



ACOTUP Sponsored Sessions

| Year | Location | Title | Group |
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| 2024 | Halifax | <p>Title: It's About Time! Introducing a new draft national competency-based fieldwork evaluation tool for community feedback.</p> <p>Authors: Susanne Murphy, Caroline Storr, Annie Rochette, Manon Boucher, Mary Roduta Roberts</p> <p>Abstract: Following strong partnership development and adoption of the New Competencies for Occupational Therapists (2021) across Canada. ACOTUP recognized a call for a new national fieldwork evaluation tool. This call was a culmination of preceptors', students', and fieldwork faculty's recognition that a tool must be timely to administer, incorporate the latest technological interfaces and reflect objective performance measurement of authentic learning situations which typically characterize fieldwork.</p> <p>A working group was struck with representation from the Canadian Occupational Therapy University programs and strong involvement by the ACOTUP sub-committee on University Fieldwork Education in Spring 2022.</p> <p>A new draft evaluation tool will be presented outlining the rationale for the development of a tool in both French and English from inception with the objective of co-creating a tool that can be used by occupational therapists supervising occupational therapy students in developed and emerging practice areas and environments across Canada.</p> <p>Important interactive community engagement and feedback will be solicited through roundtable discussions at this phase of tool development. The tool will then be pilot-tested nationally for validity and reliability following revisions based on this session's important community feedback.</p> | Fieldwork Working Group |
| 2023 | Saskatoon | <p>Title: Understanding Occupational Therapy Small Scope Research Projects: Findings from a National Survey</p> <p>Authors: Paula Rushton, Jocelyn Harris, Shu-Ping Chen</p> <p>Introduction: Canadian occupational therapy programs vary widely in terms of if and how small scope research projects are integrated into curricula. Perspectives differ in terms of the purpose of these projects, how they are conceptualized, how they are managed, and how findings are used. Given the high faculty workload, commitments from clinician partners who may host research</p> | Research Committee (RC) |



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| | | <p>projects, and student effort often associated with these projects, it is important to understand how they may improve the connection between occupational therapy research and practice in Canada.</p> <p>Objectives: To describe the characteristics of the small scope research projects across the 14 Canadian occupational therapy programs.</p> <p>Methods: Design: Descriptive cross-sectional. Sampling Strategy: Purposive. Participants: One representative per Canadian occupational therapy program, specifically the faculty member responsible for the small scope research projects. Data Collection: An online survey has been co-constructed by the Research Committee and will be distributed using Lime Survey. Data Analyses: Descriptive statistics (means, standard deviations, frequencies, and proportions) will be used to analyze the data.</p> <p>Anticipated Results: Study findings will provide a comprehensive understanding of the small scope research projects conducted as part of occupational therapy curricula across Canada.</p> <p>Discussion: With an enhanced understanding of the characteristics of the Canadian occupational therapy small scope research projects, we can initiate informed discussions regarding whether these projects can be leveraged to develop a collaborative process for engaging faculty and students across programs. If feasible, these collaborations may provide the opportunity to generate pilot data to support applications for larger nationally funded projects, thus supporting the ACOTUP Strategic Plan. Knowledge gained through this project could promote and facilitate the development of national teams of occupational therapy research.</p> <p>Format: Presentation from investigators as well as facilitated audience discussion.</p> | |
| 2022 | Whistler | <p>Title: Impact of COVID-19 on Canadian Occupational Therapy Curricula: Academic & Fieldwork</p> <p>Authors: Diane MacKenzie, Rose Martini, Mary Roduta Roberts and Margaret Anne Campbell-Rempel</p> <p>Introduction: The COVID-19 pandemic has provided an opportunity to review and reflect on various approaches for the education of students worldwide (UNESCO, 2020; Sahu, 2020). Canadian occupational therapy programs were one of many professional programs which underwent changes to curricula, evaluation methods and fieldwork experiences (Alvin, George, Deng,</p> | Academic Education Committee (AEC) |

