

## OCCUPATIONAL THERAPY NEWSLETTER

### Summer 2017

### GREEN IMPACT AWARD

School of Health Sciences received two awards



Tania Wiseman receiving the awards

Green Impact is a national environmental accreditation scheme from the NUS which helps students and staff to make the campus and curriculum more environmentally sustainable. The School had two Green Impact teams this academic year:

- Eastbourne site – participated for the first time achieving a bronze award.
- Falmer site – having received the gold award last year, a project option was undertaken to achieve the excellence award.

This excellence award project evaluated clinical skills education waste in Westlain House to identify how unnecessary waste can be reduced and necessary waste can be managed better. Next year the project will continue implementing guidance developed from the evaluation with an aim to lower the environmental and financial cost associated with clinical skills education.

### IN THIS EDITION

***As guest editor I would like to welcome you to the summer edition of our Occupational Therapy Newsletter and hope you will find it interesting.***

***In this edition you can find out about developments regarding degree-level apprenticeships in occupational therapy and the other health professions. There are details of CPD and conference opportunities including the European Masters which has a new subsidized fee, upcoming placement dates and recent publications by members and graduates of the occupational therapy team.***

*Happy reading,  
Heidi von Kurthy*

## DEGREE-LEVEL APPRENTICESHIPS IN OCCUPATIONAL THERAPY AND THE HEALTH PROFESSIONS

A future way of training as an occupational therapist?



### WHAT IS AN APPRENTICESHIP?

A key aim of the Government is to create 3 million new apprenticeships by 2020, with employers in the driving seat in the development of new apprenticeship standards. Targets have been established for public sector bodies, including the NHS.

From April 2017, large employers with pay bills of more than £3million/annum will have a top-slicing levy of 0.5% of the element of their pay-bill that exceeds £3M imposed via HMRC. They can recoup this levy only if they draw down upon it to

fund apprenticeships within their organisation. Smaller employers are able to draw down upon the levy (which is supplemented by government funds), but are not required to contribute to it.

We are aiming to develop a Level 6 Degree Apprenticeship Standard for Occupational Therapy at the UoB.

**UPDATE:** A small group of us from Sussex went to the launch in Sheffield earlier this year of the trailblazer group which is developing the occupational therapy apprenticeship standard. This small group has grown as more local occupational therapy leads and managers,

interested in how apprenticeships may facilitate workforce development, join. We are keen to have all local employers represented (all NHS Trusts and local authorities, but also education, independent sector and private employers), so please contact David Haines (School of Health Sciences Co-Lead for Apprenticeships) if you would like further information and to be added to the distribution list.

### MORE INFORMATION:

David Haines will be co-leading on the apprenticeships agenda within the School of Health Sciences. Please contact David at [d.haines@brighton.ac.uk](mailto:d.haines@brighton.ac.uk)



## CONFERENCE DETAILS

### The 2nd National Conference for Occupational Therapists Working in Diverse Settings

Following last year's successful event we are delighted to be hosting the 2<sup>nd</sup> conference for occupational therapists working in diverse settings. Based on feedback from last year we have planned the day to share more examples from occupational therapists working in a range of exciting practice settings and provide time for more networking and sharing of ideas. We hope you can join us again.

- **Date:** Wednesday 6<sup>th</sup> September 2017.
- **Time:** Coffee and networking from 9am and conference due to start 9.45-4.30pm
- **Venue:** School of health Sciences, University of Brighton, Eastbourne Robert Dodd campus, 49 Darley Road, Eastbourne, East Sussex, BN20 7UR.

Keynote speaker: Dr Jennifer Creek: *Skills for a diverse practice of occupational therapy.*

The day will include opportunities for networking, presentations from occupational therapists working in a range of diverse practice settings, and a workshop on the new Career Development Framework with Dr Stephanie Tempest, Education Manager for Professional Development, Royal College of Occupational Therapists.

**Cost:** We want to keep the cost of the conference low again this year but would invite people to select the price that best reflects their employment earnings.

