



The College of Health presents:

Hauora Wellbeing Research Festival

WHAKAWHANANAUNGA, MAHI TAHI, HAPORI



NOVEMBER 15, 2022





NAU MAI, HAERE MAI!

The Health and Wellbeing Research committee would like to warmly welcome you to our first College of Health research festival. The College of Health is comprised of four schools: School of Midwifery, School of Nursing, School of Occupational Therapy, and the Institute of Sport, Exercise and Health. Additionally, we collaborate with the College of Community Development and Personal Wellbeing. The committee members are staff members from the respective colleges who are engaged in research and are committed to enhancing collaboration among our College of Health staff and community.

The aim of this research festival is to encourage research activity, regardless of progress. Research presented at the 2022 Health and Wellbeing Research Festival follows three possible formats:

1. **Research idea sessions** - this is a 15-minute brainstorm session on a research idea. The goals of this may vary, but include gaining collaborators, refining methodology, addressing key issues.
2. **Progressing research** - this is a 5-minute presentation on a current research project that may not yet be complete but has progress to share. There will be a 10-minute discussion session to clarify the next steps of the research.
3. **Results focused presentations** - this is a 10-minute presentation on a research project that has data/findings to present. There will be a 5-minute Q&A session to follow the presentation.

Please take the opportunities that today presents to meet new people, have intellectual conversations and spark connections that may lead you to an unexpected journey.

Thank you for attending the College of Health – Health and Wellbeing Research Festival!

Warm regards from the Health and Wellbeing Research Committee,

Codi Ramsey – Institute of Sport, Exercise and Health
Professor Sally Baddock – School of Midwifery
Professor Yvonne Thomas – School of Occupational Therapy
Suzie Bartlett – School of Nursing
Richard Humphrey – Institute of Sport, Exercise and Health
Steff Revell – College of Community Development and Personal Wellbeing
Lesley Brook – Research and Postgraduate Studies
Ian Crabtree & Judy Magee – Heads of College of Health

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HAUORA WELLBEING FESTIVAL SCHEDULE 2022	
9:00 – 9:25	Welcome – Scott Klenner Tumuaki Rakahau Māori Director of Māori Research
9:30 – 9:45**	Lorna Davies – Sustainable Midwifery Group Practice in Aotearoa New Zealand - development of a resource kit
9:50 – 10:05	Mat Blair – Effect of match schedule density on self-reported wellness and sleep in referees during the Rugby World Cup
10:10 – 10:25	Helen Mataiti – Preparedness for professional learning in coaching
10:30 – 11:00	Morning Tea - Provided
11:00 – 11:15 online	Sally Baddock/Suzanne Miller - Progressing gender-inclusive midwifery in Aotearoa
11:20 – 11:35**	Jean Patterson – Paskifka students’ experience of studying midwifery
11:40 – 11:55	Phil Handcock – Keeping score after the game is over
12:00– 12:15 *	Helen Jeffery – Impact of the Five Finger Framework
12:15 – 1:15	Lunch – Bring your own
1:20 – 1:35**	Rachel Dibble - Talking Tino Rakatirataka! Provisions of place and space in Tiriti education
1:40 – 1:55 online	Emma Le Lievre - Identify the prevalence of increased interpregnancy weight gain in a NZ birthing population
2:00 – 2:15	Donna Burkett - Incorporating inter-professional education (IPE) into the undergraduate nursing journey
2:20 – 2:35 **	Dave McQuillan – A mindful approach to working with trauma
2:40 – 3:00	Afternoon Tea - Provided
3:00 – 3:15 online	Cara Baddington - Women’s experiences of a pregnancy ultrasound prediction of a large baby
3:20 – 3:35**	Hayden Croft - Behind Closed Doors: a preview into the Silver Ferns implementation of performance analysis
3:40 – 3:55	Adrienne Buckingham - A School-Based Intervention to Promote Positive Youth Development: A pilot experimental study in Aotearoa
3:55 – 4:00	Closing – Codi Ramsey
5:30 – 7:30‡	Yvonne Thomas - Reflections on Home: From passionate practitioner to compassionate researcher

*Research ideas presentation

** Progressing research presentation

‡ Professorial Lecture – All Welcome – refreshments provided

-  Research improves equity within health
-  Research enhances the learner experience
-  Research addressed the needs of region and/or government strategy
-  Research engages the community/industry/employers
-  Research enhances collaboration
-  Mātauranga Māori



9:30 – 9:45

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Progressing Research Presentation



AUTHOR(S): Lorna Davies

TITLE: Sustainable Midwifery Group Practice in Aotearoa New Zealand – development of a resource kit.

