Eastern Kentucky University’s Department of Occupational Science
and Occupational Therapy

Presents

The Ninth Annual
Occupational Therapy and Occupational Science
Research Day
November 14, 2014

Sponsored by
The Department of Occupational Therapy
Eastern Kentucky University

Brought to You by
The Research Day Committee
and
The Alpha Zeta Chapter of Pi Theta Epsilon
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<tr>
<th>Time</th>
<th>Perkins Lobby</th>
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<td>Colleen Schneck, ScD, OTR/L, FAOTA, Chair,</td>
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<td>Department of Occupational Therapy</td>
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<td>Kathleen Matuska PhD, OTR/L, Chair Occupational</td>
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<td>Science and Occupational Therapy Department and</td>
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<td>Program Director MAOT Program, St. Catherine</td>
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<td>MAJ Enrique Smith-Forbes, MOT, OTR, CHT</td>
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<td>Macy Ayers, Mary Clark, Tara Frohlich, Kayla Lee,</td>
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<td><strong>Paper</strong> Cognitive deficits and remediation after stroke</td>
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<td>Jill Beattie, Ryan Bucheit, Kelli Jo Stapp</td>
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<td><strong>Paper</strong> Strategies to increase neuroplasticity: Increasing complexity of tasks used in occupational therapy interventions</td>
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<td>Berna D. Brock</td>
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**Program Abstracts**

**Papers**

Experiences of individuals in upper extremity rehabilitation with incongruence between their quickDASH and GROC Scores: A phenomenological study
MAJ Enrique Smith-Forbes, MOT, OTR, CHT  
**Faculty Mentor:** Dana Howell, PhD, OTD, OTR/L  
**Learning Objectives**
At the end of this presentation participants will be able to:
1. Describe the difference between patient adherence and patient compliance
2. Identify key factors of patient adherence in acute hand therapy rehabilitation
3. Recognize how the meaning of what is clinically significant may vary between the patient and the clinician

**Abstract**
This study describes the experiences and expectations of rehabilitation of patients who demonstrated incongruence between their Quick Disabilities of the Arm Shoulder and Hand (QuickDASH) and the Global Rating of Change Scale (GROC) forms, in addition to their decisions to adhere and comply with their treatment plan. Participants were patients in an outpatient hand therapy clinic who demonstrated incongruence between both forms beyond measurement error. Semi-structured interviews were recorded and transcribed, and analyzed using Colaizzi’s phenomenological method until attaining saturation. From 10 participants, 151 significant statements were extracted yielding five themes. Interventions where patients trusted their therapists and viewed therapists as dedicated tended to improve patient adherence. Patients described feelings of ambivalence towards the recovery process. Early therapist and patient agreement of what was minimally clinically important may improve patient adherence.
Research skills for legislative and community advocacy
Renee Benge, Constance Irvin, Annie Wigginton, Sarah Wilkey
*Faculty Mentor:* Julya Westfall MPH, OTR/L

**Learning Objectives**

At the end of this presentation participants will be able to:

1. Understand the process of legislative advocacy research
2. Learn how participatory action research strategies informed a community advocacy project
3. Value advocacy research skills for occupational therapists working at the population level

**Abstract**

The four presenters share the knowledge they gained about researching for legislative advocacy while working for a statewide smoking ban in Kentucky. They will also share the participatory action research process they used to make occupational science-informed recommendations to the EKU campus smoking cessation program. Occupational therapists working at the population level can make significant contributions to public health. Particular research approaches are beneficial for political and community action. Having knowledge and skills in these approaches can support successful population-level interventions.

Cognitive deficits and remediation after stroke
Jill Beattie, Ryan Bucheit, Kelli Jo Stapp
*Faculty Mentor:* Lynnda Emery, EdD, OTR/L, FAOTA

**Learning Objectives**

At the end of this presentation participants will be able to:

1. Describe cognitive deficits commonly seen after stroke
2. Explain remediation strategies to increase cognitive performance.

