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**Eastern Kentucky University Department of Occupational Science**

**and Occupational Therapy**

**Presents**

**The Tenth Annual**

**Occupational Therapy and Occupational Science**

**Research Day**

**November 13, 2015**

**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***

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| --- | --- | --- | --- | --- |
| **Time** | **Perkins Lobby** | | |  |
| **8:30** | Registration and coffee/tea | | |  |
|  | **Quad A/B/C/D** | | |  |
| **9:00 - 9:25** | **Welcoming Remarks and Introductions:**  Colleen Schneck, ScD, OTR/L, FAOTA, Chair, Department of Occupational Science and Occupational Therapy & Part-time Associate Dean, College of Health Sciences  Deborah Whitehouse, DSN, APRN, BC, Dean, College of Health Sciences | | |  |
| **9:25-**  **9:35**  **9:35-9:40** | **Department of Occupational Science and Occupational Therapy Student Awards:**  Pi Theta Epsilon Student Thesis Award, Cindy Hayden, D.H.Ed., OTR/L, CHT  MS in OT Student Awards, Colleen Schneck, ScD, OTR/L, FAOTA  **Introduction of Keynote Speaker:**  Christine Privott, PhD, OTR/L, Chair, Research Day Committee | | |  |
| **9:45—10:45**  **10:45-11:15** | **Keynote: Deborah Yarett Slater, MS, OT/L, FAOTA, Ethics Program Manager & Governance Liaison AOTA**  ***Generating the Debate on the Meaning of Ethics in Practice: What is Right in a Changing World?***  **Break for Poster viewing and networking in Perkins Lobby** | | |  |
|  | **Quad A/B** | **Quad C/D** | **Room 209** | **Room 210** |
| **11:20-12:00** | *Panel*  **Examining Women’s Perceptions of Employability Using a Procovery Perspective: A Qualitative Approach in One Addiction Recovery Center**  Brandi Amburgey-Ray, Anna Bowling, Alex Garner, Amy Hagedorn, Megan Hill, Emily Land, Hannah Sprigg | *Panel*  **Effectiveness of Modified Constraint-induced Therapy on Occupational Participation After Stroke: A Follow-Up Assessment**  Renee Benge, Wes Bill, Lauren Frantz, Mary Hensley, Lindsay Marshall, Max Perlin, Emily Reeves | *Paper 11:20-11:40*  **Bipolar Disorder and the College Experience**  Taylor Massie | *Paper 11:20-11:40*  **Experiences of Veterans Transitioning into Academia**  Major Brian T. Gregg |
| *Paper 11:-45-12:05*  **Collegiate Athlete’s Lived Experiences of Season Ending Injuries**  Leah F. Thomas | *Paper 11:45-12:05*  **Community-based Programming**  **Promoting**  **Movement**  Jennifer Hight OTD/OTR/L |
| **12: 05-1:05** | **Lunch**  **Poster viewing**  **Networking in Perkins Lobby** | | |  |
|  | **Quad A/B** | **Quad C/D** | **Room 209** | **Room 210** |
| **1:10 – 1:50** | *Panel*  **A Qualitative Description Study of iPad Use by School-based Occupational Therapists**  Terran Brewer, Alyssa Clancy, Courtney Ham, Constance Irvin, Cassandra Jones, Brooklyn Meadows, Sarah Wilkey | P*anel*  **Morning Routines of Adults with Chronic Disabilities and without Disabilities**  Stephanie Adams, Caitlin Brigman, Aleshia Hutt, Ashley Jones, Kristina Needham, Rebekah Rasche, Shelby Sea, Tina Hill, Rebecca Tiggelaar | P*anel*  **Occupation-based Interventions in the Ohio Occupational Therapy Transition Outcomes Study**  Missy Miles, Caitlyn Bowman, Nikki Johnson, Emily Little, Alyson Gilbert, Dustin Hisle, Kristen Heil, Whitlie Rose | *Paper*  *1:10-1:30*  **The Experience**  **of Adults with**  **Chronic Stroke who**  **have Participated**  **in Occupation-based**  **or Modified**  **Constraint-induced**  **Interventions as a**  **Part of a Research**  **Study**  Ariel Wilson  *Paper*  *1:35-1:55*  **The Lived Experience**  **of Informal**  **Caregivers of**  **Chronic Stroke**  **Patients**  Anne Wigginton |
|  | **Quad A/B** | **Quad C/D** | **Room 209** | **Room 210** |
| **2:00 –2:40** | *Panel*  **Preschool Every Day is a New Adventure**  Jessica Byers, Bailey Coffey, Sarah Conn, Kori Hacker, Morgan McCully, Carrie Middleton, Holly Norris, Alyssa Waitzman | *Panel*  **The Therapeutic and Educational Benefits of Hands-on Assessment**  Kirstie Gillespie, Courtney Harley, Jessica Henry, Wilson Jeffrey, Kenton Murphy, Sara Settimi, Kaysie Worley | *Paper*  *2:00 – 2:20*  **A Phenomenological Exploration of Aging Women’s Experiences with Physical Activity**  Alexis Hobbs | *Paper*  *2:00 – 2:20*  **Dog Visitation in Long-term Care and its**  **Effects on Depression**  Dr. Leah Simpkins |
| **2:45 – 3:05** | *Paper*  **The Deaf Experience in a Hearing Medical World**  Sarah Lykins | *Paper*  **Role of Community Participation in Improving Quality of Life in Clients with Dementia and their Caregivers**  Mridula Dhamija | *Paper*  **The Lived Experiences of Families Who Have Adopted Children and Received Occupational Therapy Services**  David Simpson | *Paper*  **Creating Evidence to Guide Stroke**  **Intervention**  Dr. Camille Skubik-Peplaski, Dr. Melba Custer |
| **3:05-3:15** | **Conference evaluation** | | |  |