Introduction: Aotearoa New Zealand has a unique maternity system with continuity of care a core tenet. Midwives are the primary providers of community based primary level maternity care - a 24/7 role, which requires high levels of skill and responsibility at all times. Midwifery Group Practices (MGP) are the most common foundation used by midwives to operate such a comprehensive service, under contract to the government. Multiple models of MGP are utilised throughout Aotearoa New Zealand, with variable practice organisation, support and management processes. Each MGP has their own idiosyncratic approach to making it sustainable, fit for purpose and aligned in ways that fit with their practice philosophy, and the communities within which they live and work. This has resulted in some longstanding, highly functional and successful MGP's. However, given the complexities of the role and the challenges of maintaining MGPs, some practices struggle to work effectively or sustain themselves. Despite the system operating for 30 years there is a paucity of guidance and MGP support, which needs to be addressed to optimise and sustain for this model of care.

Method: The study's methodology will be Appreciative Inquiry (AI), because the focus on affirmation, appreciation and positive dialogue will support the intention to co-construct better, more sustainable ways of working in Aotearoa/New Zealand. Methods will include an online survey, face-to-face focus groups and an online discussion platform.

Conclusion: Ultimately the project is focussed on sustainability. By inviting midwives to share their experience, practices and vision we will gather data that will ultimately inform the development of an MGP resource kit for midwives who may be considering launching or joining a new practice, or wish to work on the processes, strength or sustainability of their practice.

9:50 – 10:05

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Results Focussed Presentation



AUTHOR(S): Mat Blair

TITLE: Effect of match schedule density on self-reported wellness and sleep in referees during the Rugby World Cup

Introduction: To examine the effect of match schedule on self-reported wellness and sleep in rugby union referees during the 2019 Rugby World Cup.

Method: Following an observational design, 18 international-level, male referees participating in the 2019 Rugby World Cup completed a daily questionnaire to quantify wellness status (sleep quality, mood, stress, fatigue, muscle soreness, total wellness) and sleep characteristics (bedtime, wake up time, and time in bed) from the previous night across the tournament. Linear mixed-models and effect sizes (Hedges' g) assessed differences in wellness and sleep characteristics between pre-match and post-match days surrounding single-game and two-game congested match schedules (pre-match1, post-match1, pre-match2, and post-match2 days).

Results/Findings: During regular schedules, all self-reported wellness variables except stress were reduced ($g = 0.33-1.05$, mean difference -0.32 to -1.21 arbitrary units [AU]) and referees went to bed later (1:08, 1:07 hh:mm) and spent less time in bed (-0.78 , 00:55 hh:mm) post-match compared to pre-match days. During congested schedules, only wellness variables differed across days with total wellness reduced on post-match 1 (-0.88 , -3.56 AU) and post-match 2 (-0.67 , -2.70 AU) days, as well as mood (-1.01 , -0.56 AU) and fatigue (-0.90 , -1.11 AU) reduced on post-match days compared to pre-match days.

Conclusion: Referees were susceptible to acute reductions in wellness on days following matches regardless of schedule. However, only single-game regular match schedules negatively impacted the sleep characteristics of referees. Targeted strategies to maximize wellness status and sleep opportunities in referees considering the match schedule faced should be explored during future Rugby World Cup competitions.



AUTHOR(S): Helen Mataiti

TITLE: Preparedness for professional learning in coaching.

Introduction: Early childhood intervention (ECI) services are offered by governmental and non-governmental organisations, to promote the wellbeing, learning, development, and resilience of 0–6-year-old children and their whānau. Coaching has been found to enhance confidence and self-efficacy of parents, educators, and professionals in the ECI team, to support children’s inclusion in communities. However, few studies have examined professional learning in coaching, either generally or within the ECI context. This presentation shares insights into ECI professionals’ preparedness to learn about coaching.