**Abstract**

This presentation includes an overview of common cognitive deficits after stroke. Remediation strategies with evidence support are described. Literature review and secondary data analysis with effect size calculation were performed. Cognitive remediation strategies with current empirical support are emphasized.

Bent but not broken: A mixed methods study of mothers with breast cancer
Julie Baltisberger MS, OTR/L
*Faculty Mentor:* Dana Howell PhD, OTD, OTR/L

**Learning Objectives**

At the end of this presentation participants will be able to:

1. Understand the occupational challenges of mothers undergoing chemotherapy
2. Articulate the role of occupational therapy in meeting the needs of mothers with breast cancer.

**Abstract**

The purpose of this mixed methods study was to examine the impact of chemotherapy on mothering occupations for women with breast cancer. Thirty-two women with breast cancer currently undergoing chemotherapy and residing with one or more child under 18 years completed the Fatigue Symptom Inventory, the Parent Disability Inventory, the FACT-G quality of life inventory (QOL), and a demographic questionnaire. Ten of these 32 were interviewed about the impact of chemotherapy on mothering occupations. Qualitative data were analyzed using a grounded theory approach. Descriptive statistics and correlations among variables were calculated for quantitative measures. The central category that emerged from categories of learning, adapting, accepting support, growing and normalcy was “Keeping her children’s and her life the same while weathering cancer treatments.” Quantitative analyses found a correlation between fatigue and parent disability, QOL and fatigue, and parent disability and QOL. Implications for future occupational therapy practice will be discussed.
Occupational therapists’ perceived experience implementing response to intervention (RtI): A cross-case analysis
McKenzie D. Katzman, OTS
Faculty Mentor: MaryEllen Thompson PhD, OTR/L

Learning Objectives:
At the end of this presentation, participants will be able to:
1. Define RtI
2. Define potential roles for Occupational Therapy in the RtI process
3. Identify variation in interpretation of the RtI process in the KY school system

Abstract
The purpose of this qualitative research study is to gain a better perspective of occupational therapists’ perceived experiences when implementing Response to Intervention (RtI) in early education. RtI is an emerging practice area in Occupational Therapy. Three Kentucky occupational therapists, working in the school system in different counties, were recruited through email and snowballing. Semi-structured interviews were conducted in person with participants. Information gathered was transcribed verbatim and transcripts were examined for purposes of coding. Coding was compared across cases and examined for themes. Despite commonalities, three distinct experiences of RtI emerged. Implications for occupational therapists working in the school system will be discussed.

Strategies to increase neuroplasticity: Increasing complexity of tasks used in occupational therapy interventions
Berna D. Brock
Faculty Mentor: Lynnda Emery, EdD, OTR/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:
1. Describe the benefits of increased task complexity to increase neuroplasticity and performance post stroke.
2. Explain neuroplasticity concepts that pertain to intervention.
3. Give examples of occupation-based practice that increase task complexity.

Abstract
The purpose of this presentation is to highlight strategies to increase task complexity to increase neuroplasticity. Evidence-based support for interventions for persons post stroke is included. Literature review and secondary data analysis with effect size calculation were performed. Improving performance using increased task complexity vs. simple tasks is considered. Implications to improve occupational therapy practice in stroke are included.
The Liberty Fair Advocacy Project
Aleshia Hutt, Stephanie Sergent
Faculty Mentor: Christine Privott PhD, OTR/L

Learning Objectives:
At the end of this presentation (panel, poster) participants will be able to:
1. Understand the concepts and actions of systems advocacy and impact on campus-community partnership(s) for change.
2. Reflect on the ethics of community-based research and advocacy.
3. Reflect on program evaluation research methodologies for community agencies.

Abstract
The purpose of this presentation is to describe an occupational science advocacy project relating to the employment of the women of Liberty Place who have a history of long-term substance abuse and addiction. The primary outcome of the advocacy was to begin to understand the women’s perceptions of the likelihood of gaining employment following participation in the Liberty Place Career Fair (Liberty Fair). A modified program evaluation approach was used. Research steps included 1) investigating the agency to provide insight into the problem, 2) creating a formal action plan by establishing goals and objectives, and 3) implementing and evaluating the key actions and aspects of the Liberty Fair. Practically applying advocacy helps to contribute to the “emergence of occupational science interests in occupational justice” (Townsend, 2011). A greater understanding of these women may assist Liberty Place’s work to restore opportunities for women by preparing them for productive lives.