***POSTER*: Use of the Borg RPE Scale in a Wellness Group for Adolescents and Young Adults with ASD**

Cody Hecker, Katherine Duncan, Mallory Garland

Faculty Mentor: Dr. Shirley O’Brien

Learning Objectives:

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

* Apply the Borg Rate of Perceived Exertion Scale (15 point) in evaluating physical exertion in adolescents with Autism Spectrum Disorder (ASD)
* Understand the benefits of using visual instructions, cues, and schedules to help individuals with ASD navigate new or complex tasks.
* Gain insight into the importance of physical activity in the Autism community.

Abstract

The purpose of this study was to evaluate the self-reported levels of exertion among adolescents and young adults with Autism Spectrum Disorder (ASD) using the Borg Rate of Perceived Exertion Scale during a community wellness group. Participants included five adolescents and young adults (2 females, 3 males) with ASD. Participants took part in a 6-week wellness program designed for people with developmental disabilities. Each session included instruction on health and nutrition followed by an hour of light physical activity. Participants used a visual Borg Scale before and after physical activity. Performance was assessed by session and by aggregate. Results indicated that participants were able to accurately self-report perceptions about their exertion levels. Implications for group community programming are suggested for this population.

***POSTER*: Activity Preference and Underlying Sensory Components in Children with an Autism Spectrum Disorder: A Cross-Case Analysis**

Ashley Brown, Marquetta Moore, Kyle Power, Finnja Ramcke

Faculty Mentor: Dr. Shirley O’Brien

Learning Objectives:

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

* Explore the activity preferences of children with Autism Spectrum Disorders (ASD) and how age influences these preferences.
* Understand the impact of sensory processing skills have on the activity preferences of children with ASD.

Abstract

The purpose of our research was to determine the activity preferences of four children with Autism Spectrum Disorder (ASD) and how these preferences present by age. A secondary purpose was to determine whether sensory components influenced the children’s activity preference. The Children’s Assessment of Participation and Enjoyment (CAPE) and the Preferences for Activities of Children (PAC) assessments were used to examine the activity patterns of children with ASD that participated in a social skills community group. Holmes and Willoughby (2005) found that children with ASD participate in a limited variety of activities, which are typically sedentary in nature. The literature also showed that children with ASD have atypical sensory responsiveness and therefore engage less in activities that include physical or social demands. Preliminary findings corroborate with the literature. Implications for future occupational therapy practice will also be discussed using sensory processing theory.

