



**Eastern Kentucky University
Department of Occupational Science and Occupational Therapy**

Presents

**The 12th Annual Research Day
Friday, December 1, 2017**

SPONSORED BY:

**The Department of Occupational Science and Occupational Therapy
Eastern Kentucky University**

BROUGHT TO YOU BY:

The Research Day Committee and the Alpha Zeta Chapter of Pi Theta Epsilon

Time	Perkins Lobby
8:30	Registration and Coffee
	Quad A/B/C/D
9:00 - 9:15	<p>Welcoming Remarks and Introductions</p> <p>Colleen Schneck, ScD, OTR/L, FAOTA, Chair, Department of Occupational Science and Occupational Therapy & Part-time Associate Dean, College of Health Sciences</p>
9:15- 9:35	<p>Department of Occupational Science and Occupational Therapy Awards</p> <p>Colleen Schneck, ScD, OTR/L, FAOTA presents: MS in OT Student Awards Teaching Award Outstanding Fieldwork Educator Award(s)</p> <p>Cindy Hayden, D.H.Ed., OTR/L, CHT presents: Pi Theta Epsilon Student Thesis Award Presentation of graduation cords to Pi Theta Epsilon students</p>
9:35-9:45	<p>Acknowledgements and Introduction of Keynote Speaker</p> <p>Christine Privott, PhD, OTR/L, Chair, Research Day Committee</p>

**12:05-
1:05**

Lunch

Poster Viewing

Networking in Perkins Lobby

NOTES:

	Quad A/B	Quad C/D	Room 209	Room 210
1:10 – 1:50/1:55	<p><i>Panel</i></p> <p>Child Preferences and Needs Based on the Lifestyle Performance Model</p> <p>Jennifer Caudill, Rebecca Gerwe, Lacey Russell, Ashley F. Wilson</p>	<p><i>Panel</i></p> <p>The Power of Play: Enhancing Occupational Performance Through Regulation</p> <p>Sarah Anderson, Nick Cross, Abby Hobbs, Brittney Phelps, Beth Mueller, Bobbie Smith, Mallory Shoukletovich, Dustin Turner, Kara Wade, Kayln Wilson</p>	<p><i>Paper 1:10 – 1:30</i></p> <p>Can You Hear Me Now: Being Deaf and Health Care Experiences</p> <p>Jordan Blackaby</p>	<p><i>Paper 1:10-1:30</i></p> <p>Using Social Network Analysis to Inform Occupational Therapy Practice</p> <p>Kelly Leigers PhD, OTR/L</p> <hr/> <p><i>Paper 1:35-1:55</i></p> <p>Leaving Journalism: Self-Identity during Career Transition for Former Female Kentucky Reporters</p> <p>Sarah Heaney</p> <hr/>

	Quad A/B	Quad C/D	Room 209	Room 210
2:00 – 2:40/2:45	<p><i>Panel</i></p> <p>Women’s Upper Limb Function, Cognitive Abilities and Perceived Stress Collaborative Video Conferencing Study</p> <p>Jake Davis, Abby Graham, Jennifer Grubb, Lindsey Harvey, Steven Smallwood, Ben Turner, Jessica Washburn</p>	<p><i>Panel</i></p> <p>A Qualitative Study of Psychosocial Impacts of the Experience of Menopause in Women</p> <p>Holly Belcher, Breanna Brown, Kelsey Cross, Luke Nolte, Olivia Ponder, Brooke Sheffield, Lindsey Smith, Leah Volpenhein</p>	<p><i>Panel</i></p> <p>Morning Routines of Adults with Chronic Disabilities using Photo-Elicitation: Exploration of Use of Objects 2.0</p> <p>Shelby Bell, Amanda Buresh, William Henson, Clare Lutz, Cassidy Miller, Madison Mitchell, Ashley Thorburn, Jason Washburn</p>	<p><i>Paper 2:00 – 2:20</i></p> <p>The Horse: A Driving Force for the Lifestyle of Grooms</p> <p>Nicole M. Foright</p>
				<p><i>Paper 2:25-2:45</i></p> <p>Metacognition and MOHO Collide: Creating Effective Tutor and Mentoring Programs for High-Risk College Students</p> <p>Rachel Vick</p>
2:45-3:00	CONFERENCE EVALUATION			

Panel 11:20-12:00/12:05

Teacher's Perceptions of The Zones of Regulation Program for Kindergartners

Paige Chester, Breanna Crawley, Hannah Higgins, Hailee Lewis, Majenta Mootoor, Chelsea Newman, Alexis Wagner, Morgan Wiseman

Faculty Mentor: Dr. Julie Baltisberger

Objectives:

1. Understand the perceptions of kindergarten teachers implementing the Zones of Regulation program.
Describe teachers' perceptions of the impact of the Zones of Regulation program on kindergartners.
2. Test the plausibility of implementing a program such as Zones of Regulation as a school-wide sensory self-regulation program.