A cross-case analysis of individuals who self-identify as artists but work in other careers
Kelly Price
Faculty Mentor: MaryEllen Thompson PhD, OTR/L

Learning Objectives
At the end of this presentation participants will be able to:
1. Gain a perspective of identity from individuals who self-identify as artist but work in a different career
2. Will have expand knowledge about identity and identity formation
3. Have an understanding of how occupations are related identity formation

Abstract
The purpose of this qualitative study is to learn how the participants’ formed their identity as artists, how this is related to working or not working in a job as an artist, and if there is conflict in not working at something with which they identify. Three participants were purposely recruited as persons known to be artists working in another profession via email and Facebook. Semi-structured interviews were conducted in person with participants. Participants provided photographs of their artwork. Information gathered was transcribed verbatim and transcripts were examined for purposes of coding. Coding was compared across cases and examined for themes. Discussion will include how occupations relate identity and identity formation.
**Panels**

**Effect of intensive task-specific training interventions on optimal stroke recovery**
Arial Conn, Colby Euton, Kayla Houston, Erica Hughes, Courtney Jones, Samantha Kroeger, Jessica Perkins, Alexa Weigel

**Faculty Mentor:** Melba Custer, PhD, OT/L

**Learning Objectives**
At the end of this panel participants will be able to:
1. Discuss the effects of intensive task-specific training interventions on treatment of stroke.
2. Describe the use of transcranial magnetic stimulation (TMS) in occupational therapy outcomes research.
3. Understand the student perspective in designing and providing intervention.

**Abstract**
This study is being completed by Eastern Kentucky University in collaboration with the University of Kentucky and Cardinal Hill Rehabilitation Hospital. The research is part of the comparing Intensive Task-Specific Training and Occupation-Based Interventions for Optimal Stroke Recovery study. The purpose of this portion of the inquiry is to focus on the effect of intensive task-specific training interventions on improving arm strength, areas of life skills, and the extent of neuroplastic change following a stroke. Clients are being seen for intensive task-specific training interventions 2 times a week for 4 weeks. Transcranial magnetic stimulation (TMS) is being utilized to measure changes in brain response to occupational therapy. This study is currently still in progress. Student insights and self-reflection will assist occupational therapists and other health professionals in understanding the value of effective collaboration during the research process.

**Morning routines of adults with chronic disabilities: Part II**
Eric Davidson, Shane Davis, Jarrod Dotson, Robin Dawson, Christa Olson, Brittany Soltess and Paige Walls

**Faculty Mentor:** MaryEllen Thompson PhD, OTR/L

**Learning Objectives**
At the end of this panel participants will be able to:
1. Recognize the characteristics of a morning routine.
2. Recognize the similarities and differences between the morning routines of persons with chronic disabilities and persons without disabilities.
3. Understand implications for occupational therapists.

**Abstract**
The purpose of this research was to examine morning routines of individual’s with disabilities as a continuation of an earlier study. Seven adults with chronic disabilities were recruited by the student researchers. Participant-generated photographs were used to elicit interviews with the participants. The following characteristics of morning routines were identified in the previous study: Activities of Daily Living (ADL), Instrumental Activities of Daily Living (IADL), Objects, Temporal, Context, Motivation, and Pleasurable. Interviews were transcribed and reviewed for the previously identified characteristics and any additional themes using qualitative cross-case analysis. These characteristics were then compared to a previous study of morning routines of typical participants. Similarities and difference are discussed as well as implications for occupational therapy practice.
The effect of occupation-based intervention for a client with chronic stroke
Elizabeth Marcum, Allison Maggard, Megan Angel, Lauren Roberts, Brigette Kunkel, Sydney Petersen, Maria Sebastiani, and Tara Dore
Faculty Mentor: Camille Skubik-Peplaski PhD, OTR/L, FAOTA

Learning Objectives
At the end of this panel participants will be able to:
1. Understand the impact of occupation-based intervention for clients with chronic stroke.
2. Understand practical research methods and how to apply techniques to clinical practice.