- £35 for those earning less than £20,000 and anyone that is presenting at the conference.
- £50 for those earning in range of £20-30,000
- £75 for academics attending on behalf of their University

There are 100 places so please book early to avoid disappointment. Closing date: Friday 25th August 2017

Booking link:

<http://shop.brighton.ac.uk/conferences-and-events/life-health-physical-sciences/academic-conferences/2nd-national-conference-for-occupational-therapists-working-in-diverse-setting>

## COT CONFERENCE 2017

It was great that a number of students visited the 2017 COT conference at the Birmingham International Conference Centre.

David Haines presented a poster and paper  
As did Heidi von Kurthy with graduates  
Angela Gregory and Claire Hunt.

**Follow OTalk for a conference roundup  
and to find the latest OT chat.**

<https://otalk.co.uk/>



## BLOG SQUAD COT 2017 MENTIONED OUR STUDY



**Angela Gregory and Heidi von Kurthy “An exploratory study of skilled participation in embroidering”.**

This was a presentation of a masters study carried out to understand the experience of skilled participation in embroidery. Qualitative methods were used to understand the topic from the perspective of the participants. Findings suggested embroidery provided an emotional release for participants, also that participants described meaningful occupations existing within the meaningful occupation of embroidery as shopping for material could bring as much pleasure as the actual embroidery. A powerful relationship between participants and embroidering existed and participants appreciated the sensory qualities of embroidery. Angela and Heidi described the “power of crafts” and suggested we need to reconsider the term “creative activities” to acknowledge the complexity and gradability of craft. As craft enjoys a resurgence within society maybe it's time it gained more focus within occupational therapy research?

## Placement Dates

Offers for placement are very welcome and can be sent to us via your placement coordinator - Thank You!

### BSc (Hons) Occupational Therapy

#### List of Placement Dates for 2017-2018

##### Cohort 2017

| Module Code and Name       | Duration | From    | To       |
|----------------------------|----------|---------|----------|
| OT402 – Beginning Practice | 2 Weeks  | 4.12.17 | 15.12.17 |
| OT405 – Novice Practice    | 6 Weeks  | 7.5.18  | 15.6.18  |

##### Cohort 2016

| Module Code and Name          | Duration | From    | To      |
|-------------------------------|----------|---------|---------|
| OT502 – Intermediate Practice | 6 Weeks  | 12.2.18 | 23.3.18 |

##### Cohort 2015

| Module Code and Name                      | Duration | From   | To      |
|---|----------|--------|---------|
| OT505 – Diverse Practice<br>(plus 5 days) | 7 Weeks  | 8.1.18 | 23.2.18 |

##### Cohort 2014

| Module Code and Name  | Duration | From    | To       |
|---|----------|---------|----------|
| OT602 – Competent Student Practice<br>(Students arrange this themselves but we alert them to your interest) | 8 Weeks  | 25.9.17 | 17.11.17 |

### MSc/PG Dip Occupational Therapy (Pre-Registration)

##### Cohort 2017

| Module Name                | Duration | From    | To       |
|----------------------------|----------|---------|----------|
| HEM50 – Beginning Practice | 2 Weeks  | 9.10.17 | 20.10.17 |
| HEM52 – Novice Practice    | 7 Weeks  | 8.1.18  | 23.2.18  |

##### Cohort 2016

| Module Name  | Duration | From     | To       |
|--|----------|----------|----------|
| HEM57 – Diverse Practice   | 7 Weeks  | 30.10.17 | 15.12.17 |
| HEM59 – Competent Practice<br>(Students arrange this themselves) | 8 Weeks  | 19.2.18  | 13.4.18  |

## PRACTICE EDUCATOR AND UPDATE COURSES

Two day practice educator courses in Eastbourne and Falmer

Participants need to be available for both days to receive their CPD certificate and you need to provide a placement between these two dates to secure a place on the course. Please discuss with your team or placement coordinator before requesting a place. If you have been qualified for 18months and would like to start taking students and want to do the educator course then please contact Lisa Harford:

[L.E.Harford@brighton.ac.uk](mailto:L.E.Harford@brighton.ac.uk)

| Location   | Day 1    | Day 2    |
|------------|----------|----------|
| Falmer     | 08/09/17 | 04/04/18 |
| Eastbourne | 17/01/18 | 16/05/18 |
| Eastbourne | 07/03/18 | 18/07/18 |

### Update courses

***Finding it difficult to attend an educator's course or update course? If so, maybe we can come to you! Please email Paul to find out more about this option on [p.boyle@brighton.ac.uk](mailto:p.boyle@brighton.ac.uk)***

## DIVERSE PLACEMENT OCCUPATIONAL THERAPY EDUCATORS

Diverse practice placement, OT educators for long arm supervision, please contact Tracy Szekely if you are able to do this, MSc 30/10/17-15/12/17 and BSc 8/1/18- 23//18. There is a workshop on 4th July at Falmer or 11<sup>th</sup> September at Eastbourne for those who are interested and haven't done this before. Please contact Sara Hadland for further information.

[Occupational-Therapy-Placements@brighton.ac](mailto:Occupational-Therapy-Placements@brighton.ac).



## CPD OPPORTUNITIES

Later Life – Contemporary Issues in Health, Wellbeing and Rehabilitation

**Dates:** 5-11<sup>th</sup> February 2018

**Level:** Post-graduate

**Location:** Eastbourne

The National Service Framework for Older People sets quality standards for health and social care. It will help older people to stay as healthy, active and independent as possible, for as long as possible. The NSF for older people will ensure that older people are treated with respect ;prevent unnecessary hospital admission, and support early discharge ;reduce long term illness by providing specialist care ;promote healthy lifestyles and independence for those in older age." This module has been designed to enable health and social care practitioners working with people in later life to develop their knowledge and skills in relation to the health, well-being and rehabilitation of this client group. It will enable people working in all fields to critically evaluate their current practice and to consider ways in which they may include the promotion of optimum health for people in later life. For further information please email Tracy Szekely (module leader):

<mailto:T.Szekely@brighton.ac.uk>

Work-Focused Interventions in Health and Social Care Practice:

<https://about.brighton.ac.uk/health-modules/index.php?fn=quickview&mod=149485095161535056>

**Module code:** HE703 **Credits:** 20

### Description

This module introduces key principles and knowledge that underpin work-focused interventions used by health and social care professionals. Content will draw on ergonomics, vocational rehabilitation and occupational health related research, practice, policy and theory. Students are likely to be practicing, or planning to practice, in a setting where there is a need to provide interventions focused on the workplace, job design/tasks and/or the functional performance capacity of the worker to address workplace physical and mental health and well-being issues.

### Learning Outcomes

On successful completion of the module the student will be able LO1) Identify, select, synthesize and apply evidence and theory based practice knowledge from the fields of ergonomics, vocational rehabilitation and/or occupational health to creatively address health and well-being issues in the workplace LO2) Competently express coherent clinical reasoning in written proposals for work-

focused interventions. LO3) Justify the selection of valid tools and strategies to assess vocational function and its interactions with workplace environments. LO4) Justify choice of safe and effective workplace interventions through comprehensive understanding of approaches applicable to the requirements and supported

### **Location**

Eastbourne

### **Contact Information**

Contact/Administrator Email:

[PostgradHealthSciences@brighton.ac.uk](mailto:PostgradHealthSciences@brighton.ac.uk)

on the [School of Health Sciences](#)

[Postgraduate Education main page](#).

### [European Masters in Occupational Therapy](#)

For further information please visit:

<http://www.ot-euomaster.eu> .