Abstract:

Sensory self-regulation is an important skill for children to develop to keep their level of alertness at an appropriate state for participation in school. Sensory self-regulation is defined as "the ability to achieve the preferred state of alertness for the given situation. It includes regulating one's body's needs as well as one's emotions" (Kuypers, p. 3, 2011). Teaching children to learn strategies for sensory self-regulation aids children in identifying emotional states and ways to improve concentration and focusing within the classroom. The Zones of Regulation (ZOR) program aims to aid in helping children learn to self-regulate their state of alertness by impacting their sensory processing. In this mixed methods study, the ZOR program was implemented in two kindergarten classrooms twice a week over a 6-week period. Teacher perceptions of the program were collected through semi-structured interviews and quantitative surveys. Study results and implications for practice will be discussed.

Panel 11:20-12:00/12:05

Examining the Use of the Worker Role Interview Assessment with Women of One Addiction Recovery Center

Gabriel Bowling, Alesha Elder, Anna Mattox, Rachel Nicely, Kathryn Scott, Leah Sizemore, Ashley Wilson

Faculty Mentor: Dr. Christine Privott

Objectives:

1. Understand the Worker Role Interview (WRI) assessment data looking at women of one residential addiction recovery center who have a history of substance abuse.
2. Identify and understand the Occupational Therapy Practice Framework domain of work for this population.
3. More fully understand a qualitative and/or mixed methods research approach in one community-based, residential addiction recovery center.

Abstract:

The primary objective of the study was to explore the use of the Worker Role Interview (WRI) assessment with the women of The Liberty Place Recovery Center for Women (Liberty Place) who have a history of addiction. The primary outcome of the study is to consider the use of the WRI as a tool to more fully understand the women's perceptions of the likelihood of gaining employment following participation in an on-site job fair. The WRI was administered to seven women recruited after participating in the 2017, student-led, and on-site job fair. The inquiry team collected WRI data and transcribed open responses to the WRI. Data analysis was conducted with basic descriptive statistics and qualitative coding and thematic analysis. The results provide insight into Liberty Place program outcomes and ultimately contribute to a greater understanding of the women and their perceptions of employability – an occupational therapy practice framework domain.

Panel 11:20-12:00/12:05

Women Living in Chronic Pelvic Pain: An Occupational Perspective

Renee Bell, Chelsey Cobler, Natalie Field, Rachel Green, Maranda Manns, Ashique Rabbani, Brandon Simpson

Faculty Mentor: Dr. Cindy Hayden

Objectives:

1. To identify common comorbidities associated with Chronic Pelvic Pain, especially Interstitial Cystitis (IC) and their effect on symptoms and general health.
2. To explore the factors which make IC symptoms and general health worse.
3. To suggest how daily activities of individuals with Interstitial Cystitis can be modified to increase engagement in occupations.

Abstract:

Objective: Interstitial cystitis is a debilitating condition that causes symptoms of urinary urgency, frequency, and pain. This study identified common comorbidities, explored factors that make IC symptoms worse, and determined lifestyle choices that can be altered to improve symptoms and enhance occupational engagement. Methods: This research looked at two separate surveys, predisposing factors (n= 502) and factors that increase IC symptoms (n=579). The two data sets were merged (n=268) and analyzed using SPSS correlation tests to identify relationships among factors that impacted symptoms and general health. Results: There was a moderate to strong correlation between diet, UTIs, stress, lack of sleep, and the presence of certain comorbidities in increasing IC symptoms and decreasing general health. Conclusion: The outcome of this study indicates that IC affects women's engagement in occupations and their daily life choices. Occupational therapists can provide services to those with chronic pelvic pain through education and recommendations for lifestyle changes.