## ***POSTER*:** Occupational Therapy and Applied Behavior Analysis: We Are Better Together

Elizabeth (Liz) Grant, OTR/L

Faculty Mentor: Dr. Shirley O’Brien

Learning Objectives:

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

* Describe the strengths ad limitations of varying disciplines charged with the education and treatment of individuals with disabilities.
* List three barriers to successful collaboration among multi-disciplinary teams.
* List three strategies for achieving better communication, compromise, and cooperation among multi-disciplinary teams.

Abstract

Current best practice for the education of children with ASD include strategies by a variety of practitioners (Simpson, 2005). When multi-disciplinary teas are assembled to develop comprehensive treatment or education plans, the wide variety of research bases and conceptual frameworks which support and inform the various disciplines can present challenges to the overall goal of successful collaboration and improved outcomes for the child (Simpson, 2005). The purpose of this discussion is to facilitate the development of an awareness and appreciation of the contributions that multiple disciplines add to treatment and education of children with ASD. When professional opinions differ, team members must demonstrate the willingness and ability to compromise and ultimately cooperate with one another to ensure consistency with education and treatment plans. Shared experiences of successful collaboration among a behavior analyst and occupational therapist: two disciplines which utilize different frameworks for the education and treatment of individuals with disabilities.

***Panel 11:20-12:00***

**Examining Women’s Perceptions of Employability Using a Procovery Perspective: A Qualitative Approach in One Addiction Recovery Center**

Brandi Amburgey-Ray, Anna Bowling, Alex Garner, Amy Hagedorn, Megan Hill, Emily Land, Hannah Sprigg

Faculty Mentor:Christine Privott, PhD, OTR/L

**Learning Objectives**

1. Participants will gain an understanding of the Liberty Place women’s perceptions of their likelihood to gain employment following participation in selective employment activities such as on-site job fair, resume writing, and/or interview training.
2. Participants will learn about the Procovery model, used as a framework for recovery in community based practice, and as it relates to the clients of Liberty Place.

**Abstract**

The purpose of the study is to describe the issue of employability of the women of The Liberty Place Recovery Center for Women (Liberty Place) who have a history of addiction. The primary outcome will be a description of the women’s perceptions of the likelihood of gaining employment following participation in one or more employment activities organized by faculty and students in Eastern Kentucky University (EKU), Masters of Science in Occupational Therapy (MS in OT) program. The study is a qualitative, instrumental case study design: the case focus is on the issue of employability as perceived by women and staff of Liberty Place. The participants’ perceptions are used instrumentally to illustrate issues of employability. Semi-structured interviews of nine women and two staff were conducted, analyzed, and coded. Results of the study will contribute to a greater understanding of the women’s employment potential, and contribute to ongoing employment studies with Liberty Place.

***Panel 11:20-12:00***

**Effectiveness of Modified Constraint Induced Therapy on Occupational Participation after Stroke: A Follow-Up Assessment**

Renee Benge, Wes Bill, Lauren Frantz, Mary Hensley, Lindsay Marshall, Max Perlin, and Emily Reeves

Faculty Mentor:Camille Skubik-Peplaski, PhD, OTR/L, FAOTA, BCP

**Learning Objectives**

1. Understand value of student-led research experience
2. Understand clients’ perspective and benefit of occupational therapy

**Abstract**

**Purpose:** To provide occupational therapy graduate students the experience of using outcome measures, participating in research, and working with clients with chronic stroke who previously received eight sessions of modified constraint-induced therapy as part of a study. Clients ranged from six to eighteen months post study.

**Methods:** Students went through peer-debriefing and maintained journals to record experiences. Qualitative and quantitative outcome measures evaluated occupational satisfaction and performance. Content analysis identified codes, which evolved into themes. Canadian Occupational Performance Measure, Stroke Impact Scale, and Fugl-Meyer revealed post-intervention changes.