Abstract
This study investigates motor performance and neuroplastic change associated with occupational therapy interventions. A client with chronic stroke received occupation-based interventions over eight 55-minute sessions, using his Canadian Occupational Performance Measure (COPM) goals to guide care. Behavioral, descriptive, and neurophysiological assessments, including; Transcranial Magnetic Imaging (TMS) were used before and after interventions to measure motor recovery and neuroplastic change. Behavioral assessments indicated clinically significant changes in the client from pre-/post-test on Stroke Impact Scale (SIS) and COPM. Goal Attainment Scale goals showed the client performed somewhat better than the therapist’s expectations. Descriptive assessments included the students’ perspective that improved occupational performance and symmetrical, higher quality, motor movement patterns with fewer cues needed were observed. TMS results identified minimal change in his cortical motor map. Students gained hands-on experience, increased confidence, and improved ability to use clinical reasoning in occupation-based practice. This case study presentation will include video.

Interventions of the Ohio Occupational Therapy Transition Outcomes Study
Megan Bagwell, Mara Childers, Brittnay Owens, Kati Proffitt, Laura Ross, Caitlin Whitehead, Lindsey Wilhoit
Faculty Mentor: Doris Pierce PhD, OTR/L, FAOTA

Learning Objectives
At the end of this panel participants will be able to:
1. Describe secondary transition interventions by OT for 14-16 year olds
2. Gain deeper understanding of supports and barriers to secondary transition interventions.

Abstract
The purpose of the study was to describe transition interventions for students with high incidence disabilities, 14 to 16 years of age, over two academic years of occupational therapy services. Fourteen therapists and 48 students participated in the Study. Qualitative data included therapist interviews, monthly therapist reflective notes, and transcribed monthly therapist team meetings. The study utilized HyperRESEARCH to analyze interventions, including successes and barriers to success. The study offers therapist-designed interventions in the emerging practice area of school-based transition services, as well as demonstrating the appeal and cost effectiveness of group based interventions in school settings that address prevocational readiness, self-determination, and life skills.
Evaluation of an occupation-based program for community dwelling persons with serious mental illness
Macy Ayers, Mary Clark, Tara Frohlich, Kayla Lee, Kyle Marcum, Kelsey Meuron, Laurie O’Banion, Logan Robinson
Faculty Mentors: Anne Shordike PhD, OTR/L and MAJ Brian Gregg MS, OTR/L, CHT
Learning Objectives
At the end of this panel participants will be able to:
1. Appreciate the importance of structured occupations for persons with serious mental illness
2. Gain an understanding of factors that contribute to meaningful occupations for persons with serious mental illness
3. Learn strategies to effectively provide client centered programs for persons with serious mental illness

Abstract
The purpose of this research contribution was to implement and evaluate occupation-based groups at Canaan House, a community based residential setting for individuals with serious mental illness. At the beginning of the summer, a needs assessment was completed to determine areas of interest from the residents. Results determined the groups implemented would be crafts, leisure, life skills, and cooking. Students worked in teams over the summer to implement activities and evaluate program groups through interviews and observations with field notes. Evaluation revealed shared themes amongst the four groups consisting of socialization, the importance of community, familiarity and difference, and structure. Residents valued structured occupations in their day, presence of new persons, and change in routine. Results of this year’s work were compiled and compared with the previous three years results of program evaluation at Canaan House.

Posters

An occupational justice perspective of domestic violence against women with disabilities:
An article review
Corinne Ellis, Elvalina Howard, Autumn Littrell, Kelsey Paden, Hannah Staub
Faculty Mentor: Julya Westfall MPH, OTR/L
Learning Objectives
By viewing this poster, participants will be able to:
1. Identify the occupational injustices experienced by women with disabilities who have been abused.
2. Be aware of the vulnerabilities of women with disabilities who have experienced abuse.
3. Learn to enable and empower these women to live in safe environments and engage in meaningful, health promoting occupations.