Paper 11:20-11:40

Punching Out the Effects of Parkinson's Disease

Casey Humphrey, MHA, OTR/L, CBIS, CDRS

Faculty Mentor: Dr. Melba Custer and Dr. Dana Howell

Objectives:

1. Participants will obtain a basic understanding of the available literature that addresses the impact of non-contact boxing on individuals with Parkinson's Disease.
2. Participants will gain an awareness of the current and ongoing research that is being conducted on the topic of boxing and Parkinson's Disease.
3. Participants will obtain a basic understanding of the potential benefits of utilizing the occupation of boxing as an intervention for symptom management within the Parkinson's Disease population.

Abstract:

This presentation will highlight the previous, current, and ongoing research that addresses the impact of boxing on the lives of individuals with Parkinson's Disease (PD). The ability to engage in social and community activities, based on the successful management of PD symptomology, plays a pivotal role in quality of life (Dauwse, Hendriks, Schipper, Struiksma, & Abma, 2014). However, there is no research that considers how individuals with PD perceive non-contact boxing to impact their social and community engagement. The author developed a phenomenological study to address this gap in literature. The study design, methods,

and results will be discussed. This study will increase understanding of how individuals with PD perceive the occupation of boxing and will allow practitioners to gain insight into how to use this occupation as a tool for PD symptom management and improved quality of life.

Paper 11:45-12:05

Experiences of Occupational Balance among Novice Occupational Therapists

Mary Wagner

Faculty Mentor: Dr. Renee Causey-Upton

Objectives:

1. Understand the lived experiences of novice occupational therapists related to creating occupational balance while working in the healthcare system.
2. Identify factors that contribute to the presence or absence of occupational balance among novice occupational therapists.

Abstract:

The healthcare system is a highly stressful work environment. Occupational therapists often juggle heavy caseloads and lack of time while trying to meet productivity standards. In the process of trying to provide quality care and work efficiently, therapists often face ethical challenges. Consequently, burnout and job dissatisfaction may occur. For new therapists, finding balance between the demands of work and their personal lives is very difficult; the transition from student to practitioner is filled with uncertainty as new therapists try to meet the demands of continuously changing environments. The objective of this phenomenological study was to explore the experiences of novice occupational therapists of balancing work and their personal lives. Semi-structured interviews were conducted with six occupational therapists in their first year of practice. From the data, three themes emerged: Achieving Occupational Balance, Dividing Time-Use, and Developing as an Occupational Therapist.

Poster: Leadership in Autism Training: Interprofessional Leadership

Natalie Fielders, Maggie Freeman

Faculty Mentor: Dr. Shirley Peganoff O'Brien

Objectives:

1. Participants will be able to describe leadership-training options for preservice education in professional education.
2. Participants will be able to analyze professional growth in facilitating social skills groups with individuals with ASD.
3. Participants will be able to describe benefits of student participation in interpersonal collaboration.

Abstract: Preservice interdisciplinary educational opportunities are viewed as best practice in preparing future professionals. The mechanisms are often challenging with accredited programs in health-related services given the intensity of program content. Collaboration begins in the classroom. This poster will describe the process of designing and implementing an interprofessional community-based social skills group for individuals with autism spectrum disorder (ASD). Leadership skills of psychology and occupational therapy student mentors were analyzed and results will be shared. This data demonstrates the value of interprofessional opportunities for preparing future professionals and enhancing service delivery with this population.

Poster: The Colonels Mentoring Colonels Program for Individuals with Disabilities

Macaulay Schifferdecker, Mackenzie King, Caitlyn Bird, C. Camille McQueen

Faculty Mentor: Dr. Shirley O'Brien

Objectives:

1. Participants will be able to address the unique needs of students with ID in higher education settings, as they relate to the living on-campus.
2. Participants will be able to describe common challenges that students with ASD face as residential students in the higher education environment.
3. Participants will be able to apply self-determination theory to foster mentoring to support college students with learning challenges.

