynote speakers for 2016 were chosen to introduce and deepen students’ knowledge around occupationally focussed frameworks and models. The speakers were all eminent in their field and chosen to inspire the students to think differently.

- Associate Professor Lena-Karin Erlandsson, Head of the Department and Head of the research group Occupational therapy and Occupational science. Occupational Science: fertilizer or position for Occupational therapy
- Associate Professor Dennis Persson, Associate Professor of Occupational therapy and Occupational science. Ecopation a new concept on sustainable development
- Christina Chuckman, Occupational Therapist, TillväxtMalmö. Same but different - experiences from working as an OT in new arenas.
- Catherine Svalenius, Occupational Therapist. Shared experiences from working as an OT in Mental Health.

University of Southampton, 2017

Keynote speakers for the 2017 physical exchange were chosen to fit with the focus of preparing proposals for emerging areas of practice. During this week, students worked with a range of charities and statutory services to develop emerging placement proposals to demonstrate the ‘added value’ that an occupational perspective might offer to support socially excluded individuals, groups and communities.

- Professor Colin Grant – Vice President (International) & Dr Sara Demain Associate Professor, Head of Division: Allied Health Professions, University of Southampton – Welcome & official opening
- Professor Jo Adams, Professor of Musculoskeletal Health - Including harder to reach populations: why health literacy is important for occupational therapists
- Dr Claire Ballinger, Strategic Lead Wessex Public Involvement Network (PIN) & Mark Stafford-Watson, Patient and Public Involvement Champion, NIHR CLAHRC Wessex - Coproduction: What is it and why does it matter? A discussion
- Rebecca Burgos, Lead Occupational Therapist –Solent NHS Trust - Working with role emerging placements to redesign and develop statutory services
- Graduate experiences of role emerging placements as students at UoS:
National University Ireland, Galway - 2018

Keynote speakers for the 2018 physical exchange were chosen to fit with the theme of “Capturing Voices” that was set for the Galway physical exchange and also to align with the overall theme for Year 3 of the project which was that of “Dissemination”. There was also one talk (Dr Power) which aimed to give visiting students context in terms of the systems and services in place in Ireland that would affect the community organisations and people that they met on their site visits.

- Professor Brian Hughes – Professor of Psychology and Vice Dean for Internationalisation. Welcome address
- Dr Ruth McMenamin – Lecturer in Speech and Language Therapy, NUI Galway. Patient and Public Involvement in Research
- Ms Áine Gallagher- Bright Club Galway. Using Comedy to Disseminate Research and Promote Health
- Dr Martin Power – Lecturer in Health Promotion and Director of the BA (Hons) Social Care and Mphil Social Care, NUI Galway. Health and Voluntary Services in Ireland
- Dr Lorraine McIlrath - Community Knowledge Integration, NUI Galway. Civic Citizenship, Engagement and Democratic Knowledge Sharing
- Dr Juliette Truman- Senior Lecturer in Occupational Therapy, Bournemouth University UK. Moving Beyond Traditional Erasmus: Internationalising the Curriculum for Occupational Therapy Students
Appendix 4 Learning activities (Physical Exchange)

Lund University, 2016

During this first exchange, the focus of the learning activities was to identify the learning needs of socially excluded individuals, groups and communities using occupationally focussed frameworks and models. Students were introduced to these through the keynote sessions described in appendix 3. Aside from community organisation visits, there were specific slots in the timetable allocated for group work, reflection and development of the final presentation and abstracts. A timetable is included to review the activities.

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University of Southampton, 2017

As well as the keynote talks listed in appendix 3, students engaged in a seminar on the second day of the physical exchange related to “writing a role emerging placement proposal”. Here, a recommended template was introduced that explored the required elements of the proposal. This was regularly revisited through the week and staff associated with each group reinforced the importance of the focus of this document for the final output and presentation. Aside from community organisation visits, there were specific slots in the timetable allocated for group work, reflection and development of the final proposal. A timetable is included to review the activities.

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As well as keynote talks listed in appendix 3, students participated in a workshop to develop audio recordings on the second day of the physical exchange. This was the recommended programme that the students were to use for editing the podcast that they were to produce by the end of the week. This podcast was provided to the community organisations and part-presented at the end of week conference. The below timetable offers details about the learning week.

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<td>Evening</td>
<td>Welcome meal</td>
<td>Evening meal</td>
<td>Evening meal</td>
<td>Social event for students and staff</td>
<td></td>
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</tbody>
</table>
Appendix 5 Learning activities (Web Exchange)

The team developed a timetable of learning activities for the web exchange that covered proposed topics for each of the 5 weeks leading to the final virtual conference. During each of these discussions, students were asked to discuss the similarities and differences between the countries regarding occupational therapy practice, welfare, social and health care systems.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-session work</td>
<td>Pre-exchange reading and materials.</td>
<td>Narrated PowerPoint – Professor Clare Hocking Published paper and reading materials Tutor led session using case study material</td>
</tr>
<tr>
<td>Session 1</td>
<td>Introducing yourselves</td>
<td>Background information about each other – why study OT, the OT course in each institution, project introductions.</td>
</tr>
<tr>
<td>Session 2</td>
<td>Occupational Injustice</td>
<td>Prejudices and social stigmas associated with the project group. Occupational needs of the identified groups.</td>
</tr>
<tr>
<td>Session 3</td>
<td>The Occupational Perspective</td>
<td>What is the added value of occupational therapy to the identified organisation</td>
</tr>
<tr>
<td>Session 4</td>
<td>Moral, ethical, sustainability issues</td>
<td>What are the moral and ethical implications of working and interacting with the group/organisations. Ecological sustainability.</td>
</tr>
<tr>
<td>Session 5</td>
<td>Preparation for posters and presentations</td>
<td></td>
</tr>
</tbody>
</table>

