The Occupational Therapy Department of Eastern Kentucky University Presents
The Eighth Annual Occupational Therapy and Occupational Science Research Day
November 15, 2013

Brought to You by
The Research Day Committee
and
The Alpha Zeta Chapter of Pi Theta Epsilon
<table>
<thead>
<tr>
<th>Time</th>
<th>Perkins Lobby</th>
<th>Quads A/B/C/D</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Registration and coffee/tea</td>
<td></td>
</tr>
</tbody>
</table>
| 9:00      | **Welcoming Remarks and Introductions**           | Colleen Schneck, ScD, OTR/L, FAOTA, Chair, Department of Occupational Therapy  
<p>|           |                                                  | Anne Shordike, PhD, OTR/L Chair, Research Day Committee           |
| 9:10-10:45| <strong>Keynote: Situated Meaning: The Cultural Nature of Occupational Therapy Knowledge, Theory &amp; Practice</strong> | Michael Iwama, PhD, OT(c), Chair and Professor, Georgia Regents University |
| 11:00-11:25| <strong>Paper</strong>                                         | <strong>Paper</strong>                                                         |
|           | How individuals who have experienced a TBI describe the effects not being able to drive has on their routines and occupations related to transportation | Interdisciplinary perceptions on the use of sensory modalities within an inpatient mental health setting |
|           | Stedmon Hopkins                                    | Lance Maynes and Samantha Rigsby                                    |
| 11:30-11:55| <strong>Paper</strong>                                         | <strong>Paper</strong>                                                   |
|           | Effect of constraint-induced movement therapy on optimal stroke recovery | The lived experience of occupational therapists working in the rural areas of Kenya |
|           | Lauren Browning, Chasity Cooper, Kendra DeArk, Mallory Garrison, Jessica Howell, Molly Johnson, Janaye Pack, Jerrica Sizemore | Cherotich Leitich                                                   |
| 12-1:45   | <strong>Quads A/B/C/D</strong>                                  | <strong>Quads A/B/C/D</strong>                                                |
|           | Lunch in Quads A/B/C/D and poster viewing in Perkins Lobby |                                                                  |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Quad A/B</th>
<th>Quad C/D</th>
<th>Room 211</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:50-</td>
<td>Panel Occupation-based interventions with</td>
<td>Panel Participants with ASD perceptions of</td>
<td>Panel Client centered intervention for</td>
</tr>
<tr>
<td>2:45</td>
<td>clients with chronic stroke</td>
<td>enjoyment in a social participation group</td>
<td>persons with mental illness: A program</td>
</tr>
<tr>
<td></td>
<td>Claire Carr, Catie Connors, Chad Duncan,</td>
<td>Claire Kraska, Victoria Hartmann, Victoria</td>
<td>evaluation</td>
</tr>
<tr>
<td></td>
<td>Stacie Wallace, Meagan Wheeler</td>
<td>Kremer, Emily Justus</td>
<td>Brittany Billingsley</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brandi Hayes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Celeste Roberts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brooke Shores</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alex Spangler</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Natalie Venable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emma Werner</td>
</tr>
<tr>
<td>2:50-</td>
<td>Paper Middle College At Eastern Kentucky</td>
<td>Paper Social exploration of young adults on</td>
<td>Paper The art of collaboration in academic</td>
</tr>
<tr>
<td>3:15</td>
<td>University</td>
<td>the Autism Spectrum through photography</td>
<td>and clinical partnerships Kelsey Bennett, OTS</td>
</tr>
<tr>
<td></td>
<td>Michael Davis, Robin Dawson, Courtney Jones,</td>
<td>Anne Chambers, Caitlin Clark, Brittany Cox,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Megan Prewitt, Brittany Soltess</td>
<td>Blake Ford, Jessica Hellard, Amanda Maxie,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ellyn Moulton, Julia Plymesser, Lori Powell,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Janna Stringfield</td>
<td></td>
</tr>
<tr>
<td>3:15-</td>
<td>Program Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Abstracts

Papers

How individuals who have experienced a TBI describe the effects not being able to drive has on their routines and occupations related to transportation

Stedmon Hopkins

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

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

1. Describe the routines and occupations related to driving that may be affected after experiencing a TBI.
2. Describe how driving cessation after TBI can impact occupational participation.
3. Understand how a person who experiences a TBI describes the meaning and importance of driving.