**Results/Discussion:** Students valued the hands on experience and reported perceived increases in knowledge, confidence, and competence. The clients valued their role in helping prepare new therapists and identified five themes: sense of self-improvement, perception of increased confidence, value of therapeutic relationship, determination to improve, and importance of involvement in the research study. Clients maintained performance and satisfaction scores from post-test to follow-up assessments.

***Paper******11:20-11:40***

**Bipolar Disorder and the College Experience**

Taylor Massie, OTS

Faculty Mentor:MaryEllen Thomson, PhD, OTR/L

**Learning Objectives**

1. Have a better understanding of the college experience for students with bipolar
2. Understand the National Institute of Mental Health definition of Bipolar Disorder

**Abstract**

The purpose of this phenomenological study is to understand the lived experiences of college students with a bipolar diagnosis at Eastern Kentucky University. The methods includes the collection of semi structured qualitative interviews, followed by transcription and coding of interviews. Cross case analysis will allow for the development of themes from coding. Person, Environment, and Occupation model (PEO) will be used as a lens for understanding coding and themes. Results of the study should allow practitioners to have a better understanding of what barriers these students face, as well as what supports they could benefit from during this time in their lives. This study could also help to inform practitioners of what it is like to navigate the world of higher education with a mental illness, and help occupational therapists to continue client-centered care to this population in an educated and informed way.

***Paper 11:-45-12:05***

**Collegiate Athlete’s Lived Experiences of Season Ending Injuries**

Leah F. Thomas

Faculty Mentor:MaryEllen Thomson, PhD, OTR/L

**Learning Objectives**

1. Identify impact of injury on daily occupations.
2. Identify changes in habits and routines of athletes.
3. Identify barriers and supports to rehabilitation.

**Abstract**

The purpose of this study is to examine the lived experience of collegiate athletes and their experience with a season ending injury. The individuals will have had an injury that has kept them from participating in their sport for the remainder of the season. Evidence shown gives the factors that impact recovery, supports for recovery, the model for response to sport injury, and coping mechanisms of the athletes impacted. However, there is a lack of research on the actual lived experience of the injury for collegiate athletes. Knowing this information could help change the way that we look at their recovery process. Semi structured interviews regarding their experiences with injury will be conducted with the participants. Interviews will be transcribed and coded and cross case analysis used to look for themes. Discussion includes any themes that arise out of the interviews.

***Paper 11:20-11:40***

**Experiences of Veterans Transitioning into Academia**

Major Brian T. Gregg, MS, OTR/L, CHT

Faculty Mentor:Anne Shordike, PhD, OTR/L; Patrick Kitzman PhD, MSPT; Dana Howell, PhD, OTD, OTR/L

**Learning Objectives**

Objective 1: Participants will learn the essential meaning of experiencing a transition from military combat service to higher learning as a student Veteran.

Objective 2: Participants will learn about shared themes that shape the experience of transitioning from the military.

Objective 3: Participants will receive recommendations within the scope of occupational therapy practice that addresses the needs of student Veterans.

**Abstract**

An increasing number of military veterans are entering postsecondary education with psychosocial problems attributed to deployed military service. The primary objective of this research was to describe the lived experiences of student veterans transitioning from active military service to postsecondary education. Phenomenological interviews were performed with 13 student veterans ranging from 24 to 32 years old, who had transitioned from military deployment to postsecondary education within the last three years. Rich textural and structural descriptions of student veteran’s experiences supported six sub-themes, three themes, and overall essential meaning of ‘emerging in college culture.’ The three themes that emerged were (1) repurposing military experiences for civilian life, (2) reconstructing civilian identity, and (3) navigating postsecondary context and interactions. These findings highlight implications that may facilitate occupational therapists’ efforts in supporting the needs of student veterans.

***Paper 11:45-12:05***

**Community-Based Programming Promoting Movement**

Jennifer Hight, OTD, OTR/L

## Faculty Mentor:Shirley O’Brien, [PhD, OTR/L, FAOTA](http://ot.eku.edu/people/obrien); Colleen Schneck, [ScD, OTR/L, FAOTA](http://ot.eku.edu/people/schneck); Leslie Hardman, OTD, OTR/L

**Learning Objectives**

1. The learner will understand how to collaborate with community members to create programming relating to occupational therapy.
2. The learner will explore outcome measures for community-based programming.