Methods: Utilising a qualitative descriptive approach, data was gathered through semi-structured interviews with 15 NZ-based ECI professionals. To identify main themes, an adaptation of Braun and Clarke’s (2006) thematic analysis was applied to the interview transcripts.

Results: Key findings of the study showed that participants were ready to learn about coaching according to five areas of preparedness. These were professional background, understanding the relevance of coaching, interest and motivation in learning, knowledge of coaching, and the learning context. However, professional preparedness for learning did not always result in the adoption of coaching in practice.

Discussion: Literature indicates learning or change preparedness can positively influence the effectiveness of professional learning. Findings of this study remind us however, that in workplace contexts where practices constantly change, several other areas beyond individual professionals’ readiness to learn are important. These include supportive policy and practice structures, appropriate learning design and technologies, time to engage in professional learning, and opportunities for professional collaboration and reflection.

11:00 – 11:15

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Results Focussed Presentation



AUTHOR(S): Sally Baddock (in person) and Suzanne Miller (online)

TITLE: Progressing gender-inclusive midwifery in Aotearoa

Introduction: As awareness of the possibilities of gender-diverse families and parenthood grows, trans, non-binary and other people with diverse genders are increasingly accessing fertility, pregnancy, and birth (perinatal) care as part of their family-building journeys. The aim of our study was to determine what constitutes quality, safe and culturally responsive perinatal services for trans, non-binary, and takatāpui people, and to identify the associated education needs of the perinatal workforce in Aotearoa New Zealand.

Method: Our two-phase New Zealand Health Research Council-funded study included interviews with 20 gender diverse people who had accessed perinatal care. Findings from the interviews informed a national perinatal workforce survey to identify current knowledge and education needs in this area. Ethics approval was granted by the Victoria University of Wellington Human Ethics Committee (VUWHEC #0000029879 and #0000030433).

Results/Findings Thematic analysis of the interviews identified themes about what constituted safe, inclusive and responsive care such as using gender-neutral or gender-additive language, creating inclusive physical environments and not questioning someone's identity. Preliminary responses to our survey (n = 500) indicated that most health professionals had received little education on providing gender-inclusive care and over 75% would access such education if it were available. Responses identified specific education and support needs.

Conclusion: We have clear guidance from trans and non-binary people about what constitutes safe and affirming care from their perspective. Survey results enabled us to establish current workforce knowledge in relation to these identified needs and will lead to recommendations for health policy and development of education resources.

11:20 – 11:35

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Progressing Research Presentation



AUTHOR(S): Jean Patterson

TITLE: Pasifika students' experience of studying midwifery

Background: 2.6% of midwives in Aotearoa New Zealand identify as Pasifika. Increasing this number is a Government and Otago Polytechnic priority to reflect the population diversity. This study repeats a 2015 study designed to help us understand the experiences of Pasifika students in the Bachelor of Midwifery; seeking what could be changed/introduced to improve their enjoyment, success, and retention.

Objectives: To hear how Pasifika students experience studying in our Bachelor of Midwifery. To ask for their ideas on how our learning environment and school processes could be changed to best meet their learning needs. To compare findings of this study with those of the 2015 study. To act on any recommendations from the study and institute changes, where possible, within our practices and processes.

Method: Interviews will commence this year with a report available early in 2023.

All Pasifika students enrolled in the Bachelor of Midwifery at Otago Polytechnic since 2016 will be contacted and invited to take part in the research. Interviews will be face to face with a Pasifika researcher using a Talanoa conversational approach and Spacifichology, a flexible participatory model which recognises four categories of Pasifika learners based on their birthplace and ecology, An extensive literature review suggests that Pasifika midwifery students bring a wealth of knowledge about their oceanic cultures and ways of community communication. Recognition and incorporation of these strengths in the midwifery programme may enhance enjoyment and success for Pasifika students and prepare them for work in their communities.



AUTHOR(S): Phil Handcock

TITLE: Keeping score after the game is over

Introduction: Rugby union has a high rate of injury with premature return to play identified as a preventable cause of injury. Return-to-play practices have been demonstrated that evaluating readiness to return is not standardised, often poorly defined and communicated, and that players routinely return prior to full recovery. This project sought to describe players' experiences and reflections on their injury management and return to play.