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| | <p>Warhadpande, & Lee, 2020; Iyer, & Ojcius, 2020; Sandhu & de Wolf, 2020; Mahdy, 2020; Dewart, Corcoran, Thirsk, & Petrovic, 2020). While some professions report adaptation success (Sandhu & de Wolf, 2020), others suggest monitoring the effect of format changes on practice competencies and clinical placements (Hammond, Louca, Leeves, & Rampes, 2020). Gustafsson (2020) advised the occupational therapy community that curriculum and fieldwork changes made in response to the COVID-19 pandemic will need to be closely examined prior to adoption permanently into an educational program.</p> <p>Objectives: The purpose of this longitudinal study is to identify and document COVID-19 related changes adaptations and/or innovations to curricula (academic and fieldwork), instructional and assessment methods, perceived impact on student learning and outcomes, and if adaptations should be maintained in the Canadian occupational therapy university programs.</p> <p>Methods: An online survey was sent to all 14 accredited occupational therapy university programs in Canada.</p> <p>Results: Participant perspectives in the first survey included input from directors, curriculum chairs and/or fieldwork coordinators from all 14 programs.</p> <p>Conclusions: The results will provide participants with a historical foundation from which to track pedagogical changes introduced and their potential impact on future program delivery, student outcomes, and, ultimately, impact on occupational therapy service delivery.</p> <p>Format: Presentation from investigators as well as facilitated discussion around key components representing curriculum, fieldwork, evaluation and perceived impact on learners/field.</p> <p>References: Alvin M.D., George E., Deng F., Warhadpande S, Lee SI. (2020). The impact of COVID-19 on radiology trainees. <i>Radiology</i>, 296:246–8. doi: 10.1148/radiol.2020201222 Dewart, G., Corcoran, L., Thirsk, L., & Petrovic, K. (2020). Nursing education in a pandemic: Academic challenges in response to COVID-19. <i>Nurse education today</i>, 92, 104471. https://doi.org/10.1016/j.nedt.2020.104471 Gustafson, L. (2020). Editorial: Occupational therapy has gone online: What will remain beyond COVID-19? <i>Australian Occupational Therapy Journal</i>, 67, 197-198. DOI: 10.1111/1440-1630.12672</p> | |
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| | | <p>Hammond, D., Louca, C. , Leeves, L., & Rampes, S. (2020). Undergraduate medical education and Covid-19: engaged but abstract, <i>Medical Education Online</i>, 25:1, 1781379, DOI: 10.1080/10872981.2020.1781379</p> <p>Iyer P, Aziz K, Ojcius DM. (2020). Impact of COVID-19 on dental education in the United States. <i>J Dent Educ</i>. 84:718–22. doi: 10.1002/jdd.12163</p> <p>Mahdy, M. A. A. (2020). The impact of COVID-19 pandemic on the academic performance of veterinary medical students. <i>Frontiers in Veterinary Science</i>, 7. doi: 10.3389/fvets.2020.594261</p> <p>Sahu P. (2020). Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. <i>Cureus</i>, 12(4), e7541. https://doi.org/10.7759/cureus.7541</p> <p>Sandhu P, de Wolf M. The impact of COVID-19 on the undergraduate medical curriculum. <i>Med Educ Online</i>. 2020 Dec;25(1):1764740. doi: 10.1080/10872981.2020.1764740. PMID: 32400298; PMCID: PMC7269089.</p> <p>UNESCO. Universities Tackle the Impact of COVID-19 on Disadvantaged Students. (2020). Available online at: https://en.unesco.org/news/universitiestackle-impact-covid-19-disadvantaged-students (accessed May 24, 2020).</p> | |
| 2021 | Virtual | <p>Title: Advancing a National Agenda for Occupational Therapy Education Research in Times of Transformation</p> <p>Authors: Elizabeth Anne Kinsella, Cori Schmitz, Rosemary Lysaght, Tal Jarus, Alik Thomas, Deborah Cameron, Kirsten Smith, Mary Roduta Roberts, Diane MacKenzie, Rose Martini, Margo Paterson & Andrea Duncan</p> <p>Introduction: 2020 has been a year of unprecedented change and disruption, fundamentally transforming our perspectives and priorities in all areas including educational research and practice. The aim of this session is to: a) discuss a variety of recent initiatives aimed at advancing the epistemic community of occupational therapy educational researchers in Canada, and b) brainstorm together about priorities, and an educational research agenda, that supports the profession through this time of radical transformation. This session begins with a brief overview of the emergence of an Occupational Therapy Research on Education Movement and discusses a range of synergistic efforts to build support at the national and international level such as: the evolution of an OT educational research Community of Practice; draft of a World Federation of Occupational Therapists statement on education</p> | Research on Education (ROE) |