**Abstract**

This pilot program is a collaborative effort between a local early child care provider, and their four year old population providing increased opportunities for physical activity and movement within the classroom curriculum. Programming includes parents/caregivers to raise awareness and empower parents to make healthier lifestyle choices. Results will be shared about assessment of their perception about participation in movement programming for their preschoolers. Suggestions are offered for continued engagement. This community based programming aligns with both Health People 2020’s Leading Health Indicator of Nutrition, Physical Activity and Obesity, and Kentucky Governor’s Health Goals 2019, Goal #3, seeking to target obesity by reducing physical inactivity in the preschool population through collaboration with early childcare providers.

***Panel 1:10 – 1:50***

**A Qualitative Description Study of iPad Use by School Based Occupational Therapists**

Terran Brewer, Alyssa Clancy, Courtney Ham, Constance Irvin, Cassandra Jones, Brooklyn Meadows, Sarah Wilkey

Faculty Mentor:Julie Baltisberger PhD, OTR/L

**Learning Objectives**

1. Describe the different ways that school based occupational therapists are currently using iPads in their practice
2. Identify barriers for school based occupational therapists to using iPads in their practice.
3. Identify future areas of study for using iPads in school based occupational therapy practice.

**Abstract**

iPads are used in increasing frequency in schools, especially by those working with children receiving special education services. School-based ccupational therapists often use assistive technology devices such as iPads to teach skills and reinforce behaviors. In spite of their popularity, there are no published studies in the occupational therapy literature about how occupational therapists are using iPads or about the effectiveness of specific apps. The purpose of this study was to describe how school-based occupational therapists use iPads in practice and to identify the barriers to their use. We interviewed eight school-based occupational therapists about how they use iPads in their daily practice. Interviews were recorded and transcribed verbatim. Data were analyzed using a qualitative descriptive approach, and were coded and collapsed into themes. Study findings suggest that occupational therapists working in the schools use a variety of different apps and implementation strategies. Implications for school-based practice will be discussed.

***Panel 1:10 – 1:50***

**Morning Routines of Adults with Chronic Disabilities and without Disabilities**

Stephanie Adams, Caitlin Brigman, Aleshia Hutt, Ashley Jones, Kristina Needham, Rebekah Rasche, Shelby Sea, Tina Hill, Rebecca Tiggelaar

Faculty Mentor:MaryEllen Thomson, PhD, OTR/L

**Learning Objectives**

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 typical individuals without disabilities across a wider age span as a continuation of earlier studies. Ten adults ranging from their early 20s to late 70s 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 previously collected data of morning routines of participants with chronic disabilities. Similarities and difference are discussed as well as implications for occupational therapy practice.

***Panel 1:10 – 1:50***

**Occupation-Based Interventions in the Ohio Occupational Therapy Transition Outcomes Study**

Missy Miles, Caitlyn Bowman, Nikki Johnson, Emily Little, Alyson Gilbert, Dustin Hisle, Kristen Heil, and Whitlie Rose

## Faculty Mentor:Doris Pierce, [PhD OTR/L, FAOTA](http://ot.eku.edu/people/pierce-phd)

**Learning Objectives**

1. Understand the qualitative and quantitative findings of the Ohio Occupational Therapy Transition Outcomes (Ohio-OTTO) Study.
2. Identify how occupational therapists can use occupation-based interventions in school-based transition services.

**Abstract**

The purpose of the study was to describe occupation-based interventions for students with high incidence disabilities, 14 to 16 years of age, over two academic years of occupational therapy services. Fourteen therapists and 42 students participated in the Study. The study uses pre-existing qualitative data from the Ohio Occupation Therapy Outcomes (Ohio-OTTO) Study including monthly team meeting transcriptions and therapist interview transcriptions. The researchers used HyperRESEARCH to analyze occupation-based interventions used in the Ohio-OTTO Study. This study offers therapist-designed occupation-based interventions in the emerging practice area of school-based transition services including challenges and supports for this type of occupational therapy services.

