Service Learning to Support Program Development, Student Training, Research and Occupational Therapy Advocacy

This poster series will highlight how the University of Kansas Medical Center’s Department of Occupational Therapy Education faculty incorporates service learning and student involvement throughout the MOT curriculum to promote program development, research and advocate for the OT profession.

Title: Program Development, Student Training, Research and Advocacy in an Outpatient Cancer Setting

Abstract: This poster describes how KUMC’s OT education department collaborated with community partners to develop an OT presence in a BMT clinic through Tiles of Hope, an innovative art-making program for cancer patients receiving treatment. The Tiles of Hope program aligns with the OT education curriculum through service learning and fieldwork opportunities in order to prepare students for research and work in this emerging practice setting. Current evidence about OT in oncology, as well as results of a research study on the Tiles of Hope intervention is shared. OT faculty and students advocacy efforts for the routine inclusion of OT services in cancer care are also described.

Faculty Presenter: Lisa Mische Lawson, PhD, CTRS
Student Presenter: Valerie Fiscus, OTS
Contributing Presenter: Julia Icenogle, MOT (was an MOT student while involved with this project)

Title: Effects if Art-making on Stress, Anxiety and Therapy Related Symptoms of Blood and Marrow Transplant Patients

Abstract: This poster describes the effects of a one hour art-making program (Tiles of Hope) on stress, anxiety, and therapy related symptoms of blood and marrow transplant patients. Results indicate art-making did not affect stress and anxiety, but patients reported significant reduction of therapy related symptoms. Presenters emphasize students’ roles in data collection and dissemination.

Faculty Presenter: Lisa Mische Lawson, PhD, CTRS
Student Presenters: Valerie Fiscus, OTS
Contributing Presenter: Cathy Glennon

Title: Sensory Supported Swimming

Abstract: This poster describes Sensory Supported Swimming, a learn-to-swim program for children with Autism Spectrum Disorders. Specifically, it details: program overview, goals, assessment techniques, staffing, operational aspects, evaluation and provides suggestions for replication. Presenters emphasize students’ roles in staffing.

Faculty Presenter: Lisa Mische Lawson, PhD, CTRS and Lauren Foster, OTD, OTR/L
Student Presenters: Megan Mazurowski, OTS, Sarah Peterson, OTS, Rami Ibrahim, OTS
Contributing Presenter: Jane Cox, MS, OTR/L
Title: The Influence of an Evaluation Tool on Goal Writing  
Abstract: This poster presents study findings regarding the influence of an evaluation tool on goal writing at the JayDoc Free Clinic service-learning site. Specifically, it details outcomes when using an occupation-based assessment tool versus a performance skills based assessment tool. Presenters emphasize student involvement and results of the study.  
Faculty Presenter: Kelli Relling, OTD, OTR/L  
Student Presenters: Christy Bell, OTS, Nicole Mercer, OTS  
Contributing Presenter: Melanie Friesen, MOT, OTR/L (was an MOT student while involved with this project)

Title: Student Learning in High Definition: Applying Coursework Through Service Learning  
Abstract: This poster presentation provides an overview of the service learning in the KUMC curriculum. Specifically attendees will begin to understand the purpose of service learning, recognize potential student and academic outcomes, consider how possible challenges and strengths when developing service learning. Students will present their own experiences from participating in year-long service learning.  
Project Faculty: Dory Sabata, OTD, OTR/L, SCEM & Lauren Foster, OTD, OTR/L  
Student Presenters: Natalie Blair, OTS, Kelly Rutherford, OTS, & Morgan Stock, OTS  
Contributors: KUMC Service Learning Supervisors

Title: Preparing for practice in the ever-changing health care environment through service learning innovation  
Abstract: This poster presentation provides an overview of the service learning in the KUMC curriculum. Specifically attendees will begin to understand the process of how service learning has developed at KUMC and recognize potential benefits to both students and faculty. Students will present their own experiences from participating in year-long service learning.  
Project Faculty: Dory Sabata, OTD, OTR/L, SCEM & Lauren Foster, OTD, OTR/L  
Student Presenters: Anne Breitwieser, OTS, Megan Reynolds, OTS, & Tori Harrell, OTS  
Contributors: KUMC Service Learning Supervisors

Title: Program Development in an Urban After-School Program  
Abstract: This poster describes how first year Master of Occupational Therapy (MOT) students from KUMC developed a social-emotional intervention for first and second grade students at Operation Breakthrough. The poster includes description of OT theory, which influenced the intervention. Further, the poster illustrates examples of activities and the goals of the interventions. In addition, the poster summarizes the benefits this experience afforded the MOT students.  
Student Presenters: Anna Keeney, OTS, Rachel Kraig, OTS, Brianna Sage, OTS, Ashley Vogts, OTS  
Contributing Faculty: Angela Blackwell, MS, OTR/L (current PhD in Therapeutic Science student)