Abstract
This poster illustrates a literature review of an article by Smith and Hilton in the Journal of Occupational Science. The researchers explore the occupational realities of women with disabilities who have experienced domestic violence and abuse. The author’s analysis identifies multiple occupational injustices experienced by the women. This analysis is presented on the poster and ways to enhance awareness of these women’s vulnerabilities and ways to enable and empower them through occupational choice are offered.
The effects of technology today and tomorrow
Jennifer Austin, Jeremy Etisomba, Jordan Holtvogt and Katelyn Tracy

Faculty Mentor: Julya Westfall MPH, OTR/L

Learning Objectives
By viewing this poster, participants will be able to:
1. Explain how occupations are enhanced by technology
2. Explain how occupations are diminished by technology
3. Understand the need to intertwine the physical and virtual context in the Occupational Therapy Practice Framework

Abstract
The purpose of this poster is to illustrate a journal article that we reviewed. The poster’s objective is to offer thoughts on how we may identify and begin an exploration of how information from the internet, expressed through objects, relates to occupations in terms of what people are able to do in real places and how they are able to do it. The method to conduct this research was a literature review of thirty-four articles. This article relates to Occupational Therapy by explaining the impact technology has on everyday occupations and how little it is integrated into our understanding of occupational lives.

Workaholism, life balance, and well being: An article review
Savannah Fields, Elizabeth Hammer, Sarah Henwood, Kylie Tillett, Kasi Webb

Faculty Mentor: Julya Westfall MPH, OTR/L

Learning Objectives
By viewing this poster, participants will be able to:
1. Identify characteristics of a workaholic
2. Recognize how workaholism affects families and well-being
3. Learn ways that one can apply the poster’s knowledge in their personal life and occupational therapy practice

Abstract
This poster illustrates a recent Journal of Occupational Science article entitled Workaholism, Life Balance, and Well-Being. The author, Kathleen Matuska, conducted a literature review and concluded that workaholism negatively affects life balance and well-being. Poster reviewers will be able to discover if their actions reflect one or more of the descriptions of being a workaholic. They will learn the results of multiple research studies exploring workaholism, health, and life balance. Suggestions for enhancing personal life balance and occupational therapy practice are offered.

Dog ownership and human health: A literature review
Stacey Neat, Jessica Hubbard, Katie Michal, Ashley Hollin, and Hillary Klingel

Faculty Mentor: Julya Westfall MPH, OTR/L

Learning Objectives
By viewing this poster, participants will be able to:
1. Know how dog ownership positively and negatively affects human health and well-being.
2. Understand the links between dog ownership and owners’ occupational engagement.
3. Consider how occupational therapists can integrate dog ownership in assessment and intervention.

Abstract
This poster illustrates the connections between owning a dog and human health and well-being. The poster presenters reviewed a mixture of qualitative and quantitative studies on this subject. Many positive and a few negative health effects related to dog ownership are presented on the poster. These research results indicate that occupational therapists can incorporate dog ownership considerations into occupation-based practice.
Occupational well being among the very old: An article review
Taylor Grayson, Whitney Lefker, Shilah Todd, Corey Wible

Faculty Mentor: Julya Westfall MPH, OTR/L

Learning Objectives
By viewing this poster, participants will be able to:
1. Know the results of a recent study on the occupational engagement of the very old
2. Explore the thematic content of interviews with very old people
3. Consider using non-observable activities such as thinking, planning, and meditating as components for occupational therapy practice with the very old

Abstract
This poster reviews an article exploring the connections between occupational engagement and the well being of the very old. Researchers conducted qualitative interviews with 48 men and women between 90 and 98 years of age. This data was analyzed using qualitative content analysis. Two themes emerged each with two sub-themes. This poster illustrates the themes and sub-themes and provides suggestions for occupational therapy application.

