MASTERS OF OCCUPATIONAL THERAPY

INDEPENDENT STUDY SYMPOSIUM

Join us for presentations by student occupational therapists on their Independent Study projects

THURSDAY, JUNE 14, 2018

Department of Occupational Therapy

umanitoba.ca/rehabsciences/ot
## Schedule of Events

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KEYNOTE SPEAKER

DR. MARCIA ANDERSON

CHANGE AGENTS: RECONCILIATION AS A RESPONSIBILITY OF PRACTICE

Dr. Marcia Anderson is Cree-Saulteaux, with roots going to the Norway House Cree Nation and Peguis First Nation in Manitoba. She practices both Internal Medicine and Public Health as a Medical Officer of Health with the Winnipeg Regional Health Authority. She is the Executive Director of Indigenous Academic Affairs in the Ongomiizwin Indigenous Institute of Health and Healing, Rady Faculty of Health Sciences, University of Manitoba. Current active areas of work include leading the development and implementation of Truth and Reconciliation Response Action Plans, Indigenous youth health, Indigenous maternal and child health, and Indigenous health care quality. She has recently been appointed Chair of the Indigenous Health Network of the Association of Faculties of Medicine of Canada. She is a Past President of the Indigenous Physicians Association of Canada and Past Chair of the Pacific Region Indigenous Doctors Congress. She was recognized for her contributions to Indigenous peoples health with a National Aboriginal Achievement Award in March 2011.

PLENARY SPEAKER

MR. JOHN SALGADO

OTher EXPERIENCES

John Salgado received his Bachelor's degree in Occupational Therapy in 2005 through the Universidad de Playa Ancha, Valparaiso, as well as a Master's degree in Strategic Consulting from the Universidad de Valencia. He is committed to advocating for human development and satisfactory quality of life through comprehensive support and caring. Mr. Salgado has researched the “Service-Learning” approach in Occupational Therapy education, specifically within six Maphuche communities in Chile. He also has extensive experience with social integration/participation. He currently serves as a Human Rights Commission Member in the city of Willmar, Minnesota. He is also the former President of the National OT Association, former Director of Ubuntu of Social Development of Migrant Africans and Afrodescendants in Santiago, Chile, as well as the former Operational Coordinator of Oro Negro of Afrodescendants. Mr. Salgado resides in Minnesota with his wife and two children.
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COMMUNITY PROFILES OF ALTERNATE LEVEL OF CARE IN THE WINNIPEG REGIONAL HEALTH AUTHORITY

CAILIN ANDERSON, SHIVA ZADEH
(Study Advisor: Archie Cooper)

Introduction: Alternate Level of Care (ALC) refers to hospitalized patients who no longer require acute care but are waiting to be transferred to a more appropriate setting, typically home or long-term care. ALC is costly to the patient and to the healthcare system; each day patients remain ALC they lose 5% of function and acute care beds incur high costs. Research into the demographic characteristics of ALC patients is warranted, given the aging population in the catchment area of the Winnipeg Regional Health Authority (WRHA). This information could serve as baseline data for a new initiative in the WRHA, Priority Home, a program designed to decrease the number of ALC patients.

Objectives: To compare the demographic characteristics of ALC patients from the 25 neighbourhood clusters in the WRHA between the fiscal years 2011/12 and 2015/16.

Methods: This quality improvement project analyzed data from a secure, anonymized WRHA Excel database. The neighborhood cluster data from two fiscal years (2011-12, 2015-16) was compared using descriptive statistics; percentage changes were calculated.

Results: There was little change in the total number of ALC patients between the fiscal years. However, there were differences in age, gender and discharge disposition between the neighbourhood clusters in both fiscal years with increases in some clusters and decreases in others.