**P*anel 1:10 – 1:30***

**The Experience of Adults with Chronic Stroke who have Participated in Occupation-Based or Modified Constraint Induced Interventions as a Part of Research Study**

Ariel Wilson

Faculty Mentor:Dana Howell, PhD, OTD, OTR/L

**Learning Objectives**

1. Recognize the value adults with chronic stroke place on receiving occupational therapy intervention for motor recovery through participation in a research study.
2. Describe the impact occupational therapy interventions in the research study had on participants’ lives and sense of ‘normalcy.’
3. Describe clients’ perspectives of participating in a research study including occupation-based practice and modified constraint induced therapy as interventions for motor recovery.

**Abstract**

There is a lack of qualitative research about the client perspective of specific chronic stroke interventions for motor recovery. The purpose of this phenomenological study was to understand the experiences of adults with chronic stroke who have participated in occupation-based or modified constraint-induced interventions as a part of a research study. Four participants were recruited through convenience sampling and interviewed about their participation in research. Interviews were audio recorded, transcribed, and analyzed until themes emerged. Results showed participants engaged in the research interventions because of a desire to achieve a lost sense of ‘normalcy.’ Therapists can use knowledge of effective interventions, resiliency of clients, and their own therapeutic use of self to increase hope and motivation in recovery.

***Paper 1:35 – 1:55***

**The Lived Experience of Informal Caregivers of Chronic Stroke Patients**

Ann Wigginton

Faculty Mentor:Camille Skubik-Peplaski, PhD, OTR/L, FAOTA, BCP

**Learning Objectives**

1. Understand the concept of informal caregiver burden within the context of caring for an individual with chronic disability
2. Summarize the lived experience of informal caregivers in relation to leisure participation and perceived control
3. Identify the connection of caregiver quality of life to occupational therapy practice

**Abstract**

The purpose of this phenomenological study is to contribute to the literature surrounding stroke-survivor caregivers and to understand the caregivers’ perspective on leisure participation and quality of life. Four caregivers of clients with chronic stroke were recruited for the study via convenience sampling. Participants were audio-recorded during a semi-structured interview lasting 60-80 minutes. The interview guide was consistent across participants and included open-ended questions about the caregiver’s leisure participation and quality of life. Recorded data was transcribed and in-vivo coding was completed. Eight categories were developed from the identified codes and narrowed into primary meaning units: role shift, loss of control, and occupational deprivation, consistent with Moustakas (1994) as adapted by Creswell (2013). Understanding the essense of the lived experience of caregivers is important to the occupational therapy profession because of the prevalence of caregiver-burden and the impact such role-transition has on their occupational participation and that of the client.

***Panel 2:00 – 2:40***

**Preschool: Every Day is a New Adventure**

Jessica Byers, Bailey Coffey, Sarah Conn, Kori Hacker, Morgan McCully, Carrie Middleton, Holly Norris, Alyssa Waitzman

Faculty Mentor:MaryEllen Thomson, PhD, OTR/L

**Learning Objectives**

1. Identify and discuss the daily routines of preschool teachers across a variety of settings (HeadStart, private, and religious).
2. Gain an understanding of the standards regulating preschools
3. Identify preschool teachers expectations of their students

**Abstract**

The purpose of this study was to explore the co-occupations of preschool teachers and their students from the lived experience of the preschool teachers. Student researchers recruited and interviewed a participant. Interviews were audio recorded and transcribed then examined individually for coding purposes. The research team reviewed each interview and codes were developed and applied across cases (cross case analysis) using HyperRESEARCH. Coded interviews were re-examined for themes. The team found that while there is a highly structure daily routine, every day is different. They also found there were more similarities than differences across the types of preschools.

***Panel 2:00 – 2:40***

**The Therapeutic and Educational Benefits of Hands-on Assessment**

Kristie Gillespie, Courtney Harley, Jessica Henry, Wilson Jeffrey, Kenton Murphy, Sara Settimi, Kaysie Worley

Faculty Mentor:Melba Custer, PhD, OT/L

**Learning Objectives**

1. Recognize the importance and benefits related to student’s engagement in research studies.
2. To see the continued effect of occupation-based intervention on clients’ lives and function.