**IMPORTANT NEWS:** The new fee for EU/EAA citizens is only €2,006 per year.

Email: <mailto:j.wright@brighton.ac.uk>

### [MSc Occupational Therapy \(& Education/Management\) \(Post-registration\)](#)

These courses have been suspended in 2017-2018 due to the low intake of students over previous years. Although this means that we are not accepting new students next year, existing students are not affected and modules within the Postgraduate Programme are available to everyone as usual. A New MSc Advanced Practice (Occupational Therapy) is in development and is planned to commence in 2019. We will keep you informed. For those of you who would like to take a Masters qualification at the University in next year or two, please consider the following:

### [MSc Health](#)

For further information please visit:

<https://www.brighton.ac.uk/courses/study/health-msc-pgcert-pgdip.aspx>

For further information about these MSc courses or other modules within the Graduate Programme please visit:

<http://www.brighton.ac.uk/hss/courses/gphss/> or contact Dr Jon Wright:

[j.wright@brighton.ac.uk](mailto:j.wright@brighton.ac.uk) Telephone: 01273 643877



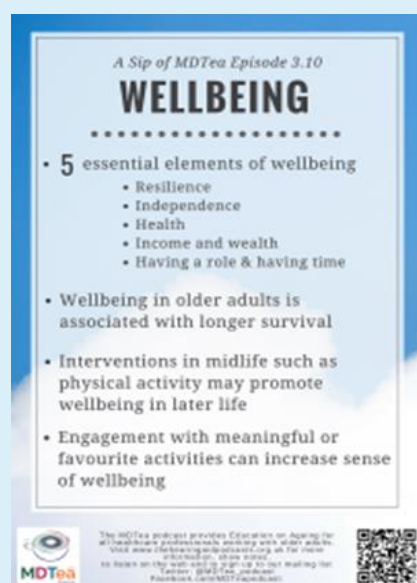
## MDTEA PODCASTS

Free open access podcasts for all healthcare professionals working with older adults

An interesting and accessible series of podcasts (with reflective logs for your CPD) for those of you who are working in care of the elderly settings - MDTea Episodes – The Hearing

Aid Podcasts

[thehearingaidpodcasts.org.uk](http://thehearingaidpodcasts.org.uk). Please contact Tracy Szekely for further information. [MDTea Episodes – The Hearing Aid Podcasts](#)



[thehearingaidpodcasts.org.uk](http://thehearingaidpodcasts.org.uk)

### Latest Episode:

Presented by: Dr Iain Wilkinson  
(Consultant Geriatrician East Surrey Hospital)

Dr Jo Preston (Consultant Geriatrician  
St George's Hospital)

Tracy Szekely (Senior Lecturer in  
Occupational Therapy University of  
Brighton)

Gaynor Sadlo (Former Professor of  
Occupational Science University of  
Brighton, Visiting Professor, Charles  
University Prague.

**Broadcast date: 20th July**

## RECOMMENDED ARTICLES

This is an evaluation of the contexts, mechanisms and outcomes of inter-professional clinical workplace learning. They found that the use of engagement by students teams with real patients through interviews as basis for discussion and reflection; the use of case studies to share and learn from one another, structured workshops, wards rounds and shadowing helped meaningful IPE in the workplace.

Kent, F., Hayes, J., Glass, S. and Rees, C. E. (2017), **Pre-registration interprofessional clinical education in the workplace: a realist review**. Med Educ.  
doi:10.1111/medu.13346

## RECENT PUBLICATIONS BY THE TEAM

### Resilience and social justice

Haines D (2017) *Ethical considerations in qualitative case study research recruiting participants with profound intellectual disabilities*. *Research Ethics Review* [online early view:  
<http://journals.sagepub.com/doi/10.1177/1747016117711971> ]

Drawing on the author's experience carrying out qualitative research in the field of occupational therapy with people with intellectual disabilities, this article explores ethical issues inherent in ethnographic and case study research, where study designs can evolve over time. Such qualitative methodologies can enable deep understanding of research topics, but detailed description of methods and of the range of potential experiences participants may have is necessary to ensure that they are fully informed and ethics committees satisfied. Thorough consideration is required of ethical issues related to topic relevance and design, recruitment, collection of data and portrayal of participants in the eventual case report. The article illustrates a way in which research of this type can be explained and justified, including how recruitment can be achieved of participants likely to lack capacity to consent to participation themselves.

de Bruyn M and Cameron J (2017) The **occupation of looking for work: An interpretative phenomenological analysis of an individual job-seeking experience**. *Journal of Occupational Science* [online first ahead of print]:

<http://www.tandfonline.com/doi/abs/10.1080/14427591.2017.1341330?journalCode=rocc20> http://

