The Occupational Therapy Department of Eastern Kentucky University Presents
The Seventh Annual
Occupational Therapy and Occupational Science
Research Day
November 9, 2012

*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
# Program Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Perkins Lobby</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Registration and coffee/tea</td>
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**Quad A/B/C/D**

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>9:00</td>
<td>Welcoming Remarks and Introductions:</td>
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<tr>
<td></td>
<td>Deborah Whitehouse, DSN, APRN, BC, Dean, College of Health Sciences</td>
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<td></td>
<td>Colleen Schneck, ScD, OTR/L, FAOTA, Chair, Department of Occupational</td>
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<td>Therapy</td>
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<td>Anne Shordike, PhD, OTR/L, Chair, Research Day Committee</td>
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<tr>
<td>9:15–10:15</td>
<td>Keynote: Making and Remaking Home: Aging in Place, Relocation and the</td>
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<td>Role of Occupational Therapy</td>
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<td>Graham Rowles, PhD, Professor of Gerontology, Geography, Behavioral</td>
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<td></td>
<td>Science, Health Professor, Nursing, University of Kentucky</td>
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<tr>
<td>10:20–10:50</td>
<td>Break, poster viewing and networking in Perkins Lobby</td>
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**Quad A/B**

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<th>Time</th>
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<tr>
<td>11:00–11:20</td>
<td>Paper You are what you do&lt;br&gt; Allson Maggard</td>
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<tr>
<td>11:30–11:50</td>
<td>Paper Environmental influences on occupational therapy practice on an</td>
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<tr>
<td></td>
<td>inpatient stroke unit&lt;br&gt; Camille Skubik Peplaski PhD, OTR/L, FAOTA</td>
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**Quad C/D**

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<tr>
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<tbody>
<tr>
<td>11:00–11:20</td>
<td>Paper Understanding dynamics of friendship and co-occupation for children with ASD&lt;br&gt; Josh Line</td>
</tr>
<tr>
<td>11:30–11:50</td>
<td>Paper SI intervention in a psychosocial rehabilitation treatment mall environment&lt;br&gt; Marie Maness, Ashley McCane, Meghan Murphy</td>
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**Room 211**

**Quad A/B/C/D**

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<th>Time</th>
<th>Event</th>
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<tr>
<td>12:00–1:00</td>
<td>Lunch, networking and poster viewing in Quads A/B/C/D and Perkins Lobby</td>
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**Quad A/B**

<table>
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<tr>
<th>Time</th>
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<tr>
<td>1:10–1:30</td>
<td>Paper The Central Kentucky Humane Society Advocacy Day Project&lt;br&gt; Janna Stringfield, Zac Schoner, Emma Werner, Hannah Groudle,</td>
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**Quad C/D**

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<td>1:10–1:30</td>
<td>Paper Utilizing the Lifestyle Performance Model to assist individuals with Autism Spectrum Disorder or Asperger’s Syndrome to develop friendships across the lifespan&lt;br&gt; Michelle L. Satler, Nicholas T. Manning</td>
</tr>
<tr>
<td>1:10–1:30</td>
<td>Paper Expectation vs. perspective: A personal experience completing transition from high school to community&lt;br&gt; Katherine Steinman</td>
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**Program Abstracts**

**Papers**

**You are what you do**
Allison Maggard  
Faculty Mentor: Kathy Splinter Watkins MOT, OTR/L  

**Learning Objectives:**  
At the end of this presentation participants will be able to:  
1. Understand how occupation creates personal identity and meaning through selectively choosing which occupations to engage in.  
2. Understand how photography itself is an occupation by definition, and is also capable of capturing the act of an occupation and expressing its one-time meaning  
3. Understand how identity changes throughout a year time span based on environment, context, objects, people, etc. and that these changes throughout time develop a life narrative.  

**Abstract:**  
This creative autophotographic thesis studies 356 photographically represented occupations completed over the course of a year by a single individual. The photographs represent occupations on both a literal level as well as a figurative level in order to reveal two components of occupation: the actual physical activity of an occupation, and the one time meaning attached to that activity. By looking at the entirety of the thesis presentation, one can see a holistic view of an individual as an occupational being with a unique occupational identity that contributes their personal life narrative. This thesis is therefore a tool that develops understanding of specific occupational science terminology, a way to study the evolution of one’s own occupational identity, and a method to understand the occupational behavior of others.
Understanding dynamics of friendship and co-occupation for children with ASD
Josh Line
Faculty Mentor: Peggy Wittman Ed.D, OT/L, FAOTA
Learning Objectives:
At the end of this presentation participants will be able to
1. Reflect on the observed dimensions of friendship as experienced by children with ASD.
2. Recognize the types of co-occupations that study participants (children with ASD) engaged in.
3. Synthesize the meanings of co-occupations and the impact they may have on the friendships of children with ASD.

Abstract:
This study’s purpose was to gain an understanding of the dynamics of friendship of children with Autism Spectrum Disorders (ASD). More specifically, this study was designed to answer three research questions to accomplish the study’s broader purpose. 1) What influence do co-occupations have on friendships? 2) What elements of friendship are most important? 3) What elements of friendship are most common? The study used purposive sampling to select children from an on-campus social skills group, based on their verbal skills. Three children were interviewed, and their responses were coded and analyzed. The resulting data showed a variety in both type and quality of co-occupations. Discussion will include examination of co-occupation, friendship, co-occupations of children interviewed, and how these interacting factors answer the study’s three main questions.

