The first half of 2009 has been a busy one at OS&OT.

Our MOT program was in full swing, with both first and second year students in clinical placements at separate times; the Solutions Expo at GF Strong was held; and our small group tutorial court case presided by Dr. Melinda Suto in which our MOT2 students were assigned to serve as expert witnesses while society (including the Provincial Government, the City of Vancouver, and health professions) was challenged by a homeless man. The jury was comprised of Ms Judy Graves, Coordinator, Tenant Assistance Program, City of Vancouver; Mr. Ross Taylor, Coast Foundation; Ms Abby Hayes, Mr Frank Tick, Mr. Andrew Neale, and our own Dr. Susan Forwell.

The Provincial Government decided that funding for OS&OT remain at 48 seats for 2009-10. We remained committed to advising the government on the expansion plan in order to educate adequate numbers of OTs for the benefit of British Columbians. Meanwhile, we have admitted a bright class of 48 incoming MOT1s and look forward to fostering their success in the field.

Our first two PhD candidates from the Graduate Program in Rehabilitation Sciences, Dana Anaby and Jocelyn Harris, successfully defended their theses and graduated in May. Both Dana and Jocelyn are off to their Post Doctoral Fellowships. I congratulate them for all of their hard work and well deserved success! In addition to Dana and Jocelyn, 2 MSc and 2 MRSc students crossed the graduation stage during the May convocation.

We were so pleased to have UBC Senate approval of the OTDBase award for fieldwork, gifted by Mrs. Marilyn Conibear in January. The generosity of our community is to be commended.

Our Café series continued to be very popular with two cafés, “The Unhurried Family: reducing stress and enhancing life balance” and “Welcome to Reality: occupations in real and virtual environments”. We really enjoy the variety of people these cafés are attracting and welcome the opportunity to interact with the participants.

Renovations to our space in the Koerner Pavilion at UBC Hospital are almost complete. I look forward to better utilization of our space with six new seminar rooms and a new boardroom. We hope to be able to have a small open house in August to show off this new space.

We were pleased to meet Andrea Walus’ new arrival on January 28th, Sebastian Aiden, a bouncing baby boy at 7lbs 12oz. Andrea remains on maternity leave until early next year.

We are happy to welcome back Cynthia Hsieh who returned from maternity leave at the end of May.

I hope you enjoy this edition of The OT Lens. We appreciate any feedback that you might have.
The Benefits of Clinical Faculty Membership

After agreeing to write this piece for the OT Lens about being a Clinical Faculty member of the Department of OS&OT, I took a look at the group’s current membership. The Clinical Faculty of the OS&OT consists of eighty-seven individual OT’s spread among the ranks of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor and Clinical Instructor or approximately 5% of the occupational therapists in BC. Having been a member of this group for almost 20 years, I have attempted to contribute to the education of the Department’s OT students and to help influence the direction and quality of the MOT program. I certainly believe that I have benefited both professionally and personally in many ways.

One of the most visible ways that clinical faculty contribute directly is with student fieldwork placements, through direct clinical supervision and programming. I’ve had the opportunity to participate in placements for at least 75 students, many of whom are now valued colleagues. As a clinical faculty member, I also enjoy sitting on admission interview panels with faculty, current students, and applicants and in this way I hope to influence the profile of the occupational therapy profession in BC. And it is very appealing to be able to take advantage of teaching opportunities from time to time, another way to stay connected with the upcoming generation of occupational therapists.

From a systems perspective, clinical faculty are involved with the program’s accreditation and are able to speak directly with accreditation teams about the program’s strengths and challenges. As well, clinical faculty have been invited to take part in the selection process for new faculty positions in the OS&OT Department. For major initiatives such as the program redesign to the Masters entry-level, clinical faculty played an important role. With respect to the OS&OT Department’s position in the Faculty of Medicine, its clinical faculty have elected representation on the FOM Clinical Faculty Affairs Committee and also have the opportunity to interact with the full faculty accreditation team - something I took advantage of this year.