This qualitative study explored the meaning of job-seeking, as a human experience and occupation, as it is understood by an individual job-seeker within the United Kingdom. Interpretative phenomenological analysis was used to understand the meaning of job-seeking as a lived experience. A series of three, in-depth interviews were conducted with a single participant at various stages of the job-seeking experience. After individual and cross analyses of

interview transcripts, three master themes were developed that demonstrated how the job-seeking experience was understood. These were: (1) understanding the self and identity, (2) understanding relationships, (3) understanding job-seeking as a journey. These results are discussed in the context of previous studies of job-seeking and occupational perspectives that focus on meaning in human occupation. The authors conclude that job-seeking is a rich human occupation in which the form, function and meaning are influenced by internal and external factors related to the person, their occupations and environment. Future research could build on these insights by considering the efficacy of these internal and external supports and how job-seeking varies across different cultural and social contexts.

[www.tandfonline.com/doi/abs/10.1080/14427591.2017.1341330?journalCode=rocc20](http://www.tandfonline.com/doi/abs/10.1080/14427591.2017.1341330?journalCode=rocc20)

Bolas, J. Boyle, P. ***Parental views regarding seating and participation for young children with cerebral palsy*** Journal of occupational therapy, schools and education (online ahead of print) <http://www.tandfonline.com/doi/full/10.1080/19411243.2017.1325814>

A postgraduate occupational therapy student, Jennifer Bolas, has had a study published in the *Journal of Occupational Therapy, Schools & Early Intervention*, co-authored with Paul Boyle, Senior Lecturer. The paper entitled *Parental views regarding seating and participation for young children with cerebral palsy* explores the views of parents regarding seating for young children and can be read in full at



University of Brighton



Kent Community Health  
NHS Foundation Trust

# Exploring the experience of learning art and craft activities on a pre-registration MSc occupational therapy course

Claire Hunt  
Heidi Von Kürthy

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## Introduction:

Occupational therapy's history is embedded in the Arts and Crafts Movement, with understanding of the curative power such activities as a principal means of intervention (Hocking, 2008). More recently evidence based research is encouraged to demonstrate the place of art and craft activities within contemporary occupational therapy practice (Turner, 2011).

The College of Occupational Therapists (COT) *learning and development standards for pre-registration education* (2014) highlights that graduates should emerge with a strong sense of identity encapsulated within core skills and professional knowledge. Turner and Alsop (2015) propose these core skills still lie within our historic romantic philosophy. However, the teaching of therapeutic media, such as arts and crafts, within occupational therapy curricula has become contemporary rather than normative (Sadlo, 2004). The following research aims to describe the experience of students who learn art and craft skills as part of their pre-registration occupational therapy training in order to establish how this might relate to their professional knowledge and identity.

## Method:

- A qualitative study exploring the experience of 15 final year MSc pre-registration occupational therapy students learning art and craft activities.
- Data was collected using two focus groups and analysed using thematic analysis.

## Findings:

- Two main themes were generated:
  - 'Going Through the Process'
  - 'Creating Your Own Identity'



'It kind of gives you that tool and the idea that it should be and could be used in physical placements and I just wonder how would you know about doing that if you hadn't done it yourself and been a part of those groups and been a part of those activities and thought about it that way' (Kay)

I think that is probably something that I have learnt not just from reading all the books and stuff like that whilst here, but by actually doing those skills and realising how it can be really transformative for people and has been for me as well, not only in skills but also my own hobbies and that kind of thing um and yeah I definitely think that has had an effect on how I view occupational therapy as a profession and as a result myself as an occupational therapy student' (Pamela)



'I think the challenge for me was not seeing how I could use it or apply the skill in practice each week with different skills and feeling that frustration of how I wish we could do more and get more out of it and if not seeing that effect immediately but then it all coming together in the end, so I think yeah that was a challenge' (Rebecca)

## Discussion:

Students reported an increased awareness of the therapeutic potential of activities, improved understanding of the purpose of activity and increased confidence through participation that they believed would enable them to use skills in practice. Conversely some students showed a general lack of appreciation of the purpose of art and craft in their training.