Method: Grounded theory was used to frame this project. Using a sample of convenience, ten recently retired professional rugby players were interviewed. Participants were asked how decisions regarding their return to play were made, and how injuries had affected their ongoing health and wellbeing.

Results/Findings: the main themes emerging were that pressures within the sport and team environment meant that injuries were often poorly managed and decisions on readiness to return were at times left to the player. As most participants had ongoing disability as a result of rugby injury, many felt they would have benefited from treatment by health care practitioners not allied to the team. It was also suggested that a standardised return-to-play assessment could have helped protect them from a premature return to competition.

Conclusion: The findings from this study demonstrate that the future health and wellbeing of professional rugby players were at times compromised by pressures to return following injury. More objective and transparent return to play management could help resolve current decision-making challenges and improve care for players.

12:00 – 12:15

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Research Ideas Presentation



AUTHOR(S): Helen Jeffery

TITLE: Impact of the Five Finger Framework

Description: The Five Finger Framework (FFF) was developed following research into how evidence-based practice (EBP) is nurtured and supported through the curriculum and on fieldwork. Focus groups were conducted with clinicians and year 3 students, and interviews with OP OT lecturers.

The research found that EBP as a concept and practice is merged with professional reasoning, specifically professional decision making. There were four specific areas that were considered important in seeking evidence and information to inform professional decisions - the literature, the context/environment of the practice setting and community, the client, and the expertise of knowledgeable others. The influence of the self, including own culture, values, knowledge, skills, self-awareness and responsiveness to feedback was also considered an important consideration. The framework is depicted on a hand, with the fingers representing the four areas, and the thumb representing the self (with the dexterity to easily reach each of the fingers). The professional decision to be made, or problem being considered, is held in the palm of the hand. Practitioners are encouraged to touch base with all of the fingers as they manipulate the issue under consideration, in order to maintain strength and competence for practice.

Students have been introduced to the FFF and encouraged to use it in a variety of ways in various courses in the occupational therapy curriculum. We are at the stage where we would like to develop more resources to encourage its use in the classroom and on fieldwork, and to explore the impact this might have had on their professional reasoning and EBP skills. We are also interested in researching the applicability of the framework for other health related professions and would welcome collaboration with another school/program.



1:20 – 1:35

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Results Focussed Presentation



AUTHOR(S): Rachel Dibble

TITLE: Talking Tino Rakatirataka! Provisions of place and space in Tiriti education

Description: A spoken word poem/pūrakau will delve into an educator's experience how Tino Rakatirataka can be determined within self and potentially redefined in places and spaces. Questioning who determines definitions, how space is created or diminished, and consequences of place will be explored. This pūrakau connects to the Master of Professional Practice Dibble is studying, focusing on the Tangata Whenua Tiriti o Waitangi educator experience 'in the room'.



Results Focussed Presentation



AUTHOR(S): Emma Le Lievre

TITLE: Identify the prevalence of increased interpregnancy weight gain in a NZ birthing population

Introduction: Interpregnancy weight change (IPWC) is not routinely collected as part of maternity care in NZ. Internationally, increased IPWC (IIPWC) has been associated with increased risks in subsequent pregnancies of gestational diabetes, preeclampsia, pregnancy-induced hypertension, and large-for-gestational age. This retrospective cohort study aims to identify the prevalence of increased interpregnancy weight gain in a NZ birthing population

Method: Women with two completed, singleton, pregnancies in Palmerston North Hospital between January 2016 and December 2021 were included. Potential cases were identified by NHI numbers repeated in the departmental labour and birth audit. Data was then extracted from the audit and where necessary electronic records were accessed. IPWC for each woman was determined by calculating the difference in booking BMI of the index and second pregnancy, expressed as BMI points. Increased IPWC (IIPWC) was defined as an increase of ≥ 3 BMI points between pregnancies.