The purpose of this study is to examine how individuals who have experienced a TBI describe the effects not being able to drive has on their routines and occupations related to transportation. Two participants were interviewed, using a semi-structured interview protocol, about their participation in daily routines and occupations related to driving cessation after experiencing a TBI. Interviews were audio recorded and transcribed. Data were analyzed by coding significant phrases, grouping the codes into categories, and generating descriptions of the participants’ perceptions. Member checks were performed for trustworthiness. Data analysis is ongoing but emerging themes suggest that cessation of driving following TBI had a significant impact on participants’ occupational participation.

Interdisciplinary perceptions on the use of sensory modalities within an inpatient mental health setting

Lance Maynes and Samantha Rigsby

Faculty Mentor: Peggy Wittman, EdD, OT/L, FAOTA

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

1. Discuss how a survey was used to analyze unit staff perceptions on the use of sensory modalities.
2. Discuss the use of sensory processing groups with clients who participated in the original study.

This study evaluated interdisciplinary staff feedback, perception, and suggestions on the function and use of sensory modalities within an inpatient mental health setting. An 18-question survey was distributed to all staff members on all units and the recovery mall at Eastern State Hospital in Lexington, KY in order to receive feedback about using sensory modalities. Surveys were collected from February 20, 2013 to March 8, 2013. Eastern State
Hospital received 99 completed surveys. Results show staff found non-food sensory modalities to be effective for the purpose of the program. Staff found comfort rooms ineffective and inadequate. Food sensory modalities were reported to be misused and ineffective. Limitations include 17 incomplete surveys and reported effectiveness of modalities was not based on standardized or referenced assessment. Further research is needed on the use of modalities and education of all professionals of inpatient mental health settings.

**Effect of constraint-induced movement therapy on optimal stroke recovery**
Lauren Browning, Chasity Cooper, Kendra DeArk, Mallory Garrison, Jessica Howell, Molly Johnson, Janaye Pack, Jerrica Sizemore
*Faculty Mentor: Colleen Schneck ScD, OTR/L, FAOTA*

**Learning Objectives:**
At the end of this presentation (panel, poster) participants will be able to:
1. Discuss the effects of constraint-induced movement therapy (CIMT) on treatment of stroke.
2. Describe the use of transcranial magnetic stimulation (TMS) in occupational therapy outcomes research.
3. Understand the collaborative process necessary for conducting research.

This study is being completed by Eastern Kentucky University in collaboration with the University of Kentucky and Cardinal Hill Rehabilitation Hospital. The research is part of the *Comparing Constraint-Induced Therapy and Occupation-Based Interventions for Optimal Stroke Recovery* study. The purpose of this portion of the inquiry is to focus on the effect of constraint-induced movement therapy (CIMT) on improving arm strength, areas of life skills, and the extent of neuroplastic change following a stroke. Clients are being seen for modified constraint-induced movement therapy (mCIMT) 2 times a week for 4 weeks. Transcranial magnetic stimulation (TMS) is being utilized to measure changes in brain response to occupational therapy. This study is currently still in progress. However, student self-reflection has generated the prominent theme of the importance of collaboration among research team members across various disciplines. Student insights will assist occupational therapists and other health professionals in understanding the value of effective collaboration during the research process.
Pediatric occupational therapists’ use of family routines and rituals in intervention
Megan Seay, Alyssa Crump, Anjelica Wells, Reesa Marshall, and Daria Kingsley
Faculty Mentor: Christine Myers, PhD, OTR/L

Learning Objectives:
At the end of this presentation, participants will:

1. Understand how pediatric occupational therapists use family routines and rituals in intervention.
2. Describe the challenges identified by pediatric occupational therapists when addressing routines and rituals with children and families.

Although there is significant literature regarding the importance of routines and rituals for families of children with and without disabilities, there is a gap in the evidence about how pediatric occupational therapists use these performance patterns in their intervention. The purpose of this study is to explore how therapists use routines and rituals in intervention when working with children and families. Five pediatric occupational therapists were identified through convenience sampling and participated in semi-structured interviews. Using a qualitative design, the data were transcribed and coded into themes. This presentation will describe how pediatric occupational therapists integrate these performance patterns in practice, as well as the challenges they identify during this process.