The first ten years: A descriptive analysis of presentation abstracts of the SSO:USA, 2002 to 2011
Amanda Schneider
Faculty Mentor: Maryellen Thompson PhD, OTR/L
Learning Objectives:
At the end of this presentation participants will be able to:
1. Highlight the role of a research society as an institutional structure that supports the development of a discipline.
2. Discuss trends of and needs in occupational science research.

Abstract:
This mixed methods study of the first ten years of presentations at the Society for the Study of Occupation: USA (SSO: USA) yields important information about the development of occupational science as a disciplinary body of knowledge. A quantitative descriptive analysis of the abstracts of peer-reviewed presentations at the first ten annual meetings of the SSO: USA was separately and then collaboratively completed by a group of three researchers. This ten-year study used descriptive statistics to portray the methods being used in OS and the populations studied. This research will report research interests of occupational scientist over the first ten years of the Society. Implications of the study for the future of occupational science will be discussed, including gaps in occupational science research, methodological trends and needs, and possible influences on researchers’ choices in regard to topics of future research.
Environmental influences on occupational therapy practice on an inpatient stroke unit
Camille Skubik Peplaski PhD, OTR/L, FAOTA

Learning Objectives:
At the end of this presentation participants will be able to:
1. Recognize the relationship of the rehabilitation environment to the occupational therapy intervention.
2. Understand the culture of the rehabilitation therapy gym.
3. Understand the importance of communicating clinical reasoning skills to create a therapeutic partnership.

Abstract:
Rehabilitation hospitals serve to foster a client’s independence in preparation to return home after an injury or insult. Having space in rehabilitation environments that is home-like and supportive can assist individuals in learning and practicing the skills needed to transition to home. The purpose of this mixed methods study was to investigate how the rehabilitation environment influenced the interventions used by the occupational therapists when working with clients following a stroke. The study consisted of five occupational therapists being observed providing interventions with and without home-like equipment and it concluded with group and individual interviews. The findings supported the relationship between the therapy environment and a specific intervention; working in the therapy gym with preparatory methods and being in a home-like space using occupation-based interventions. The environment influenced occupational therapy interventions and it is recommended that the occupational therapist match the client’s goals to the ideal environment for optimal intervention.

SI Intervention in a Psychosocial Rehabilitation Treatment Mall Environment
Marie Maness, Ashley McCane, Meghan Murphy
Faculty Mentor: Peggy Wittman, Ed.D, OT/L, FAOTA

Learning Objectives:
At the end of this presentation participants will be able to:
1. Discuss the use of the Treatment Mall approach in the intervention with persons with mental illness.
2. Explore the unique role of occupational therapy using sensory integrative strategies in an adult mental health inpatient program.
3. Apply the principles of sensory integration in program planning to produce measurable outcomes in mental health treatment.

Abstract:
A body of research exists about the use of sensory groups for adults with mental health challenges (Label & Champagne, 2010; Peters, 2011; Reisman & Blakeney, 1991). The purpose of this study is to evaluate the effectiveness of using sensory integration (SI) strategies for adults in the mental health setting. Two measures were used to assess mood and arousal level following the implementation of SI techniques. Results from data collected from participants and clinicians will be presented and discussion will focus on the effectiveness of this SI program in mental health and how it can be replicated for future implementation.
Impact of disability on celebration of wedding anniversaries
Emily Lemaster
Faculty Mentor: Maryellen Thompson PhD, OTR/L

Learning Objectives:
At the end of this presentation participants will be able to:
1. Identify how married couples in the United States celebrate wedding anniversaries when one partner is living with a disability?
2. Recognize similarities/differences in wedding anniversary celebrations of married couples when one partner has a disability and typical couples with no disability present.

Abstract:
The purpose of this study was to determine how married couples observe their wedding anniversaries. Semi-structured interviews were conducted with 19 couples (4 of which one partner has a disability) to determine how they celebrate their wedding anniversaries. This data was compared to how having a disability within the couple affects anniversary celebrations. Several themes emerged that were common among all participants including: an exchange of items, participants, reminiscing about the past, change within the marriage and celebration (which encompasses ritual and tradition). Few differences were noted in the couples who are living with disability. The most prominent is being more restricted financially since the onset of disability. This study will add to occupational science /occupational therapy literature as well as across the social sciences as it will determine if disability to one partner has any effect on how the married couple celebrates their wedding anniversaries.

The Central Kentucky Humane Society Advocacy Day Project
Janna Stringfield, Zac Schoner, Emma Werner, Hannah Groudle,
Faculty Mentor: Christine Privott PhD, OTR/L

Learning Objectives:
At the end of this presentation participants will be able to
1. Demonstrate strategies to use resources and collaborate with advocacy organizations.
2. Reflect on the ethics of community-based research and advocacy.
3. Understand the role occupational science plays in advocating for families and community members of the central Kentucky area and their ability to pay for) a spay/neuter program.