Conclusion: As ALC has been a significant issue in the WRHA, a comparison of demographic data of ALC patients between the fiscal years immediately before and after implementation of Priority Home is now warranted.
9:30 - 10:10
Interactive Session • R230

RECOGNIZING AND RECONCILING: A SCOPING REVIEW OF OCCUPATIONAL THERAPY WITH INDIGENOUS PEOPLES
ALEXANDRA FORREST, ANNE HOGG, JESSICA SNURE, KARLENE WILKIE (Study Advisor: Gayle Restall)

Learning objectives for the session:
1. Describe the importance of critically reflecting on own and profession's historical context
2. Recognize the role of Indigenous ways of knowing and traditional healing in the health and well-being of Indigenous peoples
3. Identify two ways you can respond to the TRCC Calls to Action from your professional standpoint.

Introduction: The Truth and Reconciliation Commission of Canada (TRCC) made 94 Calls to Action to address inequities experienced by Indigenous peoples. Occupational therapy has recognized the importance of responding to these Calls to Action. A scoping review was conducted to summarize current literature on how occupational therapy has addressed these calls to action by integrating Indigenous perspectives in their healthcare practices.

Objectives: The purpose of this scoping review was to highlight the current state of knowledge of how occupational therapy is reflecting on the profession's contexts, and understanding Indigenous contexts, to integrate Indigenous perspectives into research, education and clinical practice.

Methods: We followed Arksey and O'Malley’s (2005) methodological framework for conducting scoping reviews. Seven databases were searched, and 74 articles met inclusion criteria. Articles published between 1990 and 2018 were coded and developed into themes using inductive qualitative analysis.

Results: Many articles focused on recognizing the impact of colonial history on Indigenous peoples. In total, we identified seven themes that have implications for occupational therapy practice with Indigenous peoples: Considering Contexts, Reflection, Ways of Knowing, Role of Occupation, Education, Research, and Partnerships.

Conclusions: Occupational therapy is beginning to integrate Indigenous contexts into practice. More research with Indigenous peoples as partners is integral to implementing and evaluating effective integrative strategies. Occupational therapists must reflect on their positionality in responding to the TRCC (2015) Calls to Action. The resulting themes derived from this scoping review can guide application to practice, reducing inequities experienced by Indigenous peoples and moving towards reconciliation (TRCC, 2015).
WHAT IS RESTORATIVE CARE? A SCOPING REVIEW OF DEFINITIONS

SUZANNE CARPANINI-SINCLAIR, TAYLOR SMITH
(Study Advisor: Archie Cooper)

Introduction: Alternative Level of Care patients are increasing in number. By allowing seniors to return home and providing a restorative care approach, the Priority Home initiative of the Winnipeg Regional Health Authority (WRHA), could reduce the number of seniors discharged directly to long-term care facilities. While this approach holds promise, the term “restorative care” lacks a consistent definition.

Objectives: The purpose of this study is to review the research literature on restorative care to develop an understanding and find common elements of the current definitions.

Methods: A scoping review of peer-reviewed literature was done using the Arksey and O’Malley framework. Searches were completed through Medline, CINAHL, and Google Scholar. After application of inclusion/exclusion criteria, articles were screened for definitions which were extracted, organized chronologically and alphabetically by first author. Mendeley, a reference management tool, was used to store and track the articles.

Results: A pool of 410 articles was reduced to 104 after analysis. Common elements found in the definitions were public funding; reduction of government funded personal care services; improving functional capacity; “doing with, not for”; community setting; time limited; and goal directed towards keeping individuals in their homes with improved quality of life.

Conclusions: Review of the definitions revealed that while there are commonalities between the definitions, no single consistent definition exists within and between countries and terms used. A common definition is required for high quality research to be done. Future research should explore the consistencies between interventions used under the terms of reablement, re-ablement, and restorative care.
HEALTH EQUITY IN OCCUPATIONAL THERAPY

NAOMI HATHERLY, TAYA PALMERUK, SAMANTHA SEMCHYSHYN, MEAGAN SPARROW (Study Advisor: Gayle Restall)

Learning objectives for the session:
1. Understand the relevance and importance of health equity to occupational therapy;
2. Identify the components of the concept of health equity as used in the occupational therapy literature; and
3. Understand the implications of the study findings to occupational therapy practice.