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| | | <p>research; new Canadian Occupational Therapy Foundation funding for education research, and a new CAOT Conference stream in education research. This is followed by a review of collaborative initiatives that advance the national educational research agenda such as: research into fieldwork accommodations for OT students across Canada, a national study on applications of evidence-based practice by new graduates, a study of covid-19 and OT education at Canadian Universities, and OT Fieldwork Learning with Indigenous Populations across Universities. There are a range of other important educational research agendas on the Canadian Landscape, as well as emergent areas that require our attention. The second part of this session will engage participants in collaborative dialogue and brainstorming concerning educational research priorities in this time of transformation.</p> | |
| 2020 | <p>Saskatoon CANCELLED DUE TO THE PANDEMIC</p> | <p>Title: Research in Canada –where are we at?</p> <p>Authors: Tal Jarus, Shu-Ping Chen; Lisa Engel; Setareh Ghahari; Jocelyn Harris; Leanne Leclair; Ada Leung; Lynn Shaw</p> <p>Introduction:</p> <p>There is a lack of knowledge on the scope and range of research Occupational Therapy (OT) scholars undertake in Canada. Filling this knowledge gap has significant implications for shaping policy, funding opportunities, and offering a better understanding of occupational therapists’ research experiences. To these ends, the Research Committee of the Association of Canadian OT University Programs (ACOTUP) invited Faculty members from all 14 OT programs in Canada to participate in an online survey asking about research topics, methods, research populations, social contexts, geography and, research capital sources.</p> <p>Objectives:</p> <p>The aim of this session is to bring participants to discuss OT research through the following questions;</p> <ol style="list-style-type: none"> 1. What is the current profile of research activities among OT researchers in Canada? 2. Which areas are researchers making contributions to OT in theory and practice? 3. Which populations participate in OT research? 4. Which methodological approaches are used? <p>Approach:</p> <p>We will start the session with a presentation of the survey results from 161 faculty members. In small and large groups, participants will be invited to discuss gaps, opportunities for collaboration among</p> | Research Committee |

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| | | <p>researchers and clinicians, and growth of Canadian Occupational Science and OT research and potential implications for theory and practice.</p> <p>Practice implications:</p> <p>Gaps and opportunities that will emerge from this session will inform the ACOTUP's Research Committee in defining actions to be taken to enhance OT research and needed collaborative clinical research with the Canadian OTs. Survey results will provide valuable information that may foster collaborations to further develop OT research and practice.</p> | |
| 2019 | Niagara Falls | <p>Canadian Occupational Therapy Fieldwork Learning with Indigenous Populations: Building Allyship</p> <p>Introduction : As an intentional response to the Truth and Reconciliation Commission of Canada Calls to Action (2015), a national snapshot of current Canadian Occupational Therapy fieldwork opportunities with Indigenous people will be presented; and educators will share critical reflections of their experiences within this learning exchange. An open discussion with session participants will respond to the call by identifying current and potential future practices regarding partnership development, resource sharing and sustainability.</p> <p>Objectives : The aim of this ACOTUP Forum is to present an overview of current fieldwork learning opportunities and practices in Indigenous contexts . The sharing of multiple socio-historical-political and cultural perspectives, as well as ethical and planning considerations will be highlighted to help facilitate active dialogue amongst participants with the goal of identifying collaborative future actions to further establish and support fieldwork learning with Indigenous people.</p> <p>Approach : This session will begin with a description of current national fieldwork initiatives and preparation processes. A panel will share their reflections on relationship dimensions experienced by the multiple partners in fieldwork learning experiences. A series of questions will help to guide small group discussions and a summative wrap-up will attempt to identify personal, systemic, and collaborative future actions including shared resources.</p> <p>Practice implications : This session provides a timely opportunity for creative, constructive dialogue and strategic thinking to help engage in and evolve occupational therapy fieldwork education in partnership with Canada's Indigenous communities.</p> | CUFE |
| 2018 | Vancouver | <p>Occupational therapists as change agents: Building competencies</p> | Academic Education Committee (AEC) |