Abstract:
This paper will present ongoing undergraduate advocacy research that resulted in a successful, low-cost spay and neuter project in collaboration with the Central Kentucky Regional Humane Society (CKYRHS). Participants will be able to reflect on concepts of occupational science (OS) that inform research and advocacy with a community organization. Fundamentals of program evaluation research and integration with CKRHSs mission will be discussed and participants will learn about program evaluation methodology that leads to a successful CKRHS Advocacy Day project. The goals of the CKYRHS project were to advocate for central Kentucky community members regarding ability to pay for spay/neutering of their pets. Community members gained knowledge about the importance of spaying and neutering their pets and learned about the CKYRHS and its services. The Advocacy Day project demonstrated how occupational science students can make a fun and educational impact on the lives of pet owners and those who love animals.
Utilizing the Lifestyle Performance Model to Assist Individuals with Autism Spectrum Disorder or Asperger’s Syndrome Develop Friendships Across the Lifespan
Michelle L. Satler, Nicholas T. Manning,
Faculty Mentor: Peggy Wittman, Ed.D., OT/L, FAOTA

Learning Objectives:
At the end of this presentation participants will be able to:
1. Explore the use of the Lifestyle Performance Model to guide the development of occupation based interventions for a friendship group for individuals with Autism Spectrum Disorder or Asperger’s Syndrome across the lifespan.
2. Understand the challenges of assessing group satisfaction when working with individuals with Autism Spectrum Disorder or Asperger’s Syndrome.
3. Evaluate the occupational therapists collaborative role in groups designed to assist individuals with Autism Spectrum Disorder or Asperger’s Syndrome to develop peer friendships.

Abstract
The purpose of this study was to explore using the Lifestyle Performance Model (LPM) in community based friendship groups for individuals with Autism Spectrum Disorder (ASD) or Asperger’s Syndrome (AS). These individuals frequently experience decreased friendship quality, as well as high levels of depression and social isolation (Whitehouse, Durkin, Jaquet, & Ziatas, 2009). Perceptions of the young adult friendship group were captured through a participant post-group questionnaire, as well as pre and post scores on the Flanagan Quality of Life Scale. Parent expectations for the child friendship group were collected using an interview and then assigned an LPM domain. Weekly child satisfaction data was collected. Parents expectations were then analyzed with the child's activity preferences.
The occupational therapists’ role in these groups, the use of the LPM to guide activity development and the challenges related to collecting data regarding the effectiveness of psychosocial interventions for friendship groups will be examined.

Expectation vs. Perspective: A personal experience completing transition from high school to community
Katherine Steinman
Faculty Mentor: Dana Howell PhD, OTD, OTR/L

Learning Objectives:
At the end of this presentation participants will be able to:
1. Define secondary transition
2. Understand the roles of a parent, young adult, and job coach in the process of secondary transition from high school to community life.
3. Identify ways to advocate and support the goals set forth by the Admissions and Release Committee for graduation

Abstract:
For young adults who have an intellectual, developmental, and/or cognitive disability, the secondary transition process from high school graduation to employment or college/ trade schools is often challenging for both the student and parent. Currently there is little research in the area of transition and its effects on the parents, young adults, and support staff. The purpose of this narrative study was to describe the perspectives of a young adult with an intellectual disability who completed the transition process, his parent, and his vocational specialist during the transition from high school to the community. Participants were recruited via telephone through the Special Olympics and a day camp that where the researcher worked as counselor. Participants were asked to share their transition story. Participants were interviewed using a semi-structured method and were audio-taped. The tapes were transcribed verbatim after each session.
Life at Canaan House: Program development and evaluation for individuals living with serious mental illness
Christina Blevins, Shannon Downing, Amanda Evans, Jenna Howard, Joy Trotter, Cody West
Faculty Mentor: Anne Shordike PhD, OTR/L

Learning Objectives:
At the end of this presentation participants will be able to:
1. Understand the process of program implementation and evaluation for individuals living with serious mental illness in the community.
2. Gain an understanding of meaningful activities and occupations of people with serious mental illness living in the community.

Abstract:
Canaan House is a non-profit community-based housing program for adults with serious mental illness in Lexington, KY. Students from EKU’s OT program have worked with residents of Canaan House during various scholastic endeavors over the last four and half years. The purpose of this research contribution was to implement and evaluate occupational therapy programming for the residents of Canaan House. An initial needs assessment was conducted to determine the interests of the residents for program development. Resident-identified program areas included activities in the areas of cooking, recreation, and expressive arts and crafts. Evaluation was done through semi-structured one-on-one interviews and retrospective journaling. Analysis of evaluation results yielded three predominant themes. These included social participation, exploration of novel tasks, and fun and enjoyment. Through a better understanding of what Canaan House residents enjoy, future program development can incorporate areas of importance in order to bring meaning and richness to their lives.