The lived experience of occupational therapists working in the rural areas of Kenya
Cherotich Leitich
Faculty Mentor: MaryEllen Thompson, PhD, OTR/L

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

1. Understand the culture of rural occupational therapists in Kenya.
2. Understand how context impacts the type of occupational therapy services provided in rural areas of Kenya and how these occupational therapists change their services according to the context.

The purpose of this phenomenological study was to understand the lived experience of occupational therapists practicing in the rural areas of Kenya. The participants included three occupational therapists who were working in different rural areas of Kenya. The three occupational therapists were comprehensively interviewed on their experiences providing services in rural Kenya and they also provided photographs of some interventions that they use during therapy sessions. The results indicated that challenges include cultural beliefs, low economic status, weather conditions affecting road network, change of seasons thus change of priorities to farming, language barrier, and lack of transportation. Some strategies or coping skills that were reported as important when working in this context include creativity, resilience, patience and cultural awareness.
Occupational participation of a family of children with disabilities
Kim Steele

*Faculty Mentor:* Christine Myers, PhD, OTR/L

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

1. Recognize how the subsystems of MOHO relate to the occupational participation of a family with children with disabilities.
2. Understand how an individual’s perspective influences his/her overall occupational performance.

The purpose of this study was to obtain an understanding of how one family of children with disabilities views their occupational participation. A qualitative case study was used to provide a holistic view of occupational participation from individual family members. Data were gathered through interviews with all members of the family, observations of the family engaging in typical occupations, and artwork collected from the children. Data collected during interviews and observations were analyzed using the a priori coding method, with the Model of Human Occupation (MOHO) serving as the theoretical framework used to identify codes. Current findings indicate that an understanding of occupational performance of the family unit cannot be established from observation alone, but must consider the individual family members’ perspectives as well. Discussion will focus on the themes and implications for occupational therapists working with children and families.

Social exploration of young adults on the Autism Spectrum through photography
Anne Chambers, Caitlin Clark, Brittany Cox, Blake, Blake Ford, Jessica Hellard, Amanda Maxie, Ellyn Moulton, Julia Plymesser, Lori Powell, Janna Stringfield

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

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

1. Understand the use of photovoice in research.
2. Have an expanded view of socializing from the perspective of young adults on the Autism Spectrum.

The purpose was to explore concepts of socializing by young adults on the Autism Spectrum through photography, and to expand peoples’ perceptions of how persons with autism view socializing. Interview and photo voice were used. The Lifestyle Performance Model was used as a theory to form interview questions and to examine the interviews. Several themes emerged. Themes that emerged from the photographs included: “Socializing with Pets (More than just a Pet)”, “Socializing with Family”, and “Socializing as Solitary”. Additional Themes that emerged from the interviews include: “Reciprocal Socializing”, “Socializing as Intrinsic Gratification” and “Social Avoidance (people, disorder, noise, sports)”.

**Middle College at Eastern Kentucky University**
Michael Davis, Robin Dawson, Courtney Jones, Megan Prewitt, Brittany Soltess

*Faculty Mentor:* Julya Westfall, MPA, OTR/L

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

1. To learn about the concept of a “Middle College” and its implementation at EKU.
2. To increase knowledge of participatory action research methods.
3. To explore the use of video techniques in advocacy work.

The Middle College is an educational program at Eastern Kentucky University that provides high school students of Madison County with the chance to earn their high school diplomas while taking college courses. This is a unique opportunity for students who are not performing up to their potential in the traditional high school setting. This new program is struggling to reach out to students who could benefit and to their families. As part of an advocacy project, five Occupational Science and OT Transition students collaborated with current students of EKU’s Middle College to create a recruitment video to help increase enrollment. During this presentation the video will be viewed and the participatory action research methods used in the process of creating it will be explored.

**The art of collaboration in academic and clinical partnerships**
Kelsey Bennett

*Faculty Mentor:* Shirley O’Brien, PhD, OTR/L, FAOTA

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

1. Describe similarities and differences between the cultures of the academic and clinical settings for occupational therapists interested in forming partnerships.
2. Apply the findings to guide future collaborative professional partnerships.