Title: Infusing Social Emotional Learning Interventions into School-Based and After School Programs  
Abstract: Social emotional learning (SEL) is “the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others” (Zins & Elias, 2006, p. 1). Research suggests that including SEL strategies within the school setting can foster academic success, greater engagement, and improve performance in school and life. Research also states that teaching social emotional skills across multiple contexts and in natural environments increases the benefit and longevity of the intervention. With this in mind, occupational therapists at two different school settings developed social emotional learning interventions based on the Response to Intervention (RTI) three-tiered model. This presentation will describe how to include therapists, teachers, school personnel, parents, coaches and all students in the interventions. Presenters will combine lecture with examples from interventions developed for children at various levels of development. By creating an environment that encourages evidence-based social emotional learning, students have opportunities to practice positive daily skills that can foster success in education and social participation. School-wide and small group interventions across multiple authentic contexts have the potential to reach more students on a more comprehensive level than pulling students out for individualized, one-on-one therapy. Presenters will provide examples from SEL interventions embedded within each tier of the RTI model.  
Faculty Presenter: Lauren Foster, OTD, OTR/L  
Student Presenters: Tiffany Baker, OTS and Anna Frantz, OTS

Title: Domestic Violence Services for Survivors with Disabilities  
Abstract: Individuals with disabilities are at a higher risk for experiencing abuse, and face many barriers to seeking help in the community. Willow Domestic Violence Center intends to provide new services which help survivors end the cycle of violence; occupational therapy can help.  
Student Presenter: Emily Fernando, OTS  
Faculty Mentor: Wendy Hildenbrand, ABD, MPH, OTR/L, FAOTA
Title: Providing Cancer Support – Living Life to Its Fullest through Gilda’s Club
Abstract: This poster will highlights community support services available to promote independence for people navigating their life journey with cancer. Responding to needs of people with cancer as identified on the Emotional Distress Survey, occupational therapy contributes to the need for individualized, client-centered care by providing personalized information packets and targeted community support. This experience in a community-based setting emphasizes the need to meet people where they are in their health/wellness and recovery journey.
Student Presenter: Traci Moklestad, OTS
Faculty Mentor: Wendy Hildenbrand, ABD, MPH, OTR/L, FAOTA

Research is Alive and Well at the University of Kansas

Title: Rehabilitation Outcome Following Acute Stroke: Considering Ideomotor Apraxia
Abstract: Apraxia is a disorder of learned skilled movements that often results after stroke and patients display difficulty with translating movement representations into action. It is unclear to what extent apraxia maps onto disability, thus the focus of this research is to investigate rehabilitation outcome following acute stroke, considering apraxia. This poster presents preliminary data of inpatient rehabilitation outcome of 21 patients, 9 with apraxia. Results indicate lower level of independence in activities of daily living and suggest greater impairment of the more-affected upper extremity.
Faculty Presenter: Andy Wu, PhD, OTR
Contributing Presenter/Author: Jeff Radel, PhD

Title: Priorities of Parents of School-Aged Children with Autism Spectrum Disorders (ASD): A Retrospective Data Analysis
Abstract: Multiple studies have found participation concerns in children with autism spectrum disorders (ASD) in comparison to their typically developing peers (LaVesser & Berg, 2011; Solish, Perry, & Minnes, 2010; Hilton, Crouch, & Israel, 2008). While these concerns are well documented, little is known about participation priorities for their families. This research aimed to identify priorities of parents of children aged three to 10 with ASD who participated in a previous study by Dunn, et al. (2012). We conducted a retrospective data analysis of parent identified goals developed with the Canadian Occupational Performance Measure (COPM). Three independent coders then categorized each parent goal (n=86) into one of six domains based on the Occupational Therapy Practice Framework (OTPF) (AOTA, 2008). Results indicated that ADLs, play/leisure, IADLs, and social participation were the most common goals for parents of children with ASD. Implications for occupational therapy practice are discussed.
Faculty Presenter: Lauren Foster, OTD, OTR/L
Contributing Presenters/Authors: Brooke Borysiewicz MOT, Allison Diebolt MOT, Jenna Schuelke MOT (all were MOT students while involved with this project)

Title: Stress Response and Sensory Features among Children with Autism Spectrum Disorders: A Pilot Study
Abstract: This pilot study examined the extent to which young children with autism spectrum disorders (ASD) aged 2-4 years differed on measures of stress response (via cortisol and alpha amylase) as compared to typically developing children. Additionally, we investigated how parent-reported sensory response patterns related to children's stress responses among children with ASD.
Faculty Presenter: Lauren Little, PhD, OTR/L
Student Presenter: Lindsey G. Weaver, MA (current PhD in Therapeutic Science student)

Title: Developing Core Competencies for Interprofessional Collaborative Practice (ICP) through Participation in an Online Learning Community
Abstract: Interprofessional collaborative practice (ICP) is critical to patient-centered care in the ever-changing health care arena. This poster will highlight an innovative online instructional approach to interprofessional education designed to support development of core competencies for ICP. Specifically, this study will examine the effectiveness of participation in an online learning community “to prepare all health professions students for deliberatively working together with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system.” (Interprofessional Education Collaborative Expert Panel, 2011)
Faculty Presenter: Wendy Hildenbrand, ABD, MPH, OTR/L, FAOTA
Contributing Presenter/Author: Jackie Nowak, MS, ARNP-CNS; Sarah Debes, MOT, Jenna Mayers, MOT, Lexie Pfeifer, MOT, and Katie Turpin, MOT (all were MOT students while involved with this project)