Abstract:

On-campus resident students with autism have needs beyond academics for successful integration in the university environment. Unique sensory needs, social interaction deficits and unstructured time use contribute to distractions and academic challenges. This poster describes the implementation of a peer mentoring program, Colonels Mentoring Colonels, on Eastern Kentucky University's campus. This program explores the impact of individualized goal-setting to help students develop self-determination skills needed for success as resident college students. Recruitment of participants occurred through referral from University Housing & Residence Life and the Center for Student Accessibility. Weekly one-on-one mentoring sessions led by either an occupational therapy or psychology graduate student over eight weeks throughout the semester. Sessions focused on motivation, use of resources and other daily living skills. Data was gathered from both qualitative and quantitative measures. The effectiveness of incorporating occupational performance skills into the development and execution of the program will be discussed.

Panel 1:10-1:50/1:55

Child Preferences and Needs Based on the Lifestyle Performance Model

Jennifer Caudill, Ashley F. Wilson, Lacey Russell, Rebecca Gerwe

Faculty Mentor: Dr. Shirley O'Brien

Objectives:

1. To understand the Life Style Performance Model as it relates to children with Autism Spectrum Disorder.
2. To understand the activity preferences of children with Autism Spectrum Disorders using the Lifestyle Performance Model.

Abstract:

An individual's perceptions of his/her occupational performance and quality of life are important. The Lifestyle Performance Model (LPM) is an interdisciplinary model that categorizes a person's lifestyle activity patterns into domains of self-care and self-maintenance, intrinsic gratification, societal contributions, reciprocal interpersonal relatedness, and the environment. This presentation will describe the use of the LPM domains in designing and implementing activities in an interprofessional community-based social skills group for children with ASD. Data collected on child activity preferences and parent perceptions were analyzed to determine LPM domain needs and determine the relationship between domain needs and activity preferences; results will be shared. This information reflects the value of lifestyle balance/harmony and the value of the use of the LPM in intervention planning for children.

Panel 1:10-1:50/1:55**The Power of Play: Enhancing Occupational Performance through Regulation**

Nick Cross, Beth Mueller, Mallory Shoukletovich, KayIn Wilson, Dustin Turner, Brittney Phelps, Kara Wade, Bobbie Smith, Sarah Anderson, Abby Hobbs

Faculty Mentor: Dr. Camille Skubik-Peplaski

Objectives:

1. Understand and compare the effects of the Handwriting Without Tears™ program vs. occupation-based interventions for improving children's handwriting, perceptual motor, and visual perceptual skills.
2. Identify sensory regulation strategies used for a successful student therapist/client relationship within a pediatric occupational therapy clinic.
3. Understand the learning experiences of occupational therapy students throughout an interactive, mixed methods research study.

Abstract:

Introduction: Development of fine motor proficiency and sensory regulation are integral aspects of occupational performance. The aims of this study were to compare the difference in children's handwriting after receiving either Handwriting Without Tears™ or occupation-based interventions.

Methods: A 3-week intervention with pre/post testing and 8-week follow-up was conducted with 10 children ages 5-9. All children completed similar warmups and the same number of interventions. Outcome assessments were The Print Tool, TVMS and TVPS.

Results: Participants demonstrated increased visual motor, visual perceptual skills, sensory integration and prehension. Occupational Therapy students improved therapeutic use of self, clinical reasoning and confidence.

Discussion: Occupation-based interventions contributed to improved visual motor skills and handwriting interventions led to increased visual perceptual skills. Both interventions were beneficial for the children to improve motor skills and occupational performance. Occupational therapy students reported being better able to critically think, clinically reason, and prepare for their future.

Paper 1:10-1:30**Can You Hear Me Know: Being Deaf and Health Care Experiences**

Jordan Blackaby

Faculty Mentor: Dr. Christine Privott

Objectives:

1. Understand more about the Deaf culture.
2. Understand the impact of the Deaf culture on health care accessibility and relationship to occupational therapy.
3. Identify cross-language research methods.

Abstract:

The primary objective of this study is to examine Deaf culture and impact an individuals' experiences accessing health care. Montoya et al. (2004) found that the adult Deaf population is severely underserved in the healthcare system. Sheppard and Badger (2010) found that it is important to also consider the Deaf culture when evaluating a deaf patient. For this study, the Deaf community and culture will be explored and described via semi-structured interviews with three-five participants to help illustrate Deaf individuals' experiences in healthcare. The study design is a cross-language, qualitative approach, using narrative description. Data analysis was conducted using open coding and thematic analysis. The results will hopefully provide insight into the Deaf culture and their experiences accessing the U.S. healthcare system.