Results: 858 people were included. Mean Age at first delivery was 26.3 years. Mean time between pregnancies was 27.5 months. Mean IPWC was +1.14 increase in BMI. 22.3% experienced IIPWC, 30.5% experienced no change and BMI points fell in 19.5%. IIPWC was experienced more in Māori (27.1%) and Pacific (37.5%) population than in NZ European (20.4%) ($p = <0.05$). IIPWC was observed more in those <20 years old (34.1%) and between ages 20-24 (30.5%) ($P = <0.05$) IIPWC was less likely to be experienced by those living in areas of low deprivation (11.2%) ($P = <0.05$)

Conclusion: In this cohort, 22.3% of people experienced IIPWC. IIPWC was experienced more by Māori, Pacific and younger people. While those living in low areas of deprivation experienced less IIPWC. These findings suggest that IIPWC may be widely prevalent in birthing populations in New Zealand with higher rates in already at-risk populations. Additional research is required to explore IIPWC and its role as a risk factor for adverse perinatal outcomes in a NZ population.

2:00 – 2:15

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Results Focussed Presentation



AUTHOR(S): Donna Burkett

TITLE: Incorporating inter-professional education (IPE) into the undergraduate nursing journey

Introduction: Working interprofessionally in health has been identified as the key to improving health outcomes for patients. It is essential that learners are introduced to the IPE concept early in their education to give them the opportunities to grow their knowledge in this area of practice. Bachelor of Nursing Year 1 learners engaged in an IPE module as part of their introduction to working collaboratively. The learning module was developed in conjunction with Otago Polytechnic and the University of Otago.

Method: There were 960 students across multiple health disciplines that were allocated into groups of 15 which were facilitated by academics across all professions online (due to Covid-19 lockdown). They were introduced to the concept of professional ethics, which required them to explore the values that health professions have in common, whilst maintaining appropriate standards as a health practitioner. The learners undertook directed learning, group activities and a personal reflective exercise as part of this module assessment. The School of Nursing surveyed nursing students' perceptions on this experience.

Results/Findings: Learners identified the value of this learning module in developing their perceptions of other health professions and their roles in the patient experience. Being online was identified as a barrier to fully engaging with others and that face-to-face sessions would have enhanced the value of the learning experience. Some learners felt that they did not have enough experience, time or knowledge of their own nursing journey to fully engage, contribute and understand the concepts being discussed.

Conclusion: IPE is a valuable and essential tool in preparing health care students for the realities of clinical practice, focused on patient outcomes. It was acknowledged that all health professionals have shared core values and standards for ethical practice. Embedding this concept into curricula is critical for it be seen as an important learning outcome. Students overwhelmingly see the benefit of working collaboratively and enjoyed the experience of engaging with their peers.



2:20 – 2:35

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Progressing Research Presentation



AUTHOR(S): Dave McQuillan

TITLE: A mindful approach to working with trauma

Description: The first stage of my research process involved developing a methodology for the application of mindfulness in working with trauma. I'm currently exploring and refining this methodology through clinical work. In this presentation I'll discuss my findings to date, the clinical and professional challenges associated with this work, and where I'm going with it.



3:00 – 3:15

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Results Focussed Presentation



AUTHOR(S): Cara Baddington

TITLE: Women’s experiences of a pregnancy ultrasound prediction of a large baby

Introduction: Ultrasound scans are an increasingly normalised part of pregnancy in Aotearoa New Zealand and result in fetal weight estimations that heavily influence clinical decision-making, regardless of accuracy. My study explored the implications of an ultrasound prediction of a large baby on birthing people’s perceptions and experiences of their pregnancies and births, including their birth choices and relationships with caregivers.

Method: The study was underpinned by feminist post structural theory, which is interested in the exposure of apparently fixed truths as socially and politically situated, and the creation of possibility for different ways of knowing and being through the deconstruction of those fixed truths. Following sixteen interviews, I undertook a reflexive thematic analysis.

Results: My analysis identified three overarching themes: Dominant medicalising discourses that prioritised surveillance and risk-centric care, and problematised large babies; The oppressive effects that engagement with these discourses had, including women experiencing fear, guilt, and a loss of control as they were directed on high intervention care pathways; Women’s attempts to resist the oppressive effects of dominant discourse by privileging women’s ways of knowing, trusting their bodies, and seeking to gain control of decision-making.

Conclusion: My findings demonstrated the negative impact that a large baby prediction had on women’s experiences and care pathways and identified opportunities for those women to challenge the problematisation of predicted large babies. The importance of a supportive midwifery relationship to these resistances was clear. The role of midwives in partnering with women to challenge medical meanings and practices related to large babies is affirmed as a key finding in this research.