Occupational engagement of university students with disabilities: An article review
Jeff Couch, Caley Brock, Megan Fante, Mary Light, Christina Rector

Faculty Mentor: Julya Westfall MPH, OTR/L

Learning Objectives
By viewing this poster, participants will be able to:
1. Understand the relationship between occupational engagement and well-being for university students with disabilities
2. Apply Anne Wilcock's occupation-focused equation model to an occupational engagement study Learn of potential future study topics that could benefit college student with disabilities

Abstract
This poster illustrates Ekelman, Bazyk and Bazyk's qualitative study of the connection between occupational engagement and well-being for university students with disabilities. The researchers conducted interviews with 10 university students with disabilities and four themes emerged from a coding analysis. The poster presents these themes using Wilcock's occupation-focused health equation. Recommendations for future studies which could benefit this population are also presented.

Our voices, our community
Kayla Lee and Kelsey Mehuon

Faculty Mentors: Anne Shordike PhD, OTR/L and Brian Gregg MS, OTR/L, CHT

Learning Objectives
By viewing this poster, participants will be able to:
1. Understand common themes of meaning from photos taken by residents with serious mental illness living in a community-based group home
2. Appreciate the use of photovoice as a method to collect and analyze meaningful depictions of photos

Abstract
This research team conducted a Photovoice project at the Canaan House, a community dwelling for individuals with serious mental illness, in Lexington, KY. The purpose of the project was to allow the participants an opportunity to reflect on facets of their lives through photography. Participants (n=7) completed focus groups to discuss the purpose of the study, provide instruction on the use of disposable cameras, and perform a group reflection on each photograph. Following individual reflection of the photos, significant statements from the participants were coded to establish underlying themes. This Photovoice study supported the residents of the Canaan House to record and reflect on what is important to them in their lives and community.
Well-being and coping strategies of military veterans readjusting into academia

MAJ Brian T. Gregg MS, OTR/L, CHT  
Faculty Mentor: Anne Shordike Ph.D., OTR/L  

Learning Objectives

By viewing this poster, participants will:

1. Learn student Veterans’ attitudes and behaviors during the transition process into academic life.  
2. Will learn methods to calculate reliability and validity of novel survey instruments.  
   Will receive recommendations to address mental health and well being of student veterans.  

Abstract

Following discharge from combat service, Veterans begin their transition from the military to academic institutions. Students Veterans experience transition challenges related to combat exposure, but research is needed to prioritize response efforts. Method: The investigators utilized a “Tailored Survey Design” by Dillman (2009) based on Goodman & Schlossberg’s Model of Adult Transitioning to construct an anonymous survey emailed to approximately 100 Student Veterans. Respondents (n=12) completed a 40-item Qualtrics™ questionnaire composed of 27-Likert scale questions and 13 demographic/open-ended questions will collect attitudes and perceived behaviors on coping with the transition. Results were tabulated into frequency data. Expert review was established for content validity. Internal consistency was calculated for reliability. Discussion: The benefits of this survey study was its focus on coping with life transitions for student Veterans and defining priorities for occupational therapy service or intervention. Respondents reported positive and negative coping strategies for transitioning into academia.

Occupation of driving: Implications for adolescents with ASD

Amy Davenport, Kaycie Evans  
Faculty Mentors: Shirley O’Brien PhD, OTR/L, FAOTA, and Peggy Wittman EdD, OT/L, FAOTA  

Learning Objectives

By viewing this poster, participants will be able to:

1. Identify unique needs of adolescents with ASD and driving  
2. Examine challenges related to driving skills for young adults with ASD  
3. Suggest collaborative opportunities for structuring driving success  