## Conclusion:

This research has highlighted why the teaching of traditional skills such as art and crafts is helpful during pre-registration education and what students become through experiential learning. Students through participation could identify art and craft activities that can be utilised in a variety of occupational therapy settings, to engage service users' purposeful engagement and self-expression. This research also highlights a 'gap' in students understanding of the purpose of being taught traditional skills in current contemporary occupational therapy practice.

## Implications:

Pre-registration occupational therapy students are more likely to understand the therapeutic potential of art and craft activity with its inclusion within the curriculum.

This research strongly advocates the importance of experiential 'hands on' learning to enable graduates to develop practical skills to use in practice.

## References:

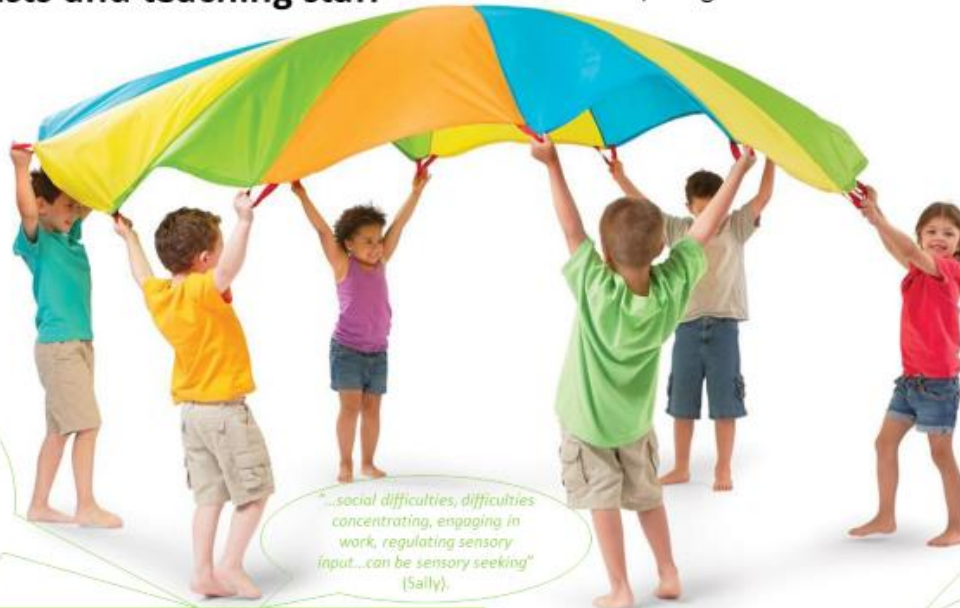
- COT (2014) *College of Occupational Therapists' learning and development standards for pre-registration education*. London: COT.
- Hocking C (2008) The way we were: Romantic assumptions of pioneering occupational therapists in the United Kingdom. *British Journal of Occupational Therapy* 71(4): 146-154.
- Sadlo (2004) Creativity and Occupation. In: Molineux M (ed) *Occupation For Occupational Therapists*. Oxford: Blackwell Publishing. pp. 90-100.
- Turner A (2011) The Elizabeth Casson memorial lecture 2011: occupational therapy - a profession in adolescence? *British Journal of Occupational Therapy* 74(7): 314-322.
- Turner A and Alsop A (2015) Unique core skills: exploring occupational therapists' hidden assets. *British Journal of Occupational Therapy* 0(0): 1-11.

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# The impact of sensory integration groups on participation of children and young people with learning disabilities: perceptions of therapists and teaching staff

Alice Harland<sup>1</sup>, Craig Swarbrick<sup>2</sup> and David Haines<sup>3</sup>



"...quite low in their functioning, developmental delay...minimal or non-verbal...not very confident with their own body" (Rachel).

"...social difficulties, difficulties concentrating, engaging in work, regulating sensory input...can be sensory seeking" (Sally).

"...to give some intense vestibular input...to get that sensory system working" (Sally).

## Introduction

Children and young people with learning disabilities/ autism and sensory-integrative problems find it challenging to organise sensory input from the environment for use in everyday activity.