Occupational therapists in various settings share a professional identity valuing occupation. Their socialization into a practice setting is context-dependent, in terms of the skills needed and roles to be enacted. Collaboration between occupational therapists in clinical and academic settings benefits each participant, along with presenting challenges given the systems where they work. The purpose of this project was to delve into understanding the culture of the settings (academic and clinical) influencing a community-based research partnership. Through a mini-ethnographic approach, similarities and differences of culture emerged describing the depth of components for the collaboration between research group members. This description may lead to better understanding the unique needs of participants for collaboration in occupational therapy research. By addressing stakeholder's needs for collaboration, an environment for research support can be promoted.
Occupation-based interventions with clients with chronic stroke
Claire Carr, Catie Connors, Chad Duncan, Stacie Wallace, Meagan Wheeler
Faculty Mentor: Dana Howell, PhD, OTD, OTR/L
Learning Objectives:
At the end of this panel participants will be able to:
1. Understand the effect of occupation-based interventions with clients with chronic stroke.
2. Understand student perspective of occupation-based practice.
The purpose of the project was to determine the effect of occupation-based interventions on the recovery of upper extremity movement for clients recovering from chronic stroke as measured by the Fugl Meyer Assessment (FMA) and Transcranial Magnetic Stimulation (TMS). In addition, the team worked to determine the effect of occupation-based interventions on the subjects’ quality of life as measured by the Stroke Impact Scale (SIS), the Canadian Occupational Performance Measure (COPM) and the Goal Attainment Scale (GAS). Both qualitative (COPM and SIS) and quantitative (FMA, GAS, and TMS) measures were used to assess the effects of occupation-based intervention on performance of clients with chronic stroke. Interventions were performed over four weeks in the outpatient setting. This study is still in progress, however it is anticipated that occupation-based practice will prove to be beneficial in increasing motor performance in clients with chronic stroke.

Participant’s with ASD perceptions of enjoyment in a social participation group
Chelsea Kraska, Victoria Hartmann, Victoria Kremer, Emily Justus
Faculty Mentor: Peggy Wittman, EdD, OT/L, FAOTA
Learning Objectives:
At the end of this panel participants will be able to:
1. Discuss constructs of the Life Style Performance Model and it’s use in practice.
2. Discuss the use of social participation groups in children with ASD.
3. Discuss the results of outcome data, primarily provided by participants, on the effectiveness of social participation groups.
The purpose of this study was to assess the effectiveness of a social participation group for children with ASD. The group used specifically designed activities to enhance social participation. The group was led by an interdisciplinary team of occupational therapy and psychology graduate level students. Data was collected on the perspective of how the participants enjoyed the activities in the group, along with how successful the group was overall. Two out of 10 participants showed significant improvement according to the Goal Attainment Scale (GAS). However, through observation, the other children made improvements
that could not be displayed by the GAS data. A Likert scale was used to assess the participant’s feelings on activities. Results showed activities of concrete games were liked most often, while activities that involved more social interaction were disliked.

**Client centered intervention for persons with mental illness: a program evaluation**

Brittany Billingsley Brandi Hayes, Celeste Roberts, Brooke Shores, Alex Spangler, Natalie Venable, Emma Werner

*Faculty Mentor: Anne Shordike, PhD, OTR/L*

**Learning Objectives:**

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

1. Appreciate the need for and effectiveness of client centered intervention for persons with serious mental illness in a community setting.

2. Understand how client centered practice affects self expression, self efficacy, confidence motivation responsibility for community members.

3. Learn strategies for implementing client centered community based interventions for persons with serious mental illness.

The purpose of this research contribution was to implement and evaluate occupation based program for persons with serious mental illness in a community setting. Researcher/facilitators conducted a needs assessment in a community meeting and determined program groups to facilitate for two and a half months. Residents of Canaan House chose three program areas to explore: projects, leisure activities and cooking. Three teams of researcher/facilitators implemented these programs. Groups were designed, adjusted and evaluated through constant collaboration with facilitators and community residents. When the program was completed, evaluation data were analyzed for meaningful experiences during program implementation. Program evaluation revealed the importance of a client centered approach with flexible shared structure, the importance of togetherness, community cohesiveness and responsibility, the value of meaningful context, mastery, and self expression.
1. Living with chronic lung disease: An occupational perspective
Kenton Murphy, Mary Hensley, Morgan Hannah, Anna Bowling

*Faculty Mentor:* Julya Westfall, MPA, OTR/L

**Learning Objectives:**

By viewing this poster participants will be able to:

1. Understand the experiences of people living with Chronic Obstructive Lung Disease.
2. Consider the implications of a qualitative study for occupational therapy practice.