There are other very tangible benefits to belonging to the clinical faculty. There is regular and frequent communication from the OS&OT program about upcoming courses, conferences, lectures, and special events. Some other appealing benefits include access to a UBC library card, e-mail account, computer software, bookstore discounts, special concessions for admission to the Botanical Gardens and other UBC venues - to name a few. And I find it a source of pride to use the title “Clinical Associate Professor” on my résumé.

I very much value the collaboration with the program, the faculty and staff. In turn, the Department values clinical faculty members’ contributions for teaching, research, and service to the profession and other areas of scholarly/professional activity. So I encourage any OT with an interest in advancing their profession to consider applying for a clinical faculty position (and not to be daunted by the application form). Let’s all help to promote and sustain the OS&OT Department and its students.
Next Steps for New PhD Grads

Jocelyn Harris:

I designed a homework-based exercise program to improve upper limb function post stroke. The program significantly increase upper limb movement and ability in ADL compared to standard rehabilitation. The results of this study are published in the journal ‘Stroke’ and the program has been adopted at many sites across BC. I am off to the Toronto Rehabilitation Institute for June 1st and will be working with Dr. Angela Colantino for the next two years in the area of traumatic brain injury. I am so grateful for all the opportunities and people I have met over the past years in both the physical and occupational therapy departments; I miss everyone!

Dana Anaby:

In my doctoral studies I have developed and tested a model for explaining well-being of Israeli adults by looking at their balance in everyday life. My findings suggest that beyond personality what is important to well-being is not how people balance their activities but rather the quality of the activities they are engaged in.

What’s next? I’m starting a two-year post-doc fellowship at McMaster University working with Professor Mary Law.

My plan is to explore the notion of participation and quality of life of children and youth living with disabilities. I’m also interested in examining the applicability of the model I have developed in different populations where this time I’ll try to “crack” the notion (or perhaps riddle…) of occupational balance using a qualitative approach. And then what? Can’t really say but I will definitely continue the journey of pursuing an academic career.

With Gratitude

We are so pleased to announce the creation of the OTDbase Distant Fieldwork Award in Occupational Therapy. Generously endowed by Marilyn Ernest-Conibear, a University of Western Ontario Professor Emeritus in Occupational Therapy and UBC Alumna, this award will go to help offset the cost of fieldwork education in remote or distant settings. Marilyn is a long time supporter of our program; she has not only made monetary and physical gifts to the department, but also the gift of her time and expertise on OSe&OT committees.

Thank you Marilyn!

Lyn Jongbloed, Janice Eng, Jocelyn Harris, Tal Jarus and Sue Forwell—just hanging out at the Chan
Dr Jongbloed has been an Occupational Therapy faculty member at UBC since 1982. She has a strong interest in the interrelationships between disability and social, economic and political environments. The structures and policies of the health care system shape the way in which occupational therapy is practiced. Similarly, policies related to employment, income, equipment, attendant care and housing affect the lives of people with disabilities. These interests are reflected in her teaching and research. She teaches a course to second year MOT students on the Societal and Environmental Influences on Practice and an elective course entitled Disability: Social, Economic and Political influences to MSc and PhD students. She co-authored a book entitled Disability and Social Policy in Canada with Anne Crichton in 1993, co-edited a book with the same title with Mary Ann McColl in 2006 and has published articles on disability policies in various journals.

Earlier this year, a group of academics, representatives of disability organizations and policy makers from across the country received a $1 million grant from the Social Sciences and Humanities Research Council (SSHRC) (Community University Research Alliance) to focus on policies related to health services, employment, education, citizenship for people with disabilities. Mary Ann McColl (Queen’s University) and Bill Adair (Canadian Paraplegic Association) are the project leads. The four team leads are Lyn Jongbloed (employment), Alice Aiken (health services), Audrey Kobayashi (citizenship) and Vianne Timmons (education).

We are at a crossroads in disability policy in Canada. There are disagreements about how disabled citizens should be viewed, what they need and how they can be best served by governments in Canada. Our colleagues at various levels of government agree that the main reason for this is the lack of a sound evidence base upon which to build disability policy. Health services, employment, education and citizenship are the four areas of focus of this project. As the employment team lead, Lyn will guide research projects focused on issues such as the following:

- The Opportunities Fund was created by the Federal Government in 1997, directed toward helping those with disabilities prepare for and obtain employment, with a focus on measureable results. What has the impact of this program been on a) employment outcomes of people with disabilities involved with these programs (in terms of province, gender, ethnicity and type of disability? b) the experiences of people with disabilities wishing to become employed? and on the community-based disability organizations which operate these programs?