Paper 1:10-1:30

Using Social Network Analysis to Inform Occupational Therapy

Practice Dr. Kelly Leigers

Objectives:

1. Understand the barriers that students with disabilities often face in terms of social participation.
2. Identify the current factors that facilitate or hinder social participation of students within an inclusionary setting.
3. Recognize how occupational therapy practitioners can analyze the social network in order to promote social participation of students with disabilities in an inclusionary setting.

Abstract:

Social participation is an integral part of students' learning and well-being, and is identified by the American Occupational Therapy Association as one of the primary areas in which occupational therapy practitioners' address. Unfortunately, occupational therapy practitioners often do not address social participation within the school setting stating that they do not feel competent in this area, and that there is a need for additional training in this area. This presentation is intended to provide a basic understanding of the issue and provide implications for practice.

Paper 1:35-1:55

Leaving Journalism: Self-Identity during Career Transition for Former Female Kentucky Reporters

Sarah Heaney

Faculty Mentor: Dr. Anne Fleischer

Objectives:

1. Understand the importance of qualitative narrative research in exploring the impact of career changes and disruptions for women.
2. Understand the various ways people find meaning and self-identity through the vocations they practice, and how that changes or doesn't change during life transitions.
3. Understand the impact of context (social, cultural, temporal, physical) on the vocational choices women make and how that influences self-identity.

Abstract:

A person's life narrative, and the self-identity they derive from their life story, is often closely tied to their vocational pursuits. Women have long faced barriers but also success in the field of U.S. journalism. The economic downturn of the journalism industry has hit reporters hard, especially women who have lower pay and are less likely to be in management positions. This qualitative study used semi-structured interviews with three former female Kentucky reporters who have left journalism in the last five years. Thematic analysis methods were used to determine how leaving the field of journalism affected the life narratives of former female Kentucky reporters with a focus on meaningfulness of their past and current work, personal and professional values, and self-identity in a time of life transition.

Panel 2:00-2:40/2:45

Women's Upper Limb Function, Cognitive Abilities and Perceived Stress Collaborative Video Conferencing Study

Jake Davis, Abby Graham, Jennifer Grubb, Lindsey Harvey, Steven Smallwood, Ben Turner, Jessica Washburn

Faculty Mentor: Dr. Anne Fleischer

Objectives:

1. Appreciate normal scores of the Perceived Stress Scale (PSS), Upper Limb Disability Questionnaire, Paffenbarger and Rapid Physical Activity Questionnaires, Functional Assessment of Chronic Illness Therapy - Fatigue, Montreal Cognitive Assessment (MoCA) and the Stroop Color and Word Test for women between the ages of 20 and 80.
2. Gain an understanding of how to administer the MoCA and Stroop Color and Word Test through Video Conferencing.
3. Understand the possible causes for reduced cognition among breast cancer survivors.

Abstract:

Most literature compares the breast cancer survivors' affected upper extremity with the unaffected upper extremity and little comparison with healthy women. Even less is understood about breast cancer survivors' struggles with impaired cognition and psychological distress. University of Dayton PT students and ECU OT students collected the following data among healthy women: Perceived Stress Scale (PSS), Upper Limb Disability Questionnaire, Paffenbarger and Rapid Physical Activity Questionnaires, Functional Assessment of Chronic Illness Therapy - Fatigue, Montreal Cognitive Assessment (MoCA) and the Stroop Color and Word Test. Participants came to the PT clinic and OT students were "video conferenced" into the PT clinic. Our presentation will include a review of the breast cancer survivor literature related to fatigue, stress and cognition, compare these findings with the PSS and MoCA, discuss the feasibility of administering these two assessments through video conferencing and provide recommendations for the clinic.

Panel 2:00-2:40/2:45

A Qualitative Study of Psychosocial Impacts of the Experience of Menopause in Women

Holly Belcher, Brenna Brown, Kelsey Cross, Luke Nolte, Olivia Ponder, Brooke Sheffield, Lindsey Smith, Leah Volpenhein

Faculty Mentor: Dr. Amy Marshall

Objectives:

1. To identify potential related stressors upon women and their spousal/domestic partners.
2. To identify methods used to cope with changes associated with menopause.
3. To develop an understanding of therapeutic implications for women experiencing menopause.

