Master of Occupational Therapy Program

Thirteenth Annual
Master of Occupational Therapy Student Research Poster Presentations

Tuesday, November 13, 2012
Rogalski Center Ballroom

Presentations
2:00 – 4:00 pm

Poster Viewing
4:00 – 6:00 pm
Effect of Canine-Assisted Therapy on Juvenile Offenders' Social and Coping Skills

Emily M. Buss, Brianne J. Donahue, Brianne E. Janssen, Tori L. Owens, Megan M. Tronchetti, Kaitlyn R. Weis, and Christine K. Urish

Abstract
The purpose of this study was to determine the effect of canine-assisted therapy on juveniles’ social and coping skills. Through the use of the Social Skills Improvement System (SSIS) and the Adolescent Coping Orientation for Problem Experiences (AC-COPE), juvenile offenders were measured pre- and post-intervention to determine specific characteristics of their social and coping skills. The control group, three adolescent males, received treatment as usual within the facility. The experimental group, three adolescent males and one adolescent female, received five sessions of canine-assisted therapy focused on boundaries, social communication, body language, emotion expression, leisure activities, trust, and stress relief. The Human-Animal Interaction (HAI) scale was used at the conclusion of each session with the experimental group. Although no statistically significant findings resulted, the experimental group did not become worse over the course of the intervention. The benefits which can be obtained from animal-assisted therapy in this research were evidenced through the participants’ improved comfort, trust, or ease of interaction with the therapy dog despite insignificant changes in social or coping skills.

References
Evidence for Effectiveness of Transition Programs for Individuals with Autism Spectrum Disorders

Margaret Callahan, Sarah David, Brooke Dodge, Reilly Hamann, Ashlee Hoff, Emily Mondt, and Jill Schmidt

Abstract
A successful transition from school to work is essential in order for individuals with Autism Spectrum Disorders (ASD) to gain employment. It is imperative that individuals with ASD receive appropriate transition services to address their diverse needs and to enhance success in adulthood. A systematic review of the literature was conducted based on a developed focus question following a literature search regarding occupational therapy’s role in transition programs. Information was compiled into a critically appraised topic paper to inform occupational therapists of current transition programs and to identify areas occupational therapists can address in order to promote successful transition from school to work. The results indicate that it is beneficial to begin transition planning when students enter adolescence. Plans should be updated and revised as goals are met and the students age. Students should play an active role in developing individualized goals and exploring areas of interest related to work skills. According to the literature, occupational therapy is well aligned with the rational and theory of the current evidence-based interventions for ASD; however, occupational therapy’s role in these interventions are not apparent in clinical practice. The lack of research involving occupational therapy in transition planning and intervention suggests that there is a need for occupational therapy in the transition process. Using a client-centered approach, occupational therapists have the knowledge and skills that would help support individuals with ASD through the transition into adulthood. Future research is needed to determine the effectiveness of occupational therapy services implemented in transition programs.

References


Life Balance Among Pre-Professional Healthcare Students

Emily A. Allen, Gina M. Clemen, Julia K. Hanson, Liz L. Hart, Jessica A. Miller, and Erin A. Phillips

Abstract
Life balance has been defined as “a satisfying pattern of daily activity that is healthful, meaningful, and sustainable” (Matuska & Christiansen, 2008, p. 229). The purpose of this study was to investigate and describe the life-balance of pre-professional health care students to promote wellness, improve academic programs, and educate students on the importance of life balance. One hundred pre-professional health care students (physical therapy, occupational therapy, nursing, speech language pathology, and social work) from a private Midwestern university were recruited using convenience sampling. The Life Balance Inventory (LBI) (Matuska, 2011) measured participants’ actual versus perceived life balance yielding total score, four subcategories, and stress index. The average LBI raw score was 2.31 (i.e. moderately balanced). The average stress index raw score was 9.78 (i.e. mild stress). An at-risk group was identified consisting of seventeen percent of participants with unbalanced to very unbalanced LBI scores, and twenty-three percent with high to extreme levels of stress. No significant differences were found between programs and total LBI raw score or any of the four subcategories. Significant differences were found in stress index raw score between programs (p=0.02), and stress index raw score between age groups (p=0.03). A weak to low negative correlation was found between stress index raw score and total LBI raw score (r=-0.283; p=0.005). In conclusion, the majority of students appear able to balance multiple life roles and cope with stress. However, the at-risk population suggests a need for education within pre-professional healthcare programs related to life balance and stress management skills to support these students.