Abstract

Driving is an occupation adolescents aspire to learn. The potential to drive greatly increases an individual’s access to engage in community, employment, and recreational activities. Young adults with Autism Spectrum Disorder (ASD) are challenged approaching this task. A driving group was formed through collaborative efforts at a university to assess driving abilities of individuals with ASD. The group consisted of participants with ASD, faculty and students from the Psychology and Occupational Therapy Department, and instructors from the University’s Traffic Safety Institute. Sessions were organized to maximize attention to the task of driving through the use of structured preparatory activities and driver training derived from the Institute’s driver training curriculum. Six sessions were held, with weekly self-report from clients and professional observations. Results suggest opportunities for training supports for young adults with ASD and revealed challenges in performance skill areas. Accommodations are suggested for driving success.
Improving motor performance in children using evidence-based motor learning strategies
Kayla Cornwell, Cassandra Lavender, Nimra Nayyar, Kendra Taylor
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA

Learning Objectives:
By viewing this poster, participants will be able to:
1. Understand the use of environmental modification; type of practice, intrinsic and extrinsic feedback, and knowledge of results and knowledge of performance
2. Describe therapy for children and how motor learning strategies can be applied

Abstract
Children can make greater therapeutic gains in therapy when evidenced-based motor learning strategies are applied. Literature review and secondary data analysis with effect size calculation were performed. Strategies with evidence to support effect size improvement are emphasized. Motor learning strategies include: environment, type of practice (blocked vs. random), type of feedback (intrinsic vs. extrinsic), and knowledge of results vs. knowledge of performance. Examples of strategy use with children are included. Occupation based practice for children can be enhanced with greater use of motor learning strategies.

Functional independence measure (FIM) to measure improvement after stroke in occupation-based practice
Jill Beattie, Ryan Bucheit, & Kelli Stapp
Faculty Mentor: Lynnda Emery, EdD, OTR/L, FAOTA

Learning Objectives
By viewing this poster, participants will be able to:
1. Describe task-oriented versus ability and skill retraining interventions that produce improvement after stroke.
2. Explain and interpret effect size.

Abstract
Sixty patients in long term care after stroke were retrospectively studied. Pre-test and post-test FIM scores were compared using paired t-tests with post hoc analysis. Improvement was noted in every FIM subscale as shown in a table. In addition, treatment was classified as task-oriented (67%) or ability and skill retraining (33%) in the analysis. Occupation-based (task-oriented) practice was used in two-thirds of billable skilled services. The Occupational Performance Model (OPM) used to guide therapy was deemed effective.

Strategies to improve upper extremity function after stroke
Ashley Coomes, Jacob Baker, Lisa Grossman, and Spencer Mullins
Faculty Mentor: Lynnda Emery, EdD, OTR/L, FAOTA

Learning Objectives
By viewing this poster, participants will be able to:
1. Describe therapy methods that provide effective improvement in upper extremity function after stroke
2. Explain how effect size is calculated and how it is interpreted to explain intervention effectiveness

Abstract
Upper extremity improvement after stroke can be enhanced with effective strategies. A literature review and secondary data analysis with effect size calculation were performed to evaluate strategies that improved upper extremity function after stroke. Strategies with evidence to support that substantive improvement was made are emphasized. Use of constraint-induced movement therapies, technology applications, and other intervention approaches are included.
Evidence-based motor learning strategies and activities to improve motor performance
Kimberlee Collins, Jenna Hohl, Toni Michalski, Jennifer Reid
Faculty Mentor: Lynnda Emery EdD OTR/L, FAOTA

Learning Objectives
By viewing this poster, participants will be able to:
1. Understand the use of environmental modification, type of practice, intrinsic and extrinsic feedback, knowledge of results and knowledge of performance.
2. Describe fitness and wellness activities and how motor learning strategies can be applied.

Abstract
A growing body of evidence-based motor learning strategies can be applied to improve how therapy services are delivered. Literature review and secondary data analysis with effect size calculation were performed. Strategies with evidence to support an increase in therapeutic gains are emphasized. Motor learning strategies include: environment, type of practice (blocked vs. random), type of feedback (intrinsic vs. extrinsic), and knowledge of results vs. knowledge of performance. Examples of strategy use in occupations-based practice are included. Therapeutic suggestions for working with persons with stroke, Parkinson’s disease, and other conditions are included.