A case study of one service member with traumatic limb loss who returned to duty
Carly Braun
Faculty Mentor: Dana Howell PhD, OTD, OTR/L

Learning Objectives:
At the end of this presentation participants will be able to:
1. State understanding of different levels of amputations
2. Review knowledge of an OT’s role in the rehabilitation process for clients with amputations
3. Develop new knowledge of the primary factors that contribute to a service member’s decision of whether or not to return to duty

Abstract:
The goal of this qualitative case study was to describe the experience of one service member’s decision of whether or not to return to duty following limb amputation. The participants included a combat-wounded amputee and an occupational therapist who worked with the amputee during his period of transition. Participants were interviewed over the phone and over Skype. Data from the interviews was transcribed and analyzed. The service member completed two self-assessments, the General Self-Efficacy Scale and the Values in Action Inventory of Strengths. Being able to predict at an early stage which direction an injured service member is most likely to follow will be a great advantage for both the individual and the military that employs them. The results of this study will help the military to support service members with amputations decide to RTD or not, and to focus rehabilitation efforts in the appropriate direction.
The Story of an Academic/Clinical Partnership: Culture Blend or Clash?
Marie Maness, Ashley McCane, Meghan Murphy
Faculty Mentor: Peggy Wittman, EdD, OT/L, FAOTA

Learning Objectives:
At the end of this presentation participants will be able to:
1. Discuss the importance of academic/clinical partnerships for occupational therapy.
2. Discuss some benefits and challenges of an academic/clinical partnership.

Abstract:
Many professions have explored the relationship between clinicians and academicians in their field; however there is little information regarding the field of occupational therapy. Wojciechowski (2009) describes a need for this type of partnership stating, “…clinicians are seeing the direct benefit of clinical research. Because reimbursement issues are becoming increasingly critical, evidence-based practice is of the upmost importance.” (p.30). Additionally, given the need for evidence-based practice in the field of occupational therapy it is important that clinicians and academicians form partnerships to do research. However, there is a small amount of research pertaining to this partnership. Therefore, the study was developed to examine a clinical/academic partnership in the field of occupational therapy. In this study, semi-structured interviews took place with occupational therapists, including clinical OTs from two hospitals (rural and urban) and an academician. Results will be discussed according to the themes that emerge.

Developing a model of client satisfaction with a rehabilitation continuum of care
Melba Custer PhD, OTR/L

Learning Objectives:
At the end of this presentation participants will be able to:
1. Understand the application of a measure of satisfaction in rehabilitation
2. Be presented with one way to develop a working model of satisfaction
3. Understand the link between outcomes and occupational therapy/other rehabilitation disciplines to identify best practices

Abstract:
Client satisfaction is an important outcome indicator because it measures multiple domains of the quality of healthcare and rehabilitation service delivery. It is especially important in occupational therapy because it is also client-centered. This research was designed to apply a measure of satisfaction in rehabilitation and to develop a working model of satisfaction. This study was an exploratory and predictive study using a large existing dataset to test a working logic model of client satisfaction, determine the best predictors of satisfaction, and then to revise the model for future research. The finding that improvements in functional status were highly predictive of satisfaction supports the worth that clients place on rehabilitation results including the self-care improvements focused on by occupational therapy. There is a need to demonstrate outcomes and link these to occupational therapy and other rehabilitation disciplines to continue to identify best practices and contribute to the rehabilitation literature.
**Panel**

The occupational experiences of ventilator-dependent residents participating in a cooking group  
Jennifer Braun, Kara Jean Johnson, Abigail Oelker, Victoria Smith, Angela Stogsdill, and Jessica Young  
Faculty Mentor: Dana Howell, PhD, OTD, OTR/L

**Learning Objectives:**
At the end of this presentation participants will be able to:
1. Demonstrate basic knowledge and core concepts associated with mechanical ventilation.
2. Articulate the importance of qualitative research in regards to identifying the unique experiences of ventilator-dependent residents participating in a cooking group.
3. Identify three data collection methods used in qualitative research.

**Abstract:**
Mechanical ventilation may significantly limit activity participation and quality of life. Engagement in occupations, such as cooking, may provide improved health and quality of life for residents of long term care who are dependent on ventilators. The purpose of this qualitative study was to describe the occupational experiences of residents of a long-term care facility who were ventilator-dependent and participating in a cooking group. Researchers interviewed and observed participants regarding their experiences in a weekly cooking group, and participants took photographs of their experiences. Data was analyzed by coding significant statements and observations, grouping statements into units of meaning, and generating thick, rich descriptions of the participants’ perceptions. Findings will aid occupational therapists and other health professionals to design effective programming and therapeutic interventions to enable individuals who are ventilator-dependent to increase their participation in life activities.

**Posters**

1. An exploration of the everyday occupation of shopping at Walmart  
Kyle Marcum and Megan Prewitt  
Faculty Mentors: Julie Westfall MPA, OTR/L and Amy Marshall MS, OTR/L

**Learning Objectives:**
After viewing this poster participants will be able to:
1. Understand how everyday shopping occupations link to the occupations of people around the globe.
2. Learn the concepts of occupational injustice and apply them to shopping.
3. Define occupational justice and explore the challenges of and opportunities for advocacy and occupational choice.

**Abstract:**
This student team study was conducted as part of an occupational science integrative seminar. The study’s educational purpose was to help occupational science students understand themselves as occupational beings in a global context. Teams conducted individual and collaborative research of both primary and secondary sources, including peer-reviewed journals, national and international newspapers, books, and websites. These multiple sources were critically evaluated and synthesized to create a two-hour teaching and learning session. This poster presents a research study, which explores how student’s occupations of shopping at Walmart are linked to occupations of people around the globe. The student researchers recognized consistent patterns of occupational injustice in the lives of individuals within these global connections.
2 Perceptions of interprofessional practice: A snapshot in time
Rachael Skerczak and Chelsea Smith
Faculty Mentors: Shirley O’Brien, Ph.D., OTR/L, FAOTA and Tamara Cranfill, Ph.D., CCC/SLP

Learning Objectives:
After viewing this poster participants will be able to:
1. Understand the development of interprofessional opportunities for education in graduate OT and SLP students.
2. Explore students’ perceptions of interprofessional practice in a community-based experience.
3. Utilize occupation-based theory to enhance interprofessional team building.