- Stigma is a cause of employment related inequity among people with mental illnesses. What educational programs and other approaches have been most successful in reducing stigma and increasing employment among people with mental illnesses.

- The Employment Equity Act was designed to promote the implementation of programs that would help ensure that persons with disabilities and other minorities could achieve equitable representation in the Canadian workforce. What do statistics related to the Federal Employment Equity Program reveal about the employment of persons with disabilities in terms of type of disability, gender and ethnicity?

Our alliance will produce sound evidence upon which to build disability policy in Canada; it will prepare master’s, doctoral and post-doctoral candidates for future research careers in this area and will disseminate accessible, evidence-based information on disability policies using the networks of our researchers, consumer organizations and policy partners. Outcomes of our work will include detailed policy analyses, policy recommendations, briefing notes, and advocacy supports for each of the four designated policy areas (health, employment, education, citizenship).

Dr Jongbloed is currently the chair of the Rehabilitation Sciences Research Graduate Program. This MSc and PhD program, which we share with the Department of Physical Therapy, currently has 22 PhD students and 16 MSc students. The MSc degree has existed for fourteen years and we are currently celebrating the first year of PhD graduates.
Countdown to Capstone 2009

Since the Capstone budget does not allow for the construction of a fancy new glass and stone countdown clock, we can inform you that Capstone Conference 2009 is less than 100 days away! This year’s conference promises to build upon the high standards of last year and plans to raise the bar even higher in terms of quality and professionalism. We are very excited to have two excellent keynote speakers to inspire us during the day: Ginny Fearing and Victoria Maxwell. As well as giving a keynote speech, Victoria will be performing her one-woman play, Crazy For Life in the Paetzold Health Education Centre the evening before the Conference (Thursday, 27th August). Her play promises to be a unique blend of mental health education and entertainment.

This year’s Capstone Conference will be held in the beautiful Chan Centre. Should the weather be nice on the day of the Conference (Friday, 28th August), participants will be able to stroll through the nearby Rose Gardens during the lunch break (does that amount to a weather jinx?). Throughout the day, the graduating students will be presenting their research projects, a culmination of a year’s worth of research and study. Research topics are diverse involving many client populations and lines of research. Topics include: how occupation mitigates against illness; the effects of gardening as a means of rehabilitation for older adults; the testing of a new tool to assess pain experienced by pre-term babies; and assessing the potential of the Wii as a rehab tool in the stroke population.

We are extremely grateful to have our loyal sponsors Back in Motion, Fraser Health, and Orion Health back on board this year. Plus, the British Columbia Society of Occupational Therapists has made a generous contribution to this year’s conference. The Conference promises to be an excellent day of research dissemination, networking and inspiration - we hope that you can join us. Although registration is free, space is limited. Please visit the OS&OT Department website (www.ot.med.ubc.ca) to register for Capstone Conference and to get tickets for Crazy For Life (tickets by donation.)

New Preparation Program for International OTs

British Columbia has a high number of internationally educated occupational therapists (IEOTs) applying for registration and many request assistance in preparing for the required National Occupational Therapy Certification Examination.

Over the years McMaster University has worked to provide some support for IEOTs. Last year, a grant from the Government of Ontario enabled the development of a pilot examination preparatory program for IEOTs. McMaster University’s School of Rehabilitation Science in partnership with the Ontario Society of Occupational Therapists (OSOT) launched the Occupational Therapy Examination Preparation Program (OTepp) led by Sue Baptiste. OTepp consists of 5 compulsory and 2 optional courses to prepare IEOTs for the CAOT certification examination. Mandatory elements include gaining knowledge of theoretical OT practice frameworks, applying ethics and evidence in practice, understanding core information as outlined in the national examination blueprint and engaging in a short practicum experience. Optional courses include participation in a mentoring process and engagement in a 6 week supervised practice opportunity.

The examination preparatory course is taught in problem-based learning format, involving group facilitators working with study groups. These groups meet through a combination of face-to-face, on-line and telephone conferences with hard copy resources available.