Introduction: Health equity influences the abilities of individuals and groups to participate fully in society and achieve well being (Anand & Peter, 2004). Understanding the concept of health equity is imperative to enable occupational therapists to promote health equity in research and practice.

Objectives: The objectives of this study are to understand how the concept of health equity is used and applied in the occupational therapy literature and understand how practicing clinicians perceive health equity.

Methods: A review of the occupational therapy literature and focus group with clinicians was conducted, guided by Rodgers’ Method of concept analysis (Rodgers & Knafl, 1993). Data was coded using a qualitative general inductive approach.

Results: Attributes of health equity were identified as access, fairness, and need. Related concepts included social determinants of health, culture, justice and rights. Antecedents were organized in to micro, meso, and macro levels of influence. Key antecedents at the micro level included increased participation and social connections of clients, at the meso level included service delivery, and at the macro level included policy change, redistribution of resources and research. Advocacy was a key antecedent that identified at each level. Consequences of health equity were identified as satisfaction and opportunity to have needs met, participate in meaningful activities, achieve health and well-being and social inclusion.

Conclusion: Further research is required regarding how health equity can be measured. Occupational therapists can work towards equity in health by advocating for policy change and increased access to services and that promote health.

Introduction: Juvenile Arthritis (JA) is a cluster of rheumatic diseases frequently impacting youth. Youth often lack knowledge and support resulting in negative health outcomes such as social isolation or misuse of web-based information. The use of social media enables youth to access health information and build new relationships that would otherwise be unavailable. Exploring Instagram as a portal to increase access to information and social supports for youth with JA within occupational therapy has yet to be examined.

Objectives: The purpose of the study is to explore how successful Instagram might be in conveying information and providing an opportunity for youth with JA to engage in an online community.

Methods: An exploratory study design was used to assess: social support, knowledge translation and usage of social media. An Instagram page was created for youth with JA, follower’s demographics and responses to the created poll questionnaire were collected.

Results: Demographics found: 42% of followers were between the ages 25-34; 26% of followers were between the ages 13-24; 81% female and 19% male; Due to the low participation in the polls correlational research and inferences based on the results were not conducted. Posts with high interest demonstrated four themes: sex/relationships; pain; community; and mental health. These topics are not traditionally addressed in online health resources.

Conclusions: Instagram is found to be a successful online medium to convey information and provide social support. Further research is warranted to explore the potential role of social media on knowledge translation and socialization in occupational therapy.
DETERMINING THE NEEDS OF MOBILITY SCOOTER USERS TO ENSURE SAFE AND EFFECTIVE USE

JAELYN FROESE, MEAGAN KOST, DAUREEN NACARIO
(Study Advisor: Ed Giesbrecht)

Introduction: The mobility scooter is becoming more prevalent among individuals with mobility limitations and is readily available commercially without prescription and assessment from a health-care professional. Many users obtain their device privately through retail vendors, online and second-hand sources which may not offer sufficient support to ensure safe and effective mobility scooter use.

Objectives: The purpose of this study was to determine potential resources that would contribute to safe and effective use of a mobility scooter. Commercial vendors’ perspectives of the procurement process were investigated to identify user needs and how they should be addressed.

Methods: This qualitative study used a go-along, semi-structured interview method with 7 participants. Interviews were audio-recorded and transcribed. Transcripts were analyzed using a conventional content analysis approach to identify which issues a user resource should address.

Results: Three emergent themes related to user needs. Assessment involved identifying user expectations and relevant questions during an informal interview. Prescription related to the availability of products, options and funding. Training and Orientation involved provision of training for operation and awareness of information related to transportation and road safety. Although vendors generally undertook a comparable procurement process, there was variability in the type and extent of information provided. Vendors identified a need for resources to optimize safety and effective operation for mobility scooter users.