This poster is a review of a Journal of Occupational Science article from 2010 entitled “Living with Chronic Lung Disease: An Occupational Perspective”. The article presents a study by Kerr and Ballinger whose purpose was to explore the occupational lives of persons with living with Chronic Obstructive Pulmonary Disease. The poster illustrates eight themes related to occupational being that the researchers identified through analysis of interviews. Using direct quotations from the interviewees and additional literature review conducted by the poster presenters, the study results are presented. Implications for occupational therapy practice are also offered.

2. Understanding legacy
Sarah Wilkey, Courtney Ham, Wes Bill, and Aaron Manns

*Faculty Mentor:* Julya Westfall, MPA, OTR/L

**Learning Objectives:**

By viewing this poster participants will be able to:

1. Define legacy and recognize ways that legacy is transmitted across generations.
2. Understand how legacy influences occupation.
3. Realize the implications of legacy for occupational therapy practice.

Legacy is the transmission of self through actions and artifacts. This poster illustrates what legacy is, why it is important, and how it is transmitted. It is an article review of the Elizabeth Hunter study “Legacy: The Occupational Transmission of Self through Actions and Artifacts” published in the Journal of Occupational Science in 2008. The study used coded interviews and a grounded theory approach to categorize the various ways of transmitting legacy. These categories are displayed through the personal experiences of four occupational science students as they have experienced legacy in their own lives. The poster communicates how values are passed from one generation to another through actions and artifacts and shows how legacy strongly influences occupations and relationships. The findings have implications for occupational therapy practice. Understanding what legacy means to clients can deepen occupation-based practice.
3. Exploring the meaning of occupation to adult children of alcoholics
Lauren Frantz, Dustin Hisle, Taylor Massie, Alyssa Waitzman
Faculty Mentor: Julya Westfall, MPA, OTR/L

Learning Objectives:
By viewing this poster participants will be able to:
   1. Have knowledge of the occupations of adult children of alcoholics (ACOA).
   2. Understand the contexts that influence their occupational choices.
   3. Consider implications for Occupational Therapy practice.

This poster provides knowledge of the occupations of adult children of alcoholics (ACOA) and an understanding of the contexts that influence their occupational choices through an article review of the Journal of Occupational Science article, “A Phenomenological Study of the Occupational Choices of Individuals Who Self Identify as Adult Children of Alcoholics”. Using a transcendental phenomenological approach, the researchers, Vaught and Wittman, conducted in-depth interviews with six adult women who identify as ACOA. Researchers identified four themes using qualitative methods of coding and thematic analysis. The literature review is combined with further literature to understand the Lifestyle Performance Model and the concepts of occupational deprivation and parentification. The poster offers occupational therapists, occupational therapy students and occupational science students’ knowledge to consider for practice.

4. Dynamic interplay of happiness and occupational engagement
Julie Stacy, Kyley Jones, Wil Jeffrey, Courtney Phillips
Faculty Mentor: Julya Westfall MPA, OTR/L

Learning Objectives:
By viewing this poster participants will be able to:
   1. Explore research on happiness from multiple disciplines
   2. Understand the interplay of happiness and occupational engagement

This poster explores the links between happiness and human occupation by presenting eight thematic areas of happiness reviewed by Robinson, Kennedy and Harmon in their 2012 Journal of Occupational Science article entitled “Happiness: A Review of the Evidence Relevant to Occupational Science”. The authors reviewed literature about happiness across multiple disciplines to help occupational scientists better understand the subjective experience of occupational engagement. The poster presenters also integrate knowledge from three additional articles related to happiness and occupation.
5. The right to work: Experiences of employees with rheumatism
Kristen Heil, Brandi Amburgey, Hannah Sprigg, Ashley Jones
*Faculty Mentor*: Julya Westfall, MPA, OTR/L

**Learning Objectives:**
By viewing this poster participants will be able to:
1. Learn how disabled employees perceive barriers to their work lives.
2. Understand the importance of analyzing temporal, social and cultural contexts as much as physical context in the occupational therapy process.

This poster is an article review of a study by Klara Jakobsen published in the Journal of Occupational Science in 2009. The study analyzed barriers to employment as perceived by 13 women, ages 43-60, with reduced and variable function due to rheumatic diseases. The way these women describe their experiences gives insight into how these disabled employees experience daily challenges in their work environment and how their lives outside work also create barriers to successful employment. The women completed time use diaries for one week. Analysis of participants’ time use was coded and formulated into questions that were used for focus group discussions. Jakobsen identified four recurring themes expressed by the women that included fear of losing work, quality of workplace relationships, temporal context, and self-identity. The poster illustrates these themes and provides implications for occupational therapy practice.