Abstract:
The purpose of this study was to explore student perceptions of interprofessional relationships in a community-based service learning experience. Interprofessional development has been highlighted by the Interprofessional Education Collaborative Expert Panel (2011) as an important skill for practitioners to possess in the 21st century. Opportunities for collaborative practice in pre-service education is challenging, yet identified as desirable skill for health professionals.
The perceptions of OT and SLP students were captured using the Interdisciplinary Education Perception Scale (IEPS) examining similarities and differences between the groups. The IEPS was administered as a pre and post assessment to students during a practicum course in each program. Students shared a community based experience and worked as collaborative team members with children. Through service learning experiences, interprofessional teaming can be demonstrated and practiced. Results about student perceptions of interprofessional abilities and skills were examined. Implications for practice will be suggested.

3. Critical thinking skills in interprofessional practice
Amanda Holbrook, OTS and Emily Lawson, OTS
Faculty Mentors: Shirley P. O’Brien, PhD, OTR/L, FAOTA and Tamer Cranfill, CCC/SLP, PhD

Learning Objectives:
After viewing this poster participants will be able to:
1. Understand the development of interprofessional education among graduate student healthcare providers.
2. Explore critical thinking skill development in an interprofessional community practice setting.
3. Apply occupational-based theory to promote interprofessional team building.

Abstract:
Understanding one’s unique role in providing interprofessional service delivery options for children with developmental problems requires both discipline-specific expertise and applications of team efforts for best practice in health care. Interprofessional practice is a needed skill for success in today’s healthcare arena (Interprofessional Education Collaborative Expert Panel, 2011). Recognitions of role prospective helps to promote collaborative effort among health care professionals. This study explored the changes in critical thinking skills of occupational therapy and speech language pathology students in an interprofessional practice experience. A pre- and post- critical thinking assessment was administered as part of a practicum course in each discipline. Application of critical thinking skills was measured. Learning how to collaborate and demonstrate critical thinking are important skills in both OT and SLP. Providing opportunities in pre-service education can be challenging. Implications for team development and interprofessional collaborative practices are highlighted.
4. Our voices, our community
Christina Blevins, Shannon Downing, Amanda Evans, Jenna Howard, Joy Trotter, Cody West
Faculty Mentor: Anne Shordike PhD, OTR/L

Learning Objectives:
After viewing this poster participants will be able to:
1. Understand how Photovoice can be used as a form of self-expression to discover what is meaningful and valuable for individuals with serious mental illness living in the community.
2. Understand how Photovoice can be used to support program development for individuals with serious mental illness.

Abstract:
As a part of the ongoing program development and evaluation research at Canaan House, a photovoice project was initiated. Photovoice is a form of community-based participatory research (CBPR) that involves giving the participants cameras so they can take pictures in the course of their daily lives, then reflect on the pictures through follow-up interviews to explore meaning. This project allowed all of the participants to express and reflect on themselves, their lives, and their occupations in their community. The photos were rich and varied with some commonalities and differences. Some of the themes were: important people and places, valued occupations and routines and habits. This project enriches understanding of what has meaning and value for Canaan House residents and supports program development.

5. Sensory connections and doing: Preferences of a child with ASD
Valerie Miller
Faculty Mentor: Shirley O'Brien PhD, OTR/L, FAOTA

Learning Objectives:
After viewing this poster participants will be able to:
1. Demonstrate the relationship of sensory processing problems and behavioral manifestations in choice of daily activities of a child with ASD.
2. Describe child-related developmental activities that correspond to sensory processing patterns.

Abstract:
Autism, a disorder marked by communication and social problems now affects 1 in 88 children (Centers for Disease Control and Prevention, 2012). It is estimated that up to 95% of children with autism also experience sensory processing problems (Tomchek and Dunn, 2007). It has been suggested that many behavioral problems in children who have autism are due to problems with regulating sensory input (Baker et. al, 2008). Currently, minimal research is available on the relationship between specific sensory profiles, activity preferences and behavioral patterns in children. It is hypothesized that if children with autism participate in play that is conducive to their sensory needs, they will experience less behavioral problems and have a higher quality of life. This case study examines how one child with autism participates in activities, and whether or not they may fulfill and support his sensory needs, which can reinforce self-regulatory behavior.
6. Using the Canadian Occupational Performance Measure to identify caregivers' concerns about preschool transitions
Alison Garcia, Anna Hahn-Milby, & Paige Barker
Faculty Mentor: Christine Myers PhD, OTR/L
Learning Objectives:
After viewing this poster participants will be able to:
1. Describe the validity of the Canadian Occupational Performance Measure (COPM) for assessing preschool-aged children.
2. Recognize the common themes identified by parents as concerns and priorities regarding their child’s transition into preschool.