Recommendations: A future resource should incorporate information related to assessment questions to consider, funding, skills training, battery maintenance, Handi-Transit criteria, and road safety rules. This resource would be valuable for mobility scooter users and vendors.
THE EFFECTS OF PRIORITY HOME AND COMMUNITY THERAPY SERVICES: A FEASIBILITY STUDY

ATLEY DURETTE, MADISON WILSON
(Study Advisor: Archie Cooper)

Introduction: Changes in healthcare delivery are underway in the Winnipeg Regional Health Authority. As part of the changes, short-term intensive Home Care (HC) services, known as Priority Home (PH), have been implemented to reduce by approximately 50% the number of seniors discharged directly from hospital to personal care homes. PH is also aimed at reducing re-hospitalization of community dwelling adults and decreased time spent in alternative level of care potentially reducing the overall cost to the healthcare system. Community Therapy Services (CTS) currently receives referrals from HC for assessment and intervention by occupational therapists and physiotherapists.

Objective: A feasibility study was conducted to determine if PH has had impact on referral patterns to CTS.

Methods: CTS provided password-protected, anonymized data in an Excel spreadsheet for the 5 months before and after PH was implemented (November 1, 2017). Comparisons were made to identify changes in diagnoses and services provided. Descriptive statistics were calculated.

Results: Only aggregate diagnostic and services data could be extracted. There was a small decrease overall in referrals for both occupational therapy (OT) and physiotherapy (PT). Regarding diagnoses, OT showed the largest percentage decrease in rheumatic disease; PT in neurological conditions. Regarding service codes, OT showed the largest percentage decrease in Ambulation, PT in exercise PROM.

Conclusions: A small decrease in CTS referrals was seen for both occupational therapy and physiotherapy services following PH implementation; implementation of PH did impact CTS referral patterns. Further research is required over longer time frames to better determine if the shift in referrals is sustained.
Learning objectives for the session:
1. Learn about study findings that used a survey to understand device and service perspectives from people who use AAC devices.
2. Use experiential learning to begin to understand the lived experience of someone who relies on an AAC-device and those who communicate with users of AAC.
3. Discuss strategies that facilitate communication with individuals who use AAC-devices.

Introduction: Augmentative and assistive communication (AAC) devices enable communication for individuals who have complex communication needs. Use of AAC contributes to increased occupational engagement and a sense of community belonging. Clinicians at the Communication Devices Program provide AAC service delivery and training for their clients, but individuals’ experiences after obtaining their device is largely unknown.

Objectives: The purpose of the study was to administer a survey that aimed to understand client satisfaction with their device and desired ongoing services from the program. A secondary objective was to evaluate the ongoing use of the survey as a means to collect information from participants.

Methods: A cross-sectional survey was administered to 71 program clients, who have rented a device within the last two years, in order to gather information about their perspectives. Participants were given the options of completing the survey online, by phone, or by returning a hardcopy by mail.

Findings: Fifteen participants completed the survey (paper (n=12) and online (n=3)). The majority of participants reported being satisfied with using their device but also requested further services from the program. Consistent with recent literature indicating a shift in AAC-software towards use of mainstream mobile devices, the majority of participants reported using iDevices as their AAC.

Conclusion: It is crucial that research continue to focus on receiving feedback from users of AAC-devices; this survey is a starting point in gathering feedback from these individuals. Providing a variety of options for users of AAC to complete surveys facilitates the sharing of experiences.
COMMUNITY-CENTRED PROGRAM FRAMEWORK FOR OCCUPATIONAL ENGAGEMENT FOR INDIGENOUS YOUTH WITH DISABILITIES

FRANCIS DIAZ, KELSEY HUYGHE
(Study Advisor: Reg Urbanowski)

**Introduction:** Indigenous youth with disabilities (YWD) in First Nation communities face barriers to occupational engagement, when they reach the age of majority and are no longer eligible for existing supports and services. Families and communities are left to fill the gaps left by this loss of service.

**Objectives:** This project aims to collaboratively develop a program framework that promotes meaningful occupational engagement for Indigenous YWD in First Nation communities through which they can design supports and services.

**Method:** This project used participatory action research (PAR) in collaboration with community partners in Pinaymootang First Nation, guided by community development principles. Community members led the process of needs and assets identification; and validation of the framework created.

**Results:** The framework outlines key areas to address at individual and community levels. At the individual level this included: physical development; communicative development; cognitive development; social and emotional development; healthy supported family unit; spiritual development and cultural identity; and, self-determination. At the community level this included resources and opportunities; relationships; capacity; and spiritual and cultural well-being.

**Conclusions and Practice Implications:** The desire for opportunities expressed by the youth, families and community for YWD to engage in meaningful occupations was evident. Community development and PAR can be used to develop community-centred frameworks to address occupational engagement of Indigenous YWD. Creation of a program informed by an individual and community-based framework will increase meaningful occupational engagement. Using the described PAR process, this framework should be adapted by other First Nation communities to meet their individual and community needs.
PERCEPTIONS OF MAINSTREAM TECHNOLOGY AS WAYS TO CONTROL ENVIRONMENTS
KIRSTEN DILLING, KATHERINE KEHLER, DENA STITZ
(Study Advisor: Jacquie Ripat)

Learning objectives for the session:
1. Reflect on the implications of technology use in everyday life.
2. Recognize the possibilities for mainstream technologies, such as Google Home, to be used by people with disabilities.

Introduction: Electronic Aids to Daily Living (EADLs) enable people with disabilities to control electronic devices in their environment. Mainstream devices such as the iPad and Google Home are emerging as new options for EADLs. The potential for mainstream technologies as EADLs has not been adequately explored for this population.

Objectives: To understand the experience of using mainstream EADLs as perceived by EADL users and of service providers working with EADLs.

Methods: An education session to demonstrate the mainstream and dedicated device options for EADLs was held for clinicians, students, and members of the public. A metasummary of three published research articles, covering a variety of EADLs, was completed to synthesize the findings from an existing body of knowledge.

Results: Twenty-one individuals attended the education session. Reflection on the education session suggested that attendees saw potential for mainstream technology to be used as EADL but felt that they required extra support from expert clinicians in assisting clients with selecting and using EADLs. Based on the metasummary, student researchers organized findings into a framework of interacting experiences relating to EADL use. Categories include dependence versus independence; learning curve versus expectations; stigma versus normalcy; unreliability versus safety. Frustration arose from the tension between all categories.

Conclusions: Users of mainstream EADLs report similar experiences to users of dedicated device EADLs. Mainstream devices may be more appealing, however, clinicians and users feel they would benefit from support in setting up and learning to use these technologies. Further research is needed into how to best support technology users in learning to use their devices.
INCREASE AND RETENTION OF SELF-EFFICACY FOR WHEELCHAIR SKILLS TRAINING AMONG OT STUDENTS

NIKITA CARREIRO, CINDYMARIE MACK, JASON ROBILLON
(Study Advisor: Ed Giesbrecht)

Introduction: Training manual wheelchair (MWC) skills to MWC users increases participation and quality of life; however, research suggests such training is often not provided. While a MWC skills training boot camp for student occupational therapists has been demonstrated to significantly increase skill capacity and self-efficacy, retention has not been established nor self-efficacy for applying these skills with clients in clinical practice.

Objectives: To investigate boot camp impact on participants’ perceived capacity and self-efficacy in MWC use; self-efficacy in applying skills in clinical practice; and retention of these impacts.

Methods: A mixed methods design evaluated 42 boot camp attendees. Three quantitative measures were administered pre, post, and at four-month follow-up; a qualitative questionnaire asked about influential aspects of their training. Repeated-measures ANOVA analyzed overall change; post-hoc comparisons measured differences between time points with effect sizes. Qualitative data was analyzed using a directed content approach.

Results: All pre-post measures demonstrated significant changes (p = 0.00) with large effect sizes (Cohen’s d = 1.3 to 4.2). All measures except MWC skill capacity demonstrated retention. Common themes contributing to self-efficacy in applying skills clinically were acquiring new knowledge; the experiential aspect of learning; and client empathy.

Conclusion: A boot camp approach to teaching MWC skills to occupational therapy students increased their skill capacity, self-efficacy in MWC use, and self-efficacy in skills required for clinical practice. Gains in self-efficacy for MWC use and applying their training skills in clinical practice were retained after 4 months, suggesting this approach effectively prepares future clinicians for practice.
Introduction: Interprofessional collaboration (IPC) is an important area of focus in health care. Occupational therapists bring a unique perspective to IPC by incorporating their expertise in occupation, client-centred practice, function, and team dynamics. However, little is known about occupational therapists’ contribution as authors to the IPC peer-reviewed literature. While the IPC peer-reviewed literature includes occupational therapy students and practitioners, how occupational therapy researchers contribute to this field has not been explored.

Objectives: The aim of this scoping review was to identify how Canadian occupational therapist authors are contributing to the peer-reviewed IPC research literature that focuses on practice.

Methods: Researchers conducted a scoping review using Arksey and O’Malley’s (2005) framework: identifying the research question, identifying relevant studies, study selection, charting the data, and collating, summarizing and reporting the results. Researchers also performed a quality check for the included articles.

Results: Seven articles met the inclusion criteria. Five articles included Ontario occupational therapist authors. Six articles were written by interprofessional teams. Research conducted was qualitative, quantitative, or mixed methods. Review and synthesis of these articles described features of the IPC definition, underpinnings, barriers and facilitators, and benefits of IPC.

Conclusion: Few peer-reviewed publications about IPC practice are written by Canadian occupational therapists. Although occupational therapists play an important role in IPC practice, few therapists are sharing their unique expertise about occupation, function, client-centred practice, and team dynamics, by contributing to peer-reviewed publications. Occupational therapists should consider making an increased contribution to the IPC literature to share their perspective with the broader interprofessional collaborative practice arena.

Background: Quality of life measurement is an important indicator in identifying barriers and facilitators for individuals with intellectual and developmental disabilities (IDD). Parents of individuals with IDD provide valuable perspectives on what constitutes and impacts their family member’s quality of life. Community-based programs are important services accessed by this population and quality of life is a useful construct in measuring such services. Currently there is a lack of information regarding the impact of community-based programs on the quality of life of individuals with IDD.

Objectives: To explore parents’ perspectives of the impact of community-based programs on quality of life for individuals with IDD by identifying important quality of life indicators as well as determining the strengths and limitations of community programs accessed by this population.

Methods: Two focus groups were conducted with parents of individuals with IDD (n=10). A semi-structured interview guide was used to cover topics related to the study objectives. Transcribed focus groups were analyzed using an inductive approach through conventional content analysis.

Results: Analysis of focus group data resulted in four themes: importance of context; attaining quality of life; community-based programs strengths and opportunities; and identifying the just right challenge. Further, parents expressed QOL to be influenced by an interaction between context, community-based programs, and meeting the just right challenge.

Conclusions: Community-based programs need to consider multiple contexts to successfully individualize programs for young adults with IDD. Ensuring the just right challenge supports opportunities to enhance quality of life for individuals who receive supports.
THE INFLUENCE OF SOCIAL CAPITAL ON UNDERGRADUATE ACADEMIC PERFORMANCE

AMANDA AMEIS, CAROLINE CISA-PARE, STACIE RIVARD, NATALIE SCHROEDER (Study Advisor: Nelson Oranye)

Learning objectives for the session:
1. To define social capital and identify examples of elements of social capital.
2. To understand the relevance of social capital in undergraduate students’ academic performance.
3. To understand how social capital can be considered in occupational therapy practice.

Introduction: Social capital is the social resources and networks one has and can affect all aspects of an individual’s life. Past studies have identified a strong link between social capital and education. Only recently has the influence of social capital on post-secondary students’ academic performance been investigated. Existing studies, however, fail to explore key elements of social capital, including trust, social cohesion, and reciprocity.

Objectives. To investigate the influence of key elements of social capital (trust, reciprocity, social cohesion, participation) on undergraduate students’ academic performance.

Methods. Cross-sectional data was gathered from University of Manitoba undergraduate students within three faculties (Engineering, Psychology, Sociology), using a structured online survey. Descriptive statistics were computed and regression analysis of survey results was completed using SPSS.

Results. Moderate trust in neighbourhood was associated with higher GPA with a significance level of P=.032. There was no significant relationship between participation and GPA. There was a non-significant association between low reciprocity and higher GPA.

Conclusions. The results of this study highlight the importance of the social capital element of trust, and its impact on academic performance. Further evidence of a link between social capital and student academic performance was not found and was attributed to a low survey response rate. Future studies should continue to explore how key elements of social capital influence undergraduate student performance, with special focus on surveying students from varied undergraduate faculties. Occupational therapists should consider elements of social capital when working with students.
CLIENT-CENTRED PRACTICE IN THE CONTEXT OF INTERPROFESSIONAL COLLABORATION: A SCOPING REVIEW

LINDSEY FINGLAND, MELISSA RICHARDS, RICHA SONI
(Study Advisor: Pam Wener)

**Background:** Client-centred practice is foundational to occupational therapy and is an essential competency for interprofessional collaboration (IPC: CIHC, 2010). Furthermore, occupational therapists are expected to be competent client-centred practitioners who collaborate with other health care professionals to deliver services. Despite the importance of client-centred practice in IPC and occupational therapy, little research has focused on describing client-centred practice in the context of IPC.

**Purpose:** To explore how client-centred practice is discussed within the Canadian IPC research.

**Methods:** Arskey and O’Mally’s (2005) scoping review framework was followed, including: identifying the research question, identifying relevant studies, study selection, charting the data, and collating, summarizing and reporting results. The quality of each study was screened using the Mixed Methods Assessment Tool (Pluye et al., 2011).

**Findings:** Client-centred practice within IPC was described by three themes: 1) disconnection and connection between client-centred practice and IPC, 2) inconsistent definitions of client-centred practice, and 3) organizational level barriers and facilitators to client-centred practice.

**Implications:** Although client-centred practice is critical to IPC, there are few authors that explicitly discuss these two concepts together. More research is required to further describe the integration of a client-centred approach in the context of IPC. Occupational therapists’ are competent in applying client-centred practice and they are expected to be members of an IPC team, making them an ideal choice to take the lead in this area of research.
APPLICATION OF RASCH MODEL TO THE MEASUREMENT OF SDL IN HEALTH PROFESSION STUDENTS

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Learning objectives for the session:
1. Describe self directed learning and its importance.
2. Think critically about areas of bias that may influence an assessment tool.
3. Understand the implications of the current study.

Introduction: Fisher’s self-directed learning readiness scale (SDLRS) is a tool that measures an individual's degree of readiness to engage in self-directed learning and has been used in professional health program admissions. Psychometric properties of the tool have solely been analyzed using traditional measurement methods. The use of a modern measurement approach such as the Rasch model addresses the limitations associated with traditional measurement by providing a close examination of underlying variables affecting an individual’s self-directedness.

Objectives: To use the Rasch Model to evaluate the dimensionality, reliability, item bias, and descriptive analysis of person-item distribution in Fisher’s SDLRS.

Methods: A secondary data analysis was performed using data from a previous study by the same lead researcher.

Results: Fisher’s SDLRS was found to be multidimensional, possess excellent reliability and the data fits the Rasch model. Two items on the scale yielded positive results for item bias. The person-item distribution indicated participants in the current study scored higher in the SDL scale than the expected average.

Conclusions: The study positive indices suggest the Fisher’s