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| | | <p>Introduction: Change agent is one of six supporting roles specified in the CAOT Profile of Practice 2012 for being an Expert in Enabling Occupation. A critical reflection on how Canadian occupational therapy (OT) university programs foster competency in this role is imperative given the growing awareness of, and knowledge about, the impacts of socio-political-historical forces on (1) the occupational opportunities available to individuals and collectives, and (2) on OT practice itself.</p> <p>Objectives: The aim of this ACOTUP Forum is to facilitate sharing of multiple perspectives on curriculum theories, content, processes, and learning outcomes best suited to increase competencies related to the role Change Agent in order that OTs will be prepared to respond effectively to socio-historical- political forces shaping their practice and the occupations of their clients.</p> <p>Approach: Through <i>Igniter Talks</i>, current issues associated with the development of political competencies will be presented with illustrations of, and reflections on, strategies/approaches currently in use and being considered for use. Audience members will then be invited to participate in a <i>World Café</i> to share their own knowledge and perspectives and to critically dialogue on how Change Agent competencies could be developed and operationalized within Canadian OT curricula and/or ongoing professional development.</p> <p>Practice implications: This forum provides a timely opportunity for constructive and creative dialogue and strategic thinking to help transform OT education in Canada to advance competencies in clinicians in their roles as Change Agent.</p> | |
| 2017 | Charlottetown | <p>Establishing priorities for educational research in occupational therapy</p> <p>Introduction: Approaches to education and learning modalities are in rapid transition. Distance learning technologies, blended learning, competency based education and attention to issues of poverty and occupational marginalization are just a few examples of emerging opportunities in OT education.</p> <p>Objectives: This session will seek to 1) identify emerging trends in education, 2) highlight areas where evidence is needed for future excellence in OT education, and 3) begin to articulate a vision and focus for OT educational research in Canada.</p> <p>Approach: This interactive session will engage participants in dialogue about the future of OT education in Canada, and in exploring opportunities for research collaboration. We will begin with a short review of the areas of OT educational research that were identified in the 2014 Research on Education survey of educational research in Canada, and move into small group discussion of emerging trends in educational scholarship. The leaders will then facilitate a plenary discussion bringing together</p> | Research on Education Committee (ROE) |



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| | | <p>ideas, and seek to identify central themes and direction for later development by a newly developed community of practice in educational research.</p> <p>Practice Implications: Priorities and strategies emerging from this session may serve as the foundation for cross-institutional grant applications and ongoing discussion amongst members of the emerging community of practice.</p> <p>Conclusion: This session will help to focus and lay out future activities for the ACOTUP Research on Education (ROE) community of practice.</p> | |
| 2016 | Banff | <p>Holistic fieldwork practice: How do we achieve this?</p> <p>Introduction: Universities do not train graduates to be “specialists” and are therefore concerned about the “division” between mental health and physical dysfunction in fieldwork learning. Holistic practice, centered on occupation, is a desired goal for student occupational therapists (SOTs). Fieldwork experiences should be aligned with this goal. Workshop participants will brainstorm and propose actions toward the centrality of occupation during fieldwork, and away from classification of placements as either mental or physical health in focus.</p> <p>Objectives: Facilitated discussion will elicit ideas about the development of placements that ensure students gain fieldwork experience and skills in cognitive, affective, physical and spiritual dimensions. OT models, educational theories, competency statements, and program learning outcomes support this approach. Maximizing fieldwork opportunities to practice holistically should be promoted. Participants will: 1. define unifying commonalities of occupational therapy practice in mental and physical health settings; 2. explore the intersections of these commonalities; 3. co-construct a framework for how OT core concepts can be foregrounded in all fieldwork contexts.</p> <p>Approach: University placement requirements, key program learning outcome statements and the current state of fieldwork will be presented. Interactive exercises and structured discussions will also be used.</p> <p>Practice Implications: Participants will develop ideas through which to design fieldwork opportunities that attend to all aspects of a person’s well-being through occupation.</p> <p>Conclusion: It is time for strategic planning to enhance occupational therapy fieldwork practice that is aligned with holistic and occupationally-focused learning and client engagement.</p> | CUFE |
| 2015 | Winnipeg | <p>Driving Occupational Justice across Canada: Occupational Therapy Education and Human Rights</p> | Education |