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Plunging into Placements

Not much gets OT students’ excitement juices (technical term) flowing like word that “The List” is up. What first starts as conversation between a few, soon gets overheard and then spreads like wildfire. Confirmation of the rumour comes when clusters of students congregate by a bulletin board, eagerly pointing at “The List”. “The List” is, of course, the list of upcoming work placement allocations. As students of the Master of OT program, we get five work placements, lasting roughly six weeks each time, interspersed throughout the program. We are also lucky enough to get a certain amount of choice in the location of the placement and the area of specialism. Despite the choices we get, places with willing and available clinicians in the community are not plentiful, so the competition for highly desired placement opportunities is reasonably intense. Even the most altruistic OT students must get a pang of envy on seeing someone else lined up with the placement they really wanted.

I am currently in the second half of my fifth and final placement. At the beginning of the program, we were introduced to a diagram which depicted a series of upwardly progressing steps with accompanying ascending numbers. This represented our journey as OT students progressing up the competency ladder as our knowledge and clinical skills increased. I suppose the second year OT students are now on that final step ready to enter the big bad world of employment and reality. What concerns me somewhat is that thinking back to the diagram, nothing seemed to come after that final step! In fact, rather worryingly, there seemed to be a big drop into nothingness after that final step! Is that what the future holds? Maybe before blindly jumping into this abyss, I should take a moment to reflect on my work placement experiences and see if I’m ready to take the plunge.

I can safely say, with a high degree of confidence, that my work placement experiences have been invaluable. After a few months of school, just when students are beginning to get a little jaded by PowerPoint presentations and group projects, the next placement seems to be just around the corner. Placements are an opportunity to be with clients which is why everyone signed up for them in the first place. This is extremely motivating. They are a chance to experience a new medical setting and learn some important clinical skills. However, more important than consolidating OT skills, the placements have been useful for opening our eyes to the real world: institutional (dis)organization and the associated politics; budget restrictions and the lack of resources; the challenge of supporting people with disabilities in an able-bodied world; the all-imposing "bottom line" that pervades both public and private health care. This is a pretty depressing list, but I would definitely like to know these things before beginning my career, rather than unintentionally wearing rose-tinted glasses and then getting my bubble sadly burst.

It’s not all bad though. From my work placements, I have garnered several reasons to be optimistic: all my preceptors have been first-rate, dedicated professionals - they have been great teachers and skilled clinicians; the "system", despite its faults, is often efficient and provides a high quality of care - judging from my experiences as both a consumer of health services and from the perspective of a prospective health care professional, we are privileged to have a health care system of this high standard. I’m sure many would disagree, but when you look around the world, it could be a lot worse; we are also fortunate to live in an era of research and implementation of evidenced-based practice - advancements in health care are being made all the time and it’s an exciting prospect to be jumping into this employment sector; and maybe the best reason to be optimistic is that despite talk of economic downturns and global belt tightening, employment prospects in health care and especially OT seem promising (particularly when compared to other work sectors).

So maybe my evolution from a fledgling OT student to someone nearly ready to drop the M in my current MOT designation, has entailed the removal of the type of blinkers used on racehorses to keep them running straight. Do I feel ready to enter the workforce? No. But I do feel ready to enter a profession which I know will support my learning and professional development and judging from OT’s out there in the field, when people ask me in the future, “do you enjoy your job?”, I will be able to smile, give a satisfied head nod and say yes. Knowing this, I’m happy to take
The Attraction of International Fieldwork

Donna Drynan

What is the attraction of International Fieldwork? How is the development of essential competencies influenced by international fieldwork? What factors influence competency acquisition? These are questions that were always coming to the forefront when I was approached by OT students ever keen to go away to complete a fieldwork placement. The Department of OS&OT at UBC has strongly supported the notion of International Fieldwork Experiences (IFWE) in an attempt to provide opportunities for cross-cultural learning while students acquire the essential competencies of practice and answer the above questions! Support for international initiatives in the profession come from:

CAOT: “…Providing leadership in communicating occupational therapy’s message to the global community…” is a strategic goal for CAOT (Taylor, 1995, p.60)

And at least 5 occupational therapy organizations (ACOTRO, ACOTUP, CAOT, COTF, PAC) which have issued a joint position statement on diversity which supports initiatives in the profession to examine the impacts and potential impacts of diversity on therapist-client interaction… and on professional culture...