Abstract:
The purpose of our research study was to determine whether a modified version of the COPM can be utilized as a tool for identifying the concerns and priorities of parents regarding the occupational performance of their preschool-aged children. This study used a one group pretest-posttest design which included the administration of a modified version of the COPM to the parents of 8 children in 2012 and 7 children in 2011 totaling 15 children ages 2-3 years. The data was then analyzed for identification of common themes regarding parents’ concerns and priorities. The common themes identified by parents were activities of daily living, toileting, social participation, communication, and sensorimotor. Results revealed the primary concern identified by parents was social behaviors. Based on this information, the modified COPM proved to be a sufficient tool in determining the concerns and priorities of parents regarding their children’s transition to preschool.

7. Measuring outcomes of the Transition to Preschool Program
Steven Fulks, Christine Hughey, Nicole Oros, Ali Ray
Faculty Mentor: Christine Myers PhD, OTR/L
Learning Objectives:
After viewing this poster participants will be able to:
1. Demonstrate an understanding of how participation in the ToPS program may improve a child’s transition into preschool.
2. Interpret parents and caregivers concerns based on satisfaction and performance scores of the Canadian Occupational Performance Measure (COPM) to construct individualized goals for each child.
3. Describe how Goal Attainment Scaling (GAS) scores may be used to measure outcomes in an Early Childhood Transition Program.

Abstract:
The purpose of this pretest/posttest single group research study is to determine if participation in a preschool transition program improved school-readiness and transitioning skills for children ages 2 to 4 years old. Data will be obtained and analyzed through use of the modified Canadian Occupational Performance Measure (COPM) and individualized Goal Attainment Scaling (GAS). Participants in this study were recruited from the Eastern Kentucky area and participated in this five- week program in the summers of 2011-2012. Interviews with caregivers, using the modified COPM, were conducted prior to the start of the ToPS program to obtain parent concerns and child goals. After completion of week 1 in the ToPS program, individualized goals for each child were created through GAS related to parents’ top concerns. We anticipate the ToPS program outcomes will demonstrate statistically significant improvements in both parent perceived satisfaction and performance scores on the modified COPM and GAS scores.
8. The Reliability Study of the School Occupational Therapy Interventions for Pediatrics (S-OTIP)
Michael Coldiron, Meredith McKinley, Jodie Miller, Marlana Murdock, Megan Reese, Denna Reynolds
Rebecca Smith.
Faculty Mentor’s Name: Colleen SchnecK ScD. OTR/L, FAOTA

Learning Objectives:
After viewing this poster participants will be able to:
  1. Better understand the importance of documentation of occupational therapy service delivery
     within the school systems.
  2. Have a general understanding of the School Occupational Therapy Interventions for Pediatrics
     (S-OTIP) data form and its’ advantages for use in the school systems.
  3. Gain insight into the significance of the test-retest reliability of the S-OTIP and its’
     implications for future OT practice within the school systems.

Abstract:
The purpose of this study is to establish the test-retest reliability of the School Occupational Therapy
Interventions for Pediatrics (S-OTIP) data collection tool. This tool has undergone face validity and now
test-retest reliability should be determined. In order to document the intervention characteristics, the S-
OTIP has been developed to collect information regarding time spent in various service delivery models,
activities to the child and on behalf of the child, and frequencies of use of procedures. Approximately 4-7
school-based occupational therapists treating students with disabilities in kindergarten through grades 6
were recruited. Participants were videotaped during a treatment session by the student researchers.
Participating OTs then completed the S-OTIP data collection form immediately after the treatment session.
After 14-30 days they watched the video of the treatment session again and rescored the S-OTIP. Data was
then analyzed resulting in final revisions of the S-OTIP data collection form.

9. Morning routines of persons with chronic disabilities
Shannon Wolfe, Chelsea Revel, Lisabeth Mobley, Paige Weherley, Duke Lee
Faculty Mentor: Maryellen Thompson PhD, OTR/L

Learning Objectives:
At the end of this presentation participants will be able to:
  1. Understand what photo elicited interviews are.
  2. Recognize the characteristics of a morning routine.
  3. Recognize the similarities and differences between the morning routines of disabled
     and non-disabled persons.

Abstract:
The purpose of this research was to examine morning routines of individual’s with disabilities. In this
study, participant-generated photographs were used to elicit interviews with the participants. Four of the
five participants had physical disabilities and the fifth participant was the father of a severally physically
disabled child. The following characteristics of morning routines were identified: Activities of Daily
Living (ADL), Instrumental Activities of Daily Living (IADL), Objects, Temporal, Context, Motivation,
and Pleasurable. These characteristics were compared to a previous study of morning routines of typical
participants. Similarities and difference are discussed.
10. “Dash”-ing to Occupation-based practice in hand therapy
Melba Custer PhD, OTR/L

Learning Objectives:
After viewing this poster participants will be able to:
1. Introduce the use of the DASH instrument for occupational therapy clients
2. Demonstrate one process of identifying opportunities for improvement that are occupation-based that aid treatment and intervention planning for clients

Abstract:
An upper extremity injury can have profound physical and psychological effects on a person’s life. These effects may occupational performance. The Disabilities of the Arm, Shoulder, and Hand Questionnaire (DASH) is an occupation-based assessment that can help develop goals based upon occupational tasks. Occupation-based, client-centered interventions can lead to greater improvements in overall function. The DASH provides an overview of a client’s ability to function in: ADLs, IADLs, social interaction, sleep routines and pain during activity. A pilot study was developed using a pre-test/post-test design to ascertain changes in functional performance of clients with upper extremity conditions in an outpatient setting. This study demonstrates the utility of using the DASH as an effective outcome measure, a means for creating occupation-based goals, and providing a way to connect intervention strategies to the client’s understanding of occupational therapy.

