

- Importance of career
- Connectedness while on leave
- Guilt regarding commitment to both work and mothering roles
- Coping strategies
- Support structures
- Knowledge of HR rules governing leave

While consensus was present on some issues, idiosyncratic responses were evident regarding other themes. This indicates that the individual experience of return from parental leave should be considered in supporting staff during return to work.

#### CONCLUSION

While some elements of return from parental leave can reliably be planned for in supporting staff, development of formal or informal individual support plans should be a component of effective management practice.

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### Occupational Therapy contributions to the rehabilitative and habilitative needs of clients with intellectual disability who engage in offending behaviours and detained in medium secure service.

Pierre Dumenu

*FORENSIC DISABILITY SERVICE, QUEENSLAND, AUSTRALIA*

#### BACKGROUND

This specialist intellectual disability service is a 10 bed medium secure residential centre for adults (18 years and older) with an intellectual or cognitive disability (and no co-occurring serious mental illness) who have engaged in offending behaviour, who have been found to not have capacity to plead and for whom a secure setting is judged, at that time, to be the most appropriate option.

The centre has a multidisciplinary staff that comprises of forensic officers, forensic disability worker (clinician e.g. psychologists, OT, social workers), medical staff, nursing officers and administrative officers.

Historically no OTs have been directly employed at the centre however external OTs have been engaged to do sensory assessments, ADL assessments and life skills assessments to clients.

#### METHOD

Approach undertaken:

- Literature review
- Receiving training around risk assessments
- Cofacilitating Arts, Literacy and Numeracy groups
- Cofacilitating Sex Offender Treatment program
- Cofacilitating Anger Management program
- Cofacilitating Fire Setters Treatment program
- Pre and post assessment of treatment programs

#### DISCUSSION/OUTCOMES

The preliminary results of facilitating the offender treatment were mixed, with pre and post assessment indicating that the programs have not reduced the overall risk of reoffending for the clients.

The preliminary results for the Arts groups and literacy and numeracy shows that most clients benefit from the social interactions however the

retention and application of the contents are not generalized.

#### CONCLUSION

OTs are good delivering group programs in general however research needed to find out the most appropriate ways in delivering offender specific programs to adults with intellectual disability.

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### Developing the next generation of occupational therapists: Use of learning communities to facilitate student understanding of authentic occupational therapy assessment tasks

Jackie Eagers, Colleen Kaesehagen, Rebecca Sealey

*JAMES COOK UNIVERSITY, TOWNSVILLE, QLD, AUSTRALIA*

#### BACKGROUND

Active engagement in activities using critical thinking to understand assessment requirements is known to improve students' performance. This project aimed to facilitate occupational therapy students' understanding of professional report writing based on practice education.

#### METHOD

A series of workshops were run with a cohort of occupational therapy students in their first and then their second year of studies. Workshops focused on students co-creating assessment handy hints with activities progressively graded to increase student independence. Activities included critique of exemplars and student peer-to-peer critique of assignment drafts. Evaluation and analysis was through an online survey containing likert scale and open ended questions.

#### DISCUSSION/OUTCOMES

A higher proportion of responding first year students than second year students felt: 1) the workshops provided clarity of assessment expectations; and 2) exemplars of a high and low grade assisted in understanding assessment standards. A higher proportion of responding second year students than first year students felt: 1) the workshops provided an opportunity to develop and/or demonstrate their ability to contribute effectively to team-based tasks; and 2) the workshops were useful for their learning. Different student engagement styles also emerged: prescriptive, facilitative and self directive.

#### CONCLUSION

Outcomes and reasons for participating in assessment handy hints workshops were different between first and second year and also between students within the same year. This project assists in understanding where resources can be directed in order to facilitate the development of occupational therapy students into our next generation of occupational therapists.