The UBC Trek 2010 strategic directions document declares that programs “... will prepare students to become exceptional global citizens…” (UBC Trek 2010: A global journey). A key learning goal of the UBC Trek initiative includes increasing opportunities for student participation in international projects and study abroad programs.

Based on this strategic direction, OS&OT facilitates International Fieldwork placements in the MOT curriculum.

In recent years, the number of UBC OT students pursuing international placements has increased. Between 2003 and 2006, typically 5-10% of the graduating cohort participated in international fieldwork. In 2007, 23% of the graduating cohort participated in international fieldwork with an anticipated 37% of the graduating class taking part in an IFWE in 2010! Quite remarkable. Health care students and faculty are eager to be involved in Global Health to:

- improve awareness of cultural impact on health
- to get a better understanding of global health issues

Through some established partnerships in other parts of the world as well as one time placement arrangements made through the students, OT students have been able to experience first hand the concept of global citizenship. In addition, students report the following acquisition of skills having completed an IFWE:

“I was constantly forced to evaluate my decisions and analyze my practice based on appropriateness not only to the client, but also based on the environment (cultural, physical, social, institutional). I believe

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that my clinical reasoning was challenged much more…”

“…clinical reasoning took on a different dimension… as we not only considered what intervention would be best...but...if the intervention was appropriate and possible within the cultural context.”

“On an International fieldwork experience you really have to ‘carpe diem’...the cultural learning simply cannot occur...on Canadian soil.”

The International opportunities are rich for cultural learning as well as self development. The settings where many of the placements occur are a natural fit for inter-professional collaboration as students often travel together and work in a group model of supervision, are supervised by those from other disciplines with remote OT connection and have many opportunities to learn with, from and about each other. The OT students understand that they must try to use local resources and community development principles to guide their interactions. To sum it up, as one student puts it...

“It definitely challenged me to think about my values as a Canadian, as a human, and as an Occupational Therapist (if those can be separated).”

**Rugby Puts MOT Student on World Stage**

M y introduction to the sport of rugby came at a young age. I had an amazing teacher in grade 4 who was originally from South Africa and who loved the sport of rugby. I remember how he patiently taught our class of 20 (relatively uninterested) girls the basics of the sport. I remember that I seemed to be the only one willing to tackle him. At our next parent/teacher interview, this same teacher jokingly referenced my enthusiasm for the sport and then made the prediction that I would one day play for Canada. While my participation with the sport was put on hold, rugby remained a presence in my life through my father and brother. I chose to focus on other sports, assuming rugby was only played by men.

After high-school I moved to Victoria to begin my undergrad in psychology. In high-school I played basketball, volleyball, netball and ran track. Being athletic and being a team member had become a large part of my identity. I immediately looked to join a team and I heard that an ultimate Frisbee team was starting up at UVic. On my way to the first practice, I somehow got the fields mixed up and happened upon the varsity women’s rugby practice instead. Other than my experience in grade 4, I had never seen women play rugby before. I signed up then and there and instantly fell in love with the sport of rugby - I could have never imagined the journey upon which I was about to embark.

I have been playing rugby for seven years now and have had an abundance of rich experiences, shared with many wonderful and talented women. In March 2009 I represented Canada at the inaugural Women’s Rugby 7’s World Cup, held in conjunction with the men’s tournament in Dubai. We played in a stadium packed with 10,000 fans - and thousands more watched it broadcast live on televisions around the world. It was an incredible and rewarding experience that I will never forget.

When asked how our team did at the World Cup, I respond that we placed 6th in the world. However, what people do not, and cannot, know is the amount of time and effort that I, my teammates and my coaches have put in, and the sacrifices we have made along the way. We played England for the 5th/6th place finish, also known as ‘The Plate’ final. Our opponents - the English national team - are professional and play rugby as a full-time profession. Rugby for the Canadian women’s team is a passion, a “leisure” activity that we essentially fund ourselves, many out of our own pockets - and yet here we are competing with teams like England, New Zealand and Australia on the world stage.