11. Update on constraint Induced Movement Therapy (CIMT), Neurodevelopmental Treatment (NDT), and cognitive intervention for Cerebrovascular Accident (CVA): A systematic literature review
Sarah Brashear, OTS & Elizabeth Cowan, OTS
Faculty Mentor: Lynnda Emery, EdD, OTR/L, FAOTA

Learning Objectives:
After viewing this poster participants will be able to:
1. Describe the motor and cognitive deficits of cerebrovascular accident (CVA)
2. Implement intervention strategies such as constraint-induced movement therapy (CIMT), neurodevelopmental treatment (NDT), and cognitive retraining

Abstract:
The purpose of the poster is to integrate and apply the literature on interventions for cardiovascular accidents (CVA) related to constraint-induced movement therapy (CIMT), neurodevelopmental treatment (NDT), and cognition to improve practice in occupational therapy. Methods include systematic literature review results applied to current practice. Highlights of this literature review are presented. Evidence-based support for the use of CIMT, NDT, and various cognitive interventions is included. Discussion includes clinical implications and recommendations for improved practice. Handouts include recommended references.

12. The use of case based learning to facilitate knowledge of occupation-based practice
Caitlin Clark, Whitney Cook, Kendra DeArk, Rachel Gregory, Chelsea Kraska, Celeste Roberts
Faculty Mentor: Peggy Wittman EdD, OTL, FAOTA

Learning Objectives:
After viewing this poster participants will be able to:
1. Discuss how case-based teaching and learning can be used in an undergraduate OT program
2. Discuss how case-based learning strategies were used to enhance the learning about occupation-based practice

Abstract:
The purpose of this poster is to demonstrate how case-based teaching and learning theory and strategies were used effectively to help students learn about occupation-based practice. Several required course assignments were based on the use of a case and case materials provided to the students by the instructor at the beginning of the semester. Assignments were evaluated using defined rubrics. This poster will discuss examples of these assignments and the results of using them in this class.
13. The role of occupational therapy in the treatment of veterans with PTSD
William Foster
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA

**Learning Objectives:**
After viewing this poster participants will be able to:
1. Recognize Occupational Therapy’s role in treating PTSD in returning combat Veterans
2. Conceptualize intervention methods
3. Understand PTSD’s effects on occupation

**Abstract:**
The purpose of the poster is to integrate and apply the literature on PTSD treatment to practice in occupational therapy. Methods include systematic literature review on PTSD interventions for returning combat veterans. Highlights of this literature review are presented. Literature on occupation, intervention, and suggestions for practice are included. Discussion addresses clinical implications and recommendations for improved practice. Handouts include references.

14. Systematic Literature Review of Alzheimer’s Disease and Various Interventions
Jessica Sheffield
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA

**Learning Objectives:**
After viewing this poster participants will be able to:
1. Describe the clinical presentation of Alzheimer’s Disease
2. Implement cognitive and environmental modification strategies for persons with dementia
3. Address quality of life issues with caregivers

**Abstract:**
The purpose of the poster is to integrate and apply the literature on Alzheimer’s care to improve practice in occupational therapy. Methods include systematic literature review results applied to current practice as reflected in The Best Friends Approach to Alzheimer’s Care. Highlights of this literature review are presented. Literature to support various interventions to improve Alzheimer’s Disease care is included. Discussion addresses clinical implications and recommendations for improved practice. Handouts include recommended references.

15. A systematic literature review of current intervention strategies utilized for upper extremity rehabilitation with Adults Post-CVA
Jessica Strauss
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA

**Learning Objective:**
After viewing this poster participants will be able to:
1. Gain a working knowledge of current research on UE interventions to support evidence-based practice.

**Abstract:**
The purpose of the poster is to educate and familiarize students and health care practitioners on evidence-based upper extremity occupational therapy interventions currently used in rehabilitation clinics. The method was a systematic literature review (SLR) with the search terms: upper extremity, interventions, and CVA. This resulted in 104 citations and abstracts that were screened for relevance. Ten articles were chosen for the SLR table to emphasize four adjunctive therapies. The focal interventions researched in upper extremity rehab are constraint-induced movement therapy, forced-use of the limb, physical agent modalities (i.e. Bioness), and mental practice. All forms of interventions were shown to improve the upper extremity functioning post-CVA.
16. Programs and interventions to improve handwriting in children: A systematic literature review
Amanda Nostrant
Faculty Mentor: Lynnda Emery, EdD, OTR/L
Learning Objectives:
After viewing this poster participants will be able to:
1. Explain the importance of handwriting skills in children.
2. Understand the effectiveness of different programs and interventions on improving handwriting in children.