3:20 – 3:35

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Progressing Research Presentation



AUTHOR(S): Hayden Croft

TITLE: Behind Closed Doors: a preview into the Silver Ferns implementation of performance analysis

Description: This research is a preview into a larger multiyear study which describes how the Silver Ferns netball team implements performance analysis into their campaigns. The purpose of this research is to provide insights for other performance analysts and coaches around success and failures within our practice. The two PA's brought different strengths to the environment, data analytics and video feedback, and insights will be discussed around how these approaches are combined. Initial reflections have indicated a concerted effort by one PA apply the principles and stages of motor learning literature into the team preparation for a recent international test series. This was done during the development of the team's strategy, while the other PA contributed analytical insights that contributed to tactics within these strategies. The wider study will report on the perceptions of this work by both the PA's, management staff and the players in future publications.

3:40 – 3:55

HAUORA WELLBEING FESTIVAL ABSTRACTS | 2022

Results Focussed Presentation



AUTHOR(S): Adrienne Buckingham

TITLE: A School-Based Intervention to Promote Positive Youth Development: A pilot experimental study in Aotearoa

Introduction: The primary aim of Study 1 was to implement and assess a school-based positive youth development intervention in Aotearoa New Zealand. I developed the Men Fit Programme, based on other positive psychology and growth mind-set interventions, and implemented it in an all-boys high school in Dunedin, Aotearoa New Zealand. The primary aim of Study 2 was to assess the relationship between school belonging and mental health.

Method: The Men Fit Programme consisted of 2 1-hour sessions each week, over the course of 10 weeks (i.e., one high school term). The current study assessed four cohorts of students that completed the programme in 2018 (n = 69) and a control group of students that attended the same school but did not complete the programme (n = 82). Participants completed measures of wellbeing, resilience, and grit, at the start and end of the programme. Study 2 utilised data from school-wide assessments conducted at the same high school the Men Fit Programme was implemented in, assessing a large sample of students (n = 589) on measures of school belonging, stress, anxiety, and depression.

Results: In Study 1, for participants in the Men Fit Programme, there was either no significant change over time in wellbeing, resilience, or grit, or a change that was observed in both the intervention and control groups. In Study 2, school belonging predicted lower odds of both depression and stress, but not anxiety

Conclusion: A sense of belonging matters to optimal wellbeing and ākonga succeeding in education. This can be built. Whakawhanaukataka is one way to describe how we can do this for our learners and actually, anybody, in our community to support population wellbeing in any organisation.

Professorial Lecture

AUTHOR: Professor Yvonne Thomas

TITLE: Reflections on Home: From passionate practitioner to compassionate researcher.

Like many, geographic transitions in her professional career have raised questions for Professor Yvonne Thomas about the meaning of home and the diverse ways in which it is experienced. Whether home is experienced as a physical entity – a house, castle, or tent, or as a sense of belonging to whānau or community, a place of birth or subsequent life changing events, the importance of home is arguably a significant aspect of wellbeing, for many people. Yvonne has observed and explored the meaning of home as both a sense of belonging and identity, and as a space for creativity and self-expression. Her doctoral research focussed on the way in which people maintained and sustained wellbeing during homelessness. The presentation will consider the relationship between home and wellbeing, from an occupational perspective. Drawing on both practice stories and research findings, this presentation will discuss issues of social inclusion, marginalisation, and the concept of 'othering' people and populations. Yvonne will explore the fundamental relationship between space and place, to participate in endeavours of meaning, and enhance wellbeing. Exploring broader concepts of home, this presentation will encompass both belonging to space and being in place.

Professor Yvonne Thomas graduated as an occupational therapist, in England in 1983. Her initial practice in occupational therapy has been followed by more than 20 years as an educator and researcher. Her professional career allowed her to move from the UK to New Zealand, to North Queensland, back to England, returning to New Zealand in 2021. She is now Professor and Research Coordinator for the School of Occupational Therapy at Otago Polytechnic. Yvonne's research interests include two broad themes: innovative professional practice and practice education, and understanding and enhancing wellbeing through occupation, with a particular focus on marginalised or socially disadvantaged populations.



Tiny Red House, by "Four Bricks Tall", Flickr.

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