6. Creating a better home
Anne Dostart, Jenna Hohl, Lisa Grossman, Logan Robinson and Caitlin Frommeyer
*Faculty Mentor*: Julya Westfall, MPA, OTR/L

**Learning Objectives:**
By viewing this poster participants will be able to:
1. Know about types of living situations for children that are different from the typical.
2. Explore concepts of sense of home and family attachment.
3. Understand ways to promote and foster a sense of home and social bonding for homeless, precariously housed, or institutionalized children.

This poster provides information about alternative living circumstances for children who are at risk or who have experienced abuse and neglect. It explores the occupational being of these children including sense of home and family bonding. A group of five Occupational Science and Transition students conducted traditional research utilizing scholarly journals and other online sources to investigate these topics. The students also engaged in interactive research in the community by interviewing a variety of people at three different types of alternative housing settings. The poster provides information the participants can use to consider actions they could take to better support children in these circumstances.
7. Early childhood education (ECE): Do the benefits outweigh the costs?
Nakeisha Arthur, Ryan Bucheit, Jill Beattie, Amy Davenport, Kendra Taylor, Paige Walls
Faculty Mentor: Julya Westfall, MPA, OTR/L
Learning Objectives:
By viewing this poster participants will be able to:
   1. Explore the conflicting research on the benefits of early childhood education.
   2. Consider if universal early childhood education should be provided in our society.

The purpose of this poster is to educate occupational therapists and future occupational therapists about the research inconsistencies regarding early childhood education (ECE) in the United States. A group of six Occupational Science and OT Transition students conducted research using scholarly journals to investigate the benefits and lack of benefits in ECE. The group also engaged in participatory research through action learning by conducting seven interviews with community members including parents, teachers, ECE center directors, and ECE council members. Both traditional and participatory research results were conflicting regarding the benefits of ECE. The poster provides information the participant can use to consider if current calls for ECE for all American young children should be funded and implemented.

8. Preventing child abuse in Kentucky
   Kayla Houston, Colby Flannery, Kristi Needham, and Kati Proffitt
   Faculty Mentor: Julya Westfall, MPA, OTR/L
Learning Objectives:
By viewing this poster participants will be able to:
   1. Know the types of child abuse and neglect prevalent in Kentucky.
   2. Understand when, how and why to report child abuse and neglect.
   3. Be knowledgeable of current community awareness programs in child abuse prevention.

The purpose of this poster is to educate occupational therapists and future occupational therapists about how to recognize and report child abuse and neglect as well as how to be active in community prevention programs. A group of four Occupational Science and Transition students conducted online research and interviewed key informants in the community. The students participated in legislative advocacy at the state level and carried out a project within the Occupational Therapy Department at EKU to raise awareness. Both as citizens and health professionals, occupational therapists need to understand their responsibilities in regard to child abuse and neglect and how to carry out these responsibilities. Kentucky law requires reporting for both children and dependent adults. The poster provides Kentucky statistics, the when, how and whys of reporting, and community level prevention strategies are provided on the poster.
9. The road to independence
Elizabeth Marcum, Sydney Petersen, Maria Sebastiani, Brooke Sneed, Mary Petitt

Faculty Mentor: Julya Westfall, MPA, OTR/L

Learning Objectives:
By viewing this poster participants will be able to:

1. Identify risk factors for youth exiting foster care without needed resources.
2. Understand the occupational injustices faced by youth who exit foster care.
3. Gain knowledge in order to advocate independently for foster youth.

This poster explains the barriers faced by foster youth as they exit from foster care, identifies the serious negative consequences for the youth because of these barriers, and illustrates how better access to support services could lead them to better lives. Five Occupational Science and OT Transition students engaged in database and website research as well as conducted community interviews with educators, social workers, foster youth, and former foster parents. This research informs a pamphlet which provides knowledge of available community services related to housing, employment, health, transportation, food and clothing, community involvement and education. It was designed to be used by youth exiting foster care and by those who serve them. It was distributed to the Department of Community Based Services sites in Madison County, Kentucky. The pamphlet is also displayed on the poster.