**Abstract**

The purpose of this research study was to gather post-intervention outcomes, discover personal experiences of the second year Master’s Occupational Therapy students, and understand client perceptions of study participation.

A convenience sample of participants from a larger study were interviewed and reassessed by occupational therapy students. Qualitative data in the form of interviews and journaling were used to collect client and student perceptions. Quantitative data were gathered using the Fugl Meyer Assessment, Stroke Impact Scale, and Canadian Occupational Performance Measure. Results from these assessments were then compared to the original post-test findings in the larger study to obtain quantitative results. Clients maintained functional gains months after completing occupation-based intervention and continued to demonstrate positive effects. Students reported increased confidence in clinical skills. Implications for practice include that clients benefit months after occupational therapy intervention and students benefit from participation in ongoing clinical research.

***Paper 2:00 – 2:20***

**A Phenomenological Exploration of Aging Women Experiences with Physical Activity**

Alexis Hobbs

Faculty Mentor:Christine Privott, PhD, OTR

**Learning Objectives**

1. Participants will understand older women (55+ years of age) lived experiences of participating in physical activity.
2. Participants will learn about how this study potentially informs occupational therapy community based practice and individual physical activity programs.
3. Participants will learn about older women and phenomenon of physical activity.

**Abstract**

Physical inactivity is one of the driving risk factors for developing health problems such as obesity, diabetes, and cardiovascular diseases (World Health Organization, 2003). The prevalence of these diseases increases with the aging process, which renders participating in physical activity crucial among the aging population. There is strong evidence that physical activity reduces the risk of these health disparities and disabilities (Young & Dinan, 2005); however, despite these well-documented benefits, aging women still remain sedentary. This study examined the phenomenon of women 55 years of age or older and their lived experiences of participating in physical activity. Interview questions were derived from the theory of planned behavior. Interview data was transcribed and analyzed through coding and emergent themes. Occupational therapy promotes health and well-being across the lifespan and this study will help participants gain a greater understanding of older women and engagement in physical activity for community based practice.

***Paper 2:00– 2:20***

**Dog Visitation in Long-Term Care and its Effects on Depression**

Dr. Leah Simpkins

## Faculty Mentor:Colleen Schneck, [ScD, OTR/L, FAOTA](http://ot.eku.edu/people/schneck)

**Learning Objectives**

1. Understand the role that dog visitation can play in a long-term care setting in relation to depression.

**Abstract**

The study examined the effect of certified therapy dog interaction with residents of a long-term care facility. Residents of the facility were visited once a week by a certified therapy dog and certified therapy handler for five consecutive weeks. The visits lasted fifteen minutes in the participant’s room, which comprised the experimental group. The primary researcher monitored the participant’s interaction with the dog, verbalizations, and smile counts during this time. A control group was observed in the courtyard for five consecutive weeks without dog interaction during which smile and verbalizations were monitored for fifteen minute durations. The Geriatric Depression Scale (GDS) was used as a pre- and post-test measurement, and medication changes, visitors to the participant, and outings for the participant were also monitored for both groups. Overall, the study indicated that the GDS scores were not altered by certified therapy dog visits. However, the study did reveal significant increases in smiles and verbalizations with visits from a certified therapy dog. In light of these results, specific implications for policy, practice, and research were defined.

***Paper 2:45 – 3:05***

**The Deaf Experience in a Hearing Medical World**

Sarah Lykins

Faculty Mentor:MaryEllen Thomson, PhD, OTR/L

**Learning Objectives**

1. Understand the importance of using a client’s native language during their medical care.
2. Consider possible changes in communication methods used at their practice setting that will better assist methods of treatment for the Deaf community.