Virtual Conference Presentations (2017, 2018)

During the virtual conference, students presented collaborative presentations involving all students and accessible via a live link from each institution. Presentations were no longer than 10 minutes with a further 5 minutes for questions. Each group presented a summary and synthesis of their work, drawing on their project experiences, discussions and other course materials that had relevance to their discussion. The presentation included: summaries of the occupational needs of their identified group; examples of occupational injustices that the group were exposed to; information on how each country attempts to meet the occupational needs; a summary of how occupational therapists could influence these projects to reduce occupational injustices and reflections on learning and the impact on future practice.
Virtual Conference ePoster presentations (2019)

In 2019 all 6 partner institutions engaged in a final virtual conference using ePosters as outlined under 5.0 section 4 and in the main handbook. The poster/presentation was expected to include the poster format supplied by the web-based ePoster platform. Students were asked to consult literature and offer this in their poster and discussions. The poster was expected to include all the points highlighted above in the 2017 and 2018 presentations.

Each student group involved students from the partner universities, plus three invited Universities. In each group one student was given the editing role of uploading the content into final ePoster in Learning Toolbox. However, all students in the group were involved in creating the content that was included. All students in the group were able to view and comment on the ePoster as it developed. The students taking on the editing role were from either Lund, Southampton or Galway and one project partner at each of those institutions was given the role of providing local support to the student editor.
Appendix 6 Professional Identity tool

**Development of professional skills and competencies Survey**

1. Approximately how many weeks of field work have you completed? ________________

2. Please tick the areas of practice you have completed (you may tick more than one):

<table>
<thead>
<tr>
<th>Area of Practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital based physical health setting</td>
<td></td>
</tr>
<tr>
<td>Hospital based mental health setting</td>
<td></td>
</tr>
<tr>
<td>Hospital based learning disabilities setting</td>
<td></td>
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<tr>
<td>Community based physical health setting</td>
<td></td>
</tr>
<tr>
<td>Community based mental health setting</td>
<td></td>
</tr>
<tr>
<td>Community based learning disabilities setting</td>
<td></td>
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<tr>
<td>Primary health care setting</td>
<td></td>
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<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Prison</td>
<td></td>
</tr>
<tr>
<td>Emerging area of practice</td>
<td></td>
</tr>
</tbody>
</table>

3. Please indicate any current and/or past work experiences that are relevant to your current studies?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

4. What was the main influence(s) in your decision to become an occupational therapist? (please tick as many as apply)

<table>
<thead>
<tr>
<th>Influence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have wanted to be an occupational therapist for a long time</td>
<td></td>
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<tr>
<td>An occupational therapist I know personally influenced my career choice</td>
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</tr>
<tr>
<td>An occupational therapist has treated myself or someone I know</td>
<td></td>
</tr>
<tr>
<td>Someone provided me with career advice</td>
<td></td>
</tr>
<tr>
<td>I was not accepted into my preferred career option</td>
<td></td>
</tr>
<tr>
<td>I did not know what else to do</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>
5. Please rate the following statements on a scale of 1-4 (1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of the Occupational Therapy program I had a strong identity of becoming an occupational therapist</td>
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<tr>
<td>Today I strongly identify myself being an occupational therapist</td>
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<tr>
<td>I am looking forward to becoming an occupational therapist</td>
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<tr>
<td>Professional identity is an important element in being prepared for professional practice</td>
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</tbody>
</table>

6. Please rate the following statements on a scale of 1-4 (1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly agree). *At this point in my education I feel equipped to:*

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to the development of an inclusive society through enabling occupation and occupational justice</td>
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<tr>
<td>Be creative and adaptable to a range of settings within local and global contexts</td>
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<tr>
<td>Work in a culturally diverse world</td>
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<tr>
<td>Be competent in professional communication and behavior</td>
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<tr>
<td>Be confident and competent in applying OT theory and knowledge to practice and implementation to individuals, communities &amp; populations</td>
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<tr>
<td>Have a core understanding of occupation and its impact on health and wellbeing for individuals, communities and populations</td>
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<tr>
<td>Demonstrate a desire to address health inequities</td>
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</tbody>
</table>
7. Please select your responses to the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Strongly disagree</th>
<th>2 Disagree</th>
<th>3 Agree</th>
<th>4 Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an occupational therapy student I have had the opportunity to value and use occupation-based practice / theory</td>
<td></td>
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<tr>
<td>Occupational therapy is too diverse to have a clear professional identity</td>
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<tr>
<td>I would prefer occupational therapy to have a more distinct definition</td>
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<tr>
<td>I feel confident in describing occupational therapy</td>
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<tr>
<td>I believe overcoming challenging situations and/or experiences fosters professional growth</td>
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</table>

8. Please rate your level of agreement/disagreement with the following statements, **how have the following statements in your program enhanced your development as a professional.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Strongly disagree</th>
<th>2 Disagree</th>
<th>3 Agree</th>
<th>4 Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation focused models, e.g. MOHO, CMOP-E, PEO (P)</td>
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<tr>
<td>Occupational science</td>
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<tr>
<td>Practice education/fieldwork</td>
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<td>University-based educators, i.e. lectures/professors</td>
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<tr>
<td>Clinical occupational therapists during practice education/fieldwork</td>
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<tr>
<td>International learning activities</td>
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<tr>
<td>Peers</td>
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<td>Group-work</td>
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<td>Self-directed learning</td>
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<tr>
<td>Reflective practice</td>
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<tr>
<td>Use of case studies</td>
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</tbody>
</table>