Sensory-integrative approaches (Ayres 1972) are widely practiced by occupational therapists (COT 2015). Research suggests positive impact, including increased participation (Cosbey et al. 2010). To measure outcomes, however, the nature of impact needs to be clearer

### Sensory-integrative problems



## Occupational therapy sensory integration groups

### School

- Daily group
- Sensory integration equipment (therapy balls, swings, skateboards, rope, beanbags)
- 3 stages: alerting, organising and calming activities
- Aim: promote better regulation of responses to the environment

### College

- Weekly one-hour groups
- Aim: improve motor skills, body awareness, planning and execution; identify strengths and behaviours impacting on learning (e.g. problems waiting/ taking turns)

## Method

**Aim:** explore perceived impact of the groups on participation.

Qualitative research at a special educational needs school and college in England for children and young people aged 5-19/ 18-23 years with autism/ speech and language difficulties/ developmental delay/ moderate-to-severe learning disabilities.

Semi-structured individual interviews, exploring perceptions of group impact, with 7 participants:

- Occupational Therapists (running the groups): Sally, Jane (School); Fiona, Rachel (College)
- Speech and Language Therapist: Felicity (School)
- Teaching Assistants: Pauline (School), Emma (College).

## Conclusion

Occupational therapy sensory integration groups are perceived by therapists and teachers as having positive impacts on underlying abilities and participation (in both the group itself and subsequent learning activities).

Measuring outcomes and establishing whether they result from the groups or other therapeutic input is, however, perceived to be difficult.

## Implications for practice

- Relevant to occupational therapists and others working with young people with learning disabilities.
- Suggests variables that could be measured in future research evaluating sensory integration groups.

"doesn't have any friendships... the group is good as it gets him used to it." (lane)

"...engaging for longer and able to participate for the whole session"

"you can see the difference in five minutes he becomes more alert and able to concentrate" (Sally).

"enabling a better regulation of force and control of movements."

"developed a sense of body awareness"

## Findings: Perceived changes in

### Underlying abilities

- Regulation of very high/ very low arousal levels
- Sustained attention
- Awareness
- Motor planning, improved co-ordination
- Cognitive functioning
- Improved behaviour

### Observed participation in activity and relationships

- An important outcome is participation in the group itself: a meaningful, fun activity
- Gradually increasing participation
- Communication, social interactions with others, peer relationships
- Self-efficacy, confidence
- Transition between activities
- Post-group participation: "calmed", "settled", improved engagement in subsequent learning activities: potential for transfer of benefits beyond immediate setting?

"When they come back they are much more settled... helping them to calm down and re-engage in the next lesson" (Felicity).

### Lasting impact of groups difficult to judge:

- Not all participants worked with learners immediately afterwards.
- Was it sensory integration or group activity that had the impact?
- Groups were part of wider therapeutic input.

Ayres A. J. (1972) Sensory integration and learning disorders. Los Angeles: Western Psychological Services.

College of Occupational Therapists (2015). Practice briefing: sensory integration. London: COT. Cosbey, J., Johnston, S. and Dunn, M.L. (2010). Sensory processing disorders and social participation. American Journal of Occupational Therapy, 64(3): 462-478.

<sup>1</sup>Occupational Therapist, Sussex Partnership NHS Trust. <sup>2</sup>Occupational Therapist, The Disabilities Trust (Brain Injury Rehabilitation Trust). <sup>3</sup>Senior Lecturer, University of Brighton. Photograph © Michael Cardone

See full paper accepted for publication in Brighton Journal of Research in Health Sciences <http://bjrh.brighton.ac.uk/2015/>



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Editor of Autumn 2017 edition: Sue Wheatley 01273 644111 [S.E.Wheatley@brighton.ac.uk](mailto:S.E.Wheatley@brighton.ac.uk)

(Please send information for inclusion in the next edition to Sue by the end of November 2017)

Placement tutors: Tracy Szekely and Paul Boyle [Occupational-Therapy-Placements@brighton.ac.uk](mailto:Occupational-Therapy-Placements@brighton.ac.uk)