10. Acute care occupational therapy for stroke
M. Whitney Cook, Regina Miller, Catherine Miller

Faculty Mentor: Lynnda Emery EdD, OTR/L, FAOTA

Learning Objectives:
By viewing this poster participants will be able to:

1. Describe the role of the occupational therapist in the acute care environment.
2. Describe various occupational therapy assessments appropriate for the stroke patient in the acute care environment.
3. Explain occupational therapy interventions that have large effect size evidence to support their use.

Stroke is one of the most commonly seen diagnoses by occupational therapists (Latham et al., 2006). The purpose of this poster is to educate the learners about the role of occupational therapy, occupational therapy assessments, and occupational therapy interventions used for the acute care stroke patient. Highlighted are interventions including: modified constraint induced therapy, motor relearning, electrical stimulation, balance training, neurodevelopment treatment and the use of adaptive equipment. Calculated effect size in meta-analysis format is included.
11. **Making the connection: Occupational therapy and taxes**
Mara Biliter, Jarrod Dotson, Amy Hagedorn, Arial Hopkins, Lauren Roberts.

*Faculty Mentor:* Julya Westfall, MPA, OTR/L

**Learning Objectives:**
By viewing this poster participants will be able to:
1. Have a basic understanding of taxes and how they are distributed by government.
2. Explore differences between occupational therapy student perceptions and the realities of taxation.
3. Consider the links between occupational therapy and taxation.

The purpose of this poster is to educate occupational therapists and future occupational therapists about taxes and the impact that taxes have on their careers and practice. A group of five Occupational Science and Transition students conducted database research on taxation. The group also participated in the legislative process in regard to tax reform in Kentucky and conducted a series of 29 interviews with students from the Occupational Therapy Department at EKU. Interviewees were provided with an informative fact sheet regarding the connection between OT and taxes after the interview. Analysis of the data gauged students’ knowledge of taxation and how taxes will affect their future role as healthcare providers. The interview data and analysis, basic tax information, and a diagram illustrating the cycle of taxation and Occupational Therapy are presented on the poster.

12. **The effect of occupational therapy on functional performance in persons after total hip replacement**
Hannah Groudle, Ashley Moore, Kyle Mullins, Vuki Mandich

*Faculty Mentor:* Lynnda Emery EdD, OTR/L, FAOTA

**Learning Objectives:**
By viewing this poster participants will be able to:
1. Understand the benefits of occupational therapy in treating clients with total hip replacement.
2. Appreciate the use of the Functional Independence Measure in rehabilitation settings.
3. Understand the need for cognitive evaluation to enhance performance.

Total hip replacement is a common procedure with over 200,000 performed each year. The purpose of this study was to measure the effectiveness of occupational therapy on functional occupations on clients with total hip replacement (THR). Eighty individuals in a rehabilitation setting were cognitively intact to begin the study. Baseline and discharge measures using the Functional Independence Measure (FIM) were examined using paired t tests. Statistically significant improvement was obtained in all subscales measured. The complete table of results will be included in the poster. The table will highlight occupational improvement and cognitive status post THR.
13. Update on upper extremity evaluation psychometrics
Jessica Anderson and Jessica Marlow
Faculty Mentor: Lynnda Emery, EdD, OTR/L, FAOTA
Learning Objectives:
By viewing this poster participants will be able to:
1. Describe the psychometrics of dexterity tests.
2. Describe the psychometrics of motor control tests.
3. Appreciate the importance of reliability and validity testing.
Evaluation of upper extremity deficits is a common role for occupational therapists. The purpose of this poster is to review the psychometrics of dexterity and motor control instruments. Dexterity instruments included are the Nine Hole Peg Test, Purdue Pegboard, Jebsen Hand Function, Minnesota Rate of Manipulation, and the Box and Block Test. Motor control instruments to be reviewed include the Fugl-Meyer and the Modified Ashworth Scale. The poster includes a summary of common types of reliability and validity testing.