Abstract:

Menopause is the time in most women's lives when menstrual periods cease, commonly causing some physical, emotional, and mental distress as well as hormonal changes (Northrup, 2006). Many women in this midlife phase highlight the symptoms associated with menopause as being a major issue leading to health problems and strained relationships with spouses, families and friends (Glazer et al., 2002). Investigators in this study are conducting semi-structured interviews with women currently in menopause and their domestic partners to gain a better understanding of their life experiences in order to develop effective research-based strategies to assist in coping with the challenges of menopause. The study will use a process of constant comparison to reveal similarities and differences across interviews (Liu, 2016) and based on a series of successive coding schemes, themes will be developed to produce a description of experiences of the women.

Panel 2:00-2:40/2:45**Morning Routines of Adults with Chronic Disabilities using Photo-Elicitation: Exploration of Use of Objects 2.0**

Shelby Bell, Amanda Buresh, William Henson, Clare Lutz, Cassidy Miller, Mitchell Madison, Ashley Thorburn, Jason Washburn

Faculty Mentor: Dr. MaryEllen Thompson

Objectives:

1. Explain what are objects.
2. Articulate the relationship between routines and medication.
3. Reflect on the role that occupational therapists can play in better addressing issues of morning routines for their clients.

Abstract:

The purpose of this research was to examine morning routines of individuals with disabilities as a continuation of an earlier study, specifically to continue to more closely examine the use of objects during the morning routine. Eight adults with chronic disabilities, physical and/or psychosocial, 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 studies: Activities, Objects, Temporal, Context, Motivation, and Pleasurable. Interviews were transcribed and reviewed for the previously identified characteristics and use of objects and any additional themes using qualitative cross-case analysis. Object use was specifically examined in light of the previous year's data on objects. Literature was searched and reviewed for support of findings. Similarities and difference are discussed as well as implications for occupational therapy practice.

Paper 2:00-2:20**The Horse: A Driving Force for the Lifestyle of Grooms**

Nicole M. Foright, OTS

Faculty Mentor: Dr. Shirley O'Brien

Objectives:

1. Participants will understand the value of exploring co-occupations between humans and horses.
2. Participants will describe a real-world example using the of Model of Human Occupation as a tool to analyze occupational engagement in International 4- in-Hand Combined Driving Grooms.

Abstract:

The fundamental components of co-occupational relationships between humans and animals and their impact on occupational identity is an area for exploration in the study of occupation. Evaluating the lives of persons whose daily occupations involve working with animals contributes to the exploration of human-animal co-occupations. The aim of this research was to understand the lifestyle of International 4-in-Hand Combined Driving grooms and their symbiotic relationship with horses. This ethnographic study used three methods for data collection and triangulation: semi-structured interviews, observation, and photographs, from 4 participants who served as gatekeepers understanding the culture surrounding the driving community. The data was coded a priori and analyzed using the Model of Human Occupation to understand the volition, habituation, performance capacity, culture, context and environment that shapes experience. Themes were identified. Results reinforce the importance of meaning within daily engagement as occupational beings. Implications for occupational therapy practice will be suggested.

Paper 2:25-2:45

Metacognition and MoHO Collide: Creating Effective Tutor and Mentoring Programs for High-Risk College Students

Rachel Vick

Faculty Mentor: Dr. Shirley O'Brien

Objectives:

1. Evaluate the success of and satisfaction with modifications in tutoring and mentoring programs that used adaptations in the application of MoHO and metacognitive strategies in the sessions.
2. Explore the role of occupational therapists as consultants to student success initiatives in higher education.

Abstract:

Current legislation offers K-12 students with special needs support in schools, resulting in these students attending college. To retain high-risk students, universities establish assistive learning centers offering tutoring/mentoring programs. Best practices in these centers include implementation of metacognitive strategies which improve student outcomes, but not all students utilize them. This study implemented a tutor/mentor training program developed through Occupational Therapy consultation in a university student success center. An assessment derived from theoretical underpinnings of the Model of Human Occupation (MoHO) was administered to students on academic probation exploring self-perception of motivation, habituation and performance. GPA and demographic data were collected. Tutors and mentors guided students in use of metacognitive processes fostering self-reflection and addressing motivational aspects behind academic success. Systematically learning about the student as a complex individual through the theoretical lens of MoHO enables tutors and mentors with the ability to better serve the needs of this unique population.