References

Mirror Therapy as an Intervention with Stroke Survivors

Sarah M. Gehrig, Lacy A. Lynch, Meghan E. Skow, Kerry M. Stanhope, Theresa L. Schlabach and Jon C. Turnquist

Abstract
The aims of the study are to investigate mirror therapy as an intervention on upper extremity function with CVA survivors. The investigators hypothesize that mirror therapy intervention will result in increased upper extremity movement and function. Participants were recruited through convenience sampling using community and stroke support groups. This study consisted of single case studies using a pre and post-test method. Participants included adult stroke survivors who presented with hemiplegia and currently not receiving occupational therapy. Participants completed a mirror therapy protocol for 30 minutes per day, three times a week, for four consecutive weeks. The unaffected arm was actively completing range of motion exercises and functional activities while the participant observed the reflection in the mirror. Data was collected using the Action Research Arm Test, Motor Activity Log, Nine Hole Peg Test, and goniometry measurements. Pre and post-test scores were visually analyzed and compared, in this single-case study design, for each participant. Results yielded an increase in overall ARAT score for three of the four participants. Results were variable for pre and post-test goniometry measurements. All participants reported an increased use of their affected upper extremity following the intervention. Results will contribute to the dearth of literature on the use of mirror therapy with stroke survivors and assist the occupational therapist in the use of evidenced-based interventions to aid motor recovery and function.

References


Hoffmann, T., Bennett, S., McKenna, K., Green-Hill, J., McCluskey, A., & Tooth, L. (2008). Interventions for stroke rehabilitation: Analysis of the research contained


Occupational Therapists’ Knowledge and Involvement in Wheelchair Transportation Safety on School Buses

Ashley Egan, Michelle Haarmann, Bridget Slattery, and Phyllis Wenthe

Abstract
Occupational therapists are responsible for addressing community mobility, including safe wheelchair transportation on school buses. Previous research indicated health professionals have a poor level of knowledge regarding wheelchair transportation safety standards and are infrequently addressing wheelchair transportation on school buses. A questionnaire was mailed to 500 occupational therapists working in a pediatric setting to examine current knowledge and involvement in wheelchair transportation safety on school buses. Of the 199 respondents working with students in wheelchairs, 69.6% ranked themselves as unfamiliar with wheelchair transportation safety standards and 58.8% indicated they almost never addressed transportation on the school bus. Additionally, 53.8% of all respondents indicated they had not received any education on wheelchair transportation safety. Occupational therapists are not aware of wheelchair transportation standards and are currently not addressing wheelchair transportation on school buses. These findings suggest a need for increased education, awareness, and implementation of wheelchair transportation safety standards on school buses by occupational therapists.

References
Relationship Between Sensory Preferences and Effectiveness of Therapy Balls on Attention

Courtney Albrecht, Alyssa Maher, Stephanie Petersen, Nakia Schmidt, Meghan Schoen, Sean Whalen, and Lynn Kilburg

Abstract
The purpose of this study was to determine if a third grade students’ attention has a relationship with their sensory processing preference while seated on therapy balls in the classroom. The participants included fifteen females and thirteen males from a Midwestern third grade classroom. Of these males and females, there were a total of nine 8 year-old students and nineteen 9 year-old students. The Test of Everyday Attention (TEA-Ch) was completed by the students in a semi-private, quiet space in the school outside of their regular classroom while seated on their therapy ball. Following the completion of the TEA-Ch, the teacher completed a Sensory Profile School Companion (SPSC) for each student. A Spearman’s Correlation using Statistical Package for the Social Sciences (SPSS) was used to compute the data to determine the relationship between the TEA-Ch and the SPSC results. Results indicated there was no correlation between sensory preference and attention. However, a moderate to low correlation was found between low registration and sustained attention. Future research should have a more direct focus on specific types of attention while utilizing more appropriate assessments.

References