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| | | <p>Introduction: Addressing the right to health and well-being of all people requires collaboration by university and fieldwork educators, students, and community partners.</p> <p>Objectives: This 1-hour ACOTUP Forum will instigate the sharing of educational theories, competency statements, learning outcomes, and reference materials, to use in the classroom/ community projects, and with students on fieldwork in First Nations, Canadian, Newcomers to Canada, and international contexts. Occupational therapy educators, preceptors, students and community participants will: 1. Briefly define key points about the everyday concerns for injustice, deprivation, ecological degradation and more expressed in concept of “occupational justice”; 2. Map ‘drivers’ calling attention to occupational justice in Canada; 3. Discuss and share educational theories, competency statements, learning outcomes, and reference materials.</p> <p>Approach: Brief presentations, interactive exercises and structured discussions.</p> <p>Practice Implications: Participants will take away questions and action ideas to engage students and colleagues for addressing: What obligations are driving concerns for occupational justice across Canada? What strategies would position occupational therapy education to produce graduates who enact principles of respect, tolerance, and recognition (UNESCO, 2011) in addressing human rights and occupational injustice?</p> <p>Conclusions: The Forum is a timely opportunity for conversations and strategic thinking to transform occupational therapy education in Canada to attend to occupational justice as a matter of human rights.</p> | |
| 2014 | Fredericton | Feeding the Fieldwork Educator Soul: Recipes for Success | CUFE |
| 2013 | Victoria | Integrating practice and research session (coordination by Barbara Mazer and Angela Colantonio) | Research |
| 2012 | Quebec City | <p>Exploring the trends in student accommodations</p> <p>Plaines Introduction: An academic accommodation is an alteration in the usual way in which a student performs an academic task, either within the classroom or fieldwork setting. Academic accommodations are designed to create a “level playing field” – one in which the student with a disability has an equitable opportunity to demonstrate his/her knowledge, skills and behaviours. To create a level playing field, parts of a task may be changed through an accommodation, provided these changes do not remove an essential course or program requirement. Objectives: Within this session, we will explore (a) trends related to the proportion of students receiving accommodations, (b) common procedures utilized to implement both academic and fieldwork accommodations, and (c) successes and challenges encountered within the provision of student accommodations.</p> | Jill Stier and Donna Barker on behalf of CUFE |



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| 2011 | Saskatoon | <p>The ethics of working and learning in developing countries Mary Lou Boudreau Debra Cameron, Donna Drynan, Heidi Lauckner, Lynn Cockburn, Shawna O'Hearn, Carmen Moliner, Caroline Storr, Michelle Villeneuve</p> <p>Canadian occupational therapists and students show increasing interest in working towards globally-informed occupational justice. International fieldwork is one way Canadian therapists learn about these complex issues. Although international contexts offer “a world of opportunities” for skill development and service, they present ethical dilemmas for the profession. Key ethical dilemmas in international work will be presented. Fieldwork coordinators and students will describe situations they faced ethical questions or experienced new cultural awareness. Participants will break into small groups to discuss some challenging situations and propose approaches to handling these challenges.</p> | CUFE |
| 2010 | Halifax | <p>Exploring career pathways: Demystifying the road to academia. This interactive two hour session is presented by the Association of Canadian Occupational Therapy University Programs (ACOTUP). Our aim is to demystify the various roles in academia from educator to researcher. We will present the wide spectrum of academic careers from adjunct/ clinical instructor to tenure track appointments. We will feature some success stories of new graduates, junior faculty members, and senior faculty members at several Canadian universities. This session will be of interest to individuals who are contemplating an academic career and have questions about the academic career ladder.</p> | Education Debbie Hebert Margo Paterson S.Esmail and others |
| 2009 | Ottawa | <p>What is in a label? How do we best educate today's generation in the Fieldwork setting? We hear that this generation of students is different – What does that really mean? In this workshop, we will explore some of the evidence of the generational differences. We will look at various ways that fieldwork educators might capture the strengths of today's generation and in summary, we will use the ideas discussed to facilitate and enrich new ways of responding to the on-going cycle of changes.</p> | CUFE |
| 2008 | Whitehorse | <p>Interprofessional education Conference delegates are invited to attend this session that will involve a panel discussion on the resurgence of interest in interprofessional education and interprofessional practice, and the implications for occupational therapy. Participants will hear the perspectives of the panel which will feature multiple stakeholders including academics/researchers, clinicians, students and a representative from the professional association</p> | Education Jacinthe Savard Margo Paterson and others |
| 2007 | St. John's | <p>Internationalization and occupational therapy: Reflections for educators, researchers, practitioners and citizens</p> | |



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| 2006 | Montreal | <p>Evidence and occupation in entry-level Master's education: Reflections and implementation</p> <p>Developing evidence for occupation is a hallmark of Canada's entry-level occupational therapy Master's programs. Session participants will share ideas to resolve emergent issues regarding these new programs and explore strategies to move forward, in areas such as developing curriculum, working in competitive university environments and improving research capacity.</p> | |
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