As well as playing rugby for Canada, I am currently in my first year of the MOT program at UBC. I have been trying to balance these two endeavours emotionally, physically, and financially, and I have managed so far with the support of my family, my fiancé, my friends, my team, and the MOT faculty. I feel that my experience playing rugby and travelling all over the world being exposed to different cultures will be helpful in my future career as an occupational therapist. Throughout my participation in rugby, I have gained valuable lessons in team work, goal setting and self reflection - all skills required in OT. In addition, I have learned first-hand how meaningful an occupation can be and how it can become inextricably linked with your identity.

I sometimes complain about how busy I am but I would not have it any other way. Putting on a Canadian jersey and stepping onto the field knowing that you are representing your country makes every sacrifice worth it.
Student Participation in an Assistive Device Design Expo

For more than 11 years, UBC Occupational Therapy students have had the opportunity to pull together the ‘art & science’ of OT to conceptualize a solution for an issue a client might be encountering due to illness or disability.

Solutions: A Student Design Exposition is held annually. The purpose of Solutions is to inform and inspire Post Secondary students in British Columbia about the value and complexities of assistive devices. A perfect fit for Occupational Therapy students. This learning experience exposes the students to potential clients and consumers of these devices; the complexities of designing an effective device and last but not least allow them to experience the “market realities” of how challenging it is to actually have an assistive device end up in the real world. The OT students embrace this project wholeheartedly and proudly showcase their devices at the annual expo.

Receiving feedback at the expo from potential consumers of their devices as well as from experienced therapists, validates for many of them why they have chosen to become an OT. What is particularly notable about the OT projects is that the devices are immediately usable and often provide a simple solution to a complex problem.

For more information please visit http://www.assistive-technology.ca/solutions.html

We look forward to seeing you at the Solutions Expo in 2010!
Linda Del Fabro Smith has recently started her new position as knowledge broker for the department of OS&OT (UBC) and the BC Rehabilitation Sciences Research Network (BCRSRN). Linda is not a stranger to UBC, having earned her occupational therapy degree in 1997 and her MSc in 2008. Her masters thesis was based on a narrative study of occupational identity, inflammatory arthritis and motherhood roles. Linda has been involved and mentored in clinical research since 1998. Her new role as knowledge broker focuses on accelerating knowledge transfer (KT) activities within the occupational therapy community, and linking research to clinical practice. Thus far, Linda has developed a general KT plan for research grant applications and has been working on a baseline of occupational therapy and researcher KT activities for the four partners who developed a vision for this role, including PHSA, Providence Health Care and Vancouver Coastal Health (BCRSRnet) and the Department of OS&OT.

Linda Del Fabro Smith works in home and community care on the north shore (VCH) as well as working as an OT, and is married with 3 children, aged 7, 4 and 2.

Friday, August 28, 2009
Chan Centre, UBC

20th Anniversary Reunion—BSc (OT) 1989

The Class of ’89 (a third of us, anyway!) had a reunion dinner in April. In twenty years we spread across the globe, from Florida to Saudi Arabia, Winnipeg to Comox, Powell River to London (Ontario), Chilliwack to Kamloops, Sechelt to Kelowna. Some stayed in the Lower Mainland, and some who left returned. Most of our kids have grown up, and some of us have grandkids! It’s amazing the variety in specialization for a class of 23, including hand therapy, certified sensory specialist, research (with a PhD amongst us!), brain injury and stroke rehab, acute care, developmental disabilities, geriatrics, teaching, and vocational rehab. Special thanks to Marci for bringing us together!
Donna Drynan, Clinical Associate Professor in Occupational Science & Occupational Therapy, is a 2009 recipient of the Faculty of Medicine Clinical Faculty Award for Excellence in Teaching.

Initially a sessional instructor in assistive technology, Donna has taught at UBC for 15 years. In 2002, she became fieldwork coordinator, responsible for the practice education component of the occupational therapy program. At that time we were in transition to the Master of Occupational Therapy (MOT) program. Donna ensured the final 3 cohorts of the BSc(OT) students successfully completed fieldwork and planned the fieldwork component for the new MOT program, plus 3 new courses.