Abstract:
The purpose of the poster is to integrate and apply the literature on programs and interventions to improve handwriting in children in order to improve practice in occupational therapy. Methods include systematic literature review results applied to current practice. Highlights of this literature review are presented. Evidence-based support for the use of the Handwriting Without Tears Program, individualized interventions, and occupation-based interventions are included. Discussion includes clinical implications and recommendations for improved practice. Occupational therapy focuses on the whole person and their strengths and weaknesses. Children learn and respond differently to a variety of interventions, which was revealed from this literature review. Therefore, an individualized, occupation-based intervention designed for each child, may be the most effective approach. In conclusion, more research should be conducted in order to gain additional information about programs and interventions to improve handwriting in children.

17. Systematic literature review of rehabilitation technology to improve upper extremity function following CVA.
Kimberly Howell
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA
Learning Objectives:
After viewing this poster participants will be able to:
1. Identify various rehabilitation technologies that can be used to improve upper extremity function in stroke survivors.
2. Suggest rehabilitation technology that may be used first (within 3-6 months poststroke).

Abstract:
To evaluate current literature regarding rehabilitation technologies in order to determine which technique is most effective at improving function in the upper extremity poststroke. Systematic literature review of 10 peer-review articles discussing functional electrical stimulation, robot-mediated therapy, robot-assistance, bilateral arm training and motor cortex activation, electromyography-controlled exoskeletal upper-limb-powered orthosis, sensorimotor arm training and AutoCITE deliver of CI therapy. Several rehabilitation technologies exist that are aimed at improving upper-extremity function following stroke. Hesse et al. (2005) found that bilateral training with a high number of repetitions may contribute to larger gains in individuals using robotic arm trainers. Luft et al. (2004) bilateral arm training with rhythmic auditory cueing led to changes in brain activation. Takahaski et al. (2008) found dose dependent benefits for active assist robotic therapy. Research supports robot-assisted therapy combined with bilateral arm training for recovery of upper-extremity function following stroke.
18. The use of the Functional Independence Measure and client-centered practice for individuals with spinal cord injury: A systematic literature review
Ashley Armstrong
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA

Learning Objectives:
After viewing this poster participants will be able to:
1. Implement evaluation using the Functional Independence Measure to improve practice based on findings in literature about effectiveness of this assessment, particularly when used in conjunction with other methods and assessments.
2. Suggest client-centered occupational therapeutic options for individuals with spinal cord injuries.
3. Describe the clinical implications to improve practice based on findings in literature based on incorporating client goals and meaning for clients with spinal cord injury.

Abstract:
The purpose of the poster is to integrate and apply the literature on spinal cord injury to improve practice in occupational therapy. The literature gathered integrates the Functional Independence Measure and client-centered occupational therapy services provided to persons with spinal cord injury. Evidence-based support for the use of the Functional Independence Measure and client-centered practice is included. Discussion includes clinical implications and recommendations for improved practice. Handouts include recommended references.

Trista Thacker
Faculty Mentor: Lynnda J. Emery, EdD, OTR/L, FAOTA

Learning Objectives:
After viewing this poster participants will be able to:
1. Describe the typical level of improvement in persons with stroke on eight Functional Independence Measures (FIM) sub-scales
2. Explain FIM psychometrics of reliability and validity based on a systematic literature review of current research

Abstract:
The purpose of the poster is to describe the improvement of 50 persons with stroke using eight sub-scales of the Functional Independence Measure (FIM). Methods include examination of the differences between baseline and discharge scores using paired t-tests with post hoc analysis. Data is from a data set of the Principal Investigator. A look at these results in context of the literature is included. Current highlights of the psychometrics of reliability and validity of FIM from a systematic literature review are also included.
20. **Current interventions for clients with acquired brain injury from an evidence-based research review**  
Andrea Curtis  
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA  
**Learning Objectives:**  
After viewing this poster participants will be able to:  
1. Describe the clinical presentation of acquired brain injury.  
2. Provide current evaluation and intervention strategies such as self-awareness training, executive functioning, and skill training, as well as a model for virtual reality-based rehabilitation.  

**Abstract:**  
The purpose of the poster is to integrate and apply literature on current interventions used with clients who have acquired a brain injury to improve practice in occupational therapy. Methods include systematic literature review results applied to current practice as reflected in *Cognition, occupation, and participation across the lifespan* (Katz, 2011). Highlights of this literature review are presented. Evidence-based support for the use of transition to community integration therapies, a neurofunctional approach to rehabilitation, and a virtual reality based model are included. Discussion includes clinical implications and recommendations for improved practice. Handouts will be provided that include recommended references.

21. **Home program suggestions for elementary school aged children with developmental disabilities**  
Andrea Riggs and Michelle Martin  
Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA  
**Learning Objectives:**  
After viewing this poster participants will be able to:  
1. Discuss and identify home program strategies for elementary school aged children with developmental disabilities  
2. Identify precautions and contraindications related to interventions.  

**Abstract:**  
The purpose of this presentation is to provide valuable information regarding home-based intervention strategies that therapists could share with the parents of their clients. These intervention suggestions would allow for more progress with the child in achieving therapy outcomes. A systematic literature review was conducted to gather information regarding intervention strategies for children with developmental disabilities that can be performed in the context of the home. Strategies supported by research evidence and published in the literature are included. Research supports that home-based intervention is effective in achieving therapeutic outcomes. A handout of recommended intervention strategies is provided.