14. Reclaiming lost occupations: Empowering upper extremity chronic pain clients to re-enter valued participation
Major Enrique Smith-Forbes, MOT, OTR, CHT
Faculty Mentor: Dana Howell, Ph.D., OTD, OTR/L
Learning Objective:
By viewing this poster participants will learn about a proposed innovative occupation-based practice action research sketch for interventions supporting clients challenged by chronic pain.
The purpose of this proposed action research study is to collaboratively develop a group intervention to support the reclaiming of lost occupations by clients with chronic pain. The study has two aims: 1) to understand the factors that influence chronic pain patient’s satisfaction with occupation/ADL participation in their social environments. 2) to help these clients find ways to re-integrate in these occupations despite pain. Participants in the study will include adult upper extremity (UE) chronic pain patients, with symptoms lasting at least six months in fibromyalgia, chronic regional pain syndrome, and other UE neurological pain conditions. The great advantage of this action research group will be its focus on return to valued occupations, rather than on pain reduction. This is coupled with the aim of engaging individuals to participate in “their” selected social environment, which is in keeping with current Medicare laws requiring focus on function and evidence-based practice.
15. Occupational therapy for skilled-care and community environments after stroke
John Bowers, Robin Reynolds, Erica Tudor, and Sara Walker
Faculty Mentor: Lynnda Emery, EdD, OTR/L, FAOTA

Learning Objectives:
By viewing this poster participants will be able to:
1. Identify and describe interventions used in occupational therapy for skilled-care and community environments after stroke.
2. Highlight interventions that have larger effect size to support evidence-based practice.

There are nearly 4 million Americans living with the effects of stroke. These residual effects create a need for a continuum of care from the onset of the condition to community living. Skilled care bridges the gap between acute care and going home. The purpose of the poster is to synthesize evidence-based research for skilled-care and community environments to apply to interventions in the respective areas of practice. Highlighted are interventions including: activities of daily living, home modifications, driving rehabilitation, work, and leisure participation. A meta-analysis format is used to discuss the calculated effect size.

16. Using individualized outcome measures to evaluate the transition to preschool program
Rachel Gregory
Faculty Mentor: Christine Myers, PhD, OTR/L

Learning Objectives:
By viewing this poster participants will be able to:
1. Understand how outcome measures may be used to evaluate occupational therapy programs.
2. Identify caregiver perceptions of practices that facilitate their child’s positive transition to preschool.
3. Describe family services that support families during their child’s transition to preschool.

The purpose of this study was to determine if participation in the ToPS Program improved school readiness skills of children transitioning to preschool or another environment. Caregivers were contacted by telephone and interviewed about their main concerns for their child regarding transition and areas of importance for their child to improve. Goal Attainment Scaling and a modified COPM were used as outcome measures. Qualitative interview data were analyzed to determine the most common concerns of caregivers regarding their child’s transition. Caregivers also completed a survey following the program to obtain information about their transition experiences and perceptions of different supportive practices provided by early intervention, school, and the ToPS program volunteers during the transition process. Discussion will focus on caregiver’s perceptions of their child’s transition experience and use of the modified COPM and Goal Attainment Scaling as outcome measures.
17. **Occupational science used in middle college education**

Kim Collins, Macy Cornett, McKenzie Katzman, Erica King, Sammy Kroeger  
Faculty Mentor: Amy Marshall PhD, OTR/L

**Learning Objectives:**

By viewing this poster participants will be able to:

1. Demonstrate knowledge and components of PAR and of the importance it places on the relationship between person and environment.
2. Explore how change in personal attributes and environments affect occupation.
3. Identify negative stereotypes currently associated with Middle College and the effect PAR has on the solutions.

In a spring 2013 senior occupational science seminar at Eastern Kentucky University, student teams conducted research to generate an advocacy project using Participatory Action Research (PAR), relevant team research, and occupational science methods. Middle College students address issues of importance so that knowledge is gained within the process of acting to improve issues. Interviews were conducted with the Middle College principal. Student-produced photographs were developed to depict student roles. March and April 2013 calendars were used as a timeline. Based on this study, these students’ aspirations were underserved by the high school environment. The final product was a slideshow video presentation with narration. Middle College presents students with a stable environment encompassing open communication, equal power among parties, and high expectations. EKU Middle College has a positive effect on students as occupational beings.
The Department of Occupational Therapy at Eastern Kentucky University acknowledges Brookdale Senior Living Solutions for their ongoing partnership in the area of fieldwork education and corporate sponsorship of student registration for this 8th Annual Research Day.

Contact: Joan Arnold, OTR/L
Regional Director of Operations
3051 Rio Dosa Drive
Lexington, KY 40509
www.innovativeseniorcare.com
JArnold2@BrookdaleLiving.com
859-269-2587