Students enjoy Donna’s relaxed, pragmatic style and ability to stimulate clinical problem-solving. Additionally, Donna supports clinical educators to develop learning objectives, orientation, and teaching practices – more than 200 clinical educators are involved at over 50 locations in BC, plus several international placements. Together with her colleagues from other disciplines, Donna has developed interprofessional placements, documenting and evaluating specific competencies for interprofessional practice.

Donna’s teaching accomplishments include her leadership in the BC student design competition, Solutions, which invites students from all post-secondary institutions in the province to create assistive devices for people living with disabilities. Donna integrated the Solutions criteria into a course assignment and MOT students display their inventions alongside students from a range of other disciplines and institutions, like Emily Carr design students. A second accomplishment is E-Tips for Practice Education. Designed with 3 other practice education coordinators at UBC, E-Tips is a series of 8 interactive on-line learning modules for preceptors, launched last year to rave reviews nationwide.

In 2008, the UBC College of Health Disciplines appointed Donna as Director, Practice Education. Donna contributes to the international placement forum of the BC Academic Health Council. She represents UBC on the University Fieldwork Coordinators Committee (UFCC) of the Association of Canadian Occupational Therapy University Programs (ACOTUP), where she participates in annual symposia on fieldwork.

The Clinical Faculty Award for Excellence in Teaching recognizes the breadth and quality of Donna Drynan’s sustained contributions to clinical education at UBC. Please join us in congratulating Donna on this achievement.

Donna Drynan receives the Clinical Faculty Award for Excellence in Teaching from Catherine Paton.

A Warm Thankyou

To the 271 OTs who participated in our continuing education survey. We are currently analyzing the data and we’ll keep you posted.

We hope to have the results ready for the next newsletter!
The OTepp will be offered twice during the course of the project. The first program was from August - October 2008. Following this course the research team found that those participants who were able to attend the course face-to-face were more engaged in the program and more likely to follow through on assignments and activities than those who participated on-line.

Thirty-four participants registered in cohort 1 and 43 in cohort 2. Of these, 19 were from BC. The BC participants could obviously not participate face-to-face and the Ontario Government intended the funding for participants based in Ontario. In collaboration with the OTepp team at McMaster University, the College of Occupational Therapists of BC obtained funding from the Ministry of Health Services to enable the BC cohort to meet face-to-face and prepare for the July 2009 sitting of the CAOT examination. An advisory committee including the College, the Department of Occupational Science and Occupational Therapy (OS&OT) at UBC, the BC Society of Occupational Therapists, Vancouver Coastal Health Authority and the Canadian Association of Occupational Therapists are monitoring the project and will be making recommendations to the BC Ministry for sustaining the project.

Implementing the project entailed quickly finding a BC co-ordinator and instructors. The advertisement for instructors went out in January 2009 with a submission date of February 2009 as the program was due to start in March 2009. Despite the short timeline, there was a very strong response from highly qualified prospective instructors, of whom 6 were chosen. The OTeppe course material had already been developed and was ready to use. A 2 day training course was provided by McMaster for the BC instructors to prepare them for teaching OTepp here in Vancouver.

In order to participate in OTepp, participants had to be eligible to take the CAOT examination and meet language fluency requirements. There was no cost to the participants.

Results of the national certificate exam will be tracked to establish the success of OTepp. In addition, participants are involved in individual baseline and exit interviews. Partners, collaborators and advisory committee members will be asked to provide their insights regarding their role and the project itself via interviews.

Strategies are being explored to insure sustainability of the project. The OTepp team also hopes to develop relationships with colleagues across the country to offer the program collaboratively through face-to-face and online approaches, as well as to IEOTs yet to arrive in Canada.

The Department of Occupational Science & Occupational Therapy supports three graduate academic programs.

- The Master in Occupational Therapy (MOT) program, for those looking to practice professionally as an Occupational Therapist;
- The Master of Science (MSc) and PhD programs in Rehabilitation Sciences, for those interested in research credentials and the science of occupation; and
- The online Master of Rehabilitation Science (MRSc) for practitioners interested in obtaining a graduate degree that will advance their career and be obtained while working.