**Abstract**

The purpose of this narrative study is to understand the personal experiences of Deaf Individuals when communicating with healthcare professionals, describe the personal feelings of challenges and successes had during healthcare interactions, and develop a better understanding of the needs had by Deaf individuals when communicating in the healthcare field. The participant was interviewed using a semi-structured method, and had a certified interpreter present to interpret, which was later coded to help describe important aspects of their medical experiences within personal stories to hearing helathcare professionals. It was found that having a certified interpreter makes a significant difference in the personal experience and the level of comprehension and understanding had by Deaf individuals during medical treatments. The overall conclusion of the study is that utilizing a person’s native language gives them the opportunity to be fully involved and competent when making important health decisions.

***Paper 2:45 – 3:05***

**Role of Community Participation in Improving Quality of Life in Clients with Dementia and their Caregivers**

Mridula Dhamija

Faculty Mentor:MaryEllen Thomson, PhD, OTR/L

**Learning Objectives**

1. Identify the positive outcomes of participating in Memory Café – a community-based program
2. Identify OTs contribution to Memory Café
3. Identify the factors influencing the successful running of Memory Café

**Abstract**

The purpose of this study is to examine the lived experience of clients with dementia, their caregivers and care-providers as related to the Memory Café. Evidence shows that community-based programing and social engagement can improve the quality of life for those with dementia and their caregivers. However, there is a lack of research on the specific program of Memory Café as used in the USA. Knowing this information could help support the use of such community-based programs and clarify the role of caregivers and care-providers (OTs) as well as demonstrate the benefit to families dealing with dementia. Semi structured interviews regarding their experiences with Memory Café were conducted with the participants. Interviews were transcribed and coded and cross case analysis used to look for themes. Discussion includes any themes that arise out of the interviews.

***Paper 2:45 – 3:05***

**The Lived Experiences of Families Who Have Adopted Children and Received Occupational Therapy Services**

David Simpson

Faculty Mentor:Julie Baltisberger PhD, OTR/L

**Learning Objectives**

1. Understand the experiences of families who have placed their children in OT services.
2. Identify the main challenges/successes of OT services for adopted children.
3. Locate resources for empowering the parents and improving OT services.

**Abstract**

**Purpose:** This qualitative descriptive study focuses on the experiences of families who have adopted children from different countries and placed them in occupational therapy services.

**Method:** Three different sets of parents were interviewed to gather data on the adoption process and on their experiences with receiving services from an OT. Each interview was conducted either with one or both parents present. Only one interview was conducted with each family.

**Discussion:** While families often have quality experiences working with an OT and observe improvements in their children, some families who have their adopted child visit an OT do not receive quality services. This is due to lack of communication with the OT and the inability of the parents to give input on activities completed in therapy. Implementing family-centered and client-centered therapy increases the effectiveness of OT skills and improves client and caregiver satisfaction.

***Paper 2:45 – 3:05***

**Creating Evidence to Guide Stroke Intervention**

Dr. Camille Skubik-Peplaski, Dr. Melba Custer

**Learning Objectives**

1. At the conclusion of this session, participants will be able to describe evidence that supports intervention for improved upper extremity function after stroke.
2. At the conclusion of this session, participants will be able to compare occupation-based interventions with intensive task specific training to improve upper extremity performance after stroke.

**Abstract**

**Purpose-** to investigate changes in motor performance and the extent of neuroplastic change associated with modified constraint-induced (mCIT) and occupation-based interventions in the recovery of motor function.

**Methods-** This is a mixed method study with 16participants receiving pre and post testing and then being randomized into an occupation-based or modified constraint-induced intervention group. Outcome tools assessed motor recovery, quality of life, participant perceptions and therapist journals entries.

**Results**- Subjects in both intervention groups demonstrated increases in motor performance. Qualitative themes included; remembering affected arm is part of me, hands on- what I want to do and doing it normally.

**Discussion**

After receiving eight sessions of occupational therapy the participants in the mCIT group made larger increases in motor assessments and participants in the occupation-based group demonstrating more gains in the occupation assessments. Both groups demonstrated increases in cortical motor mapping post intervention. Participants shared about using their affected side to resume valued roles and their satisfaction with client-centered care. The small sample size and variability of time since stroke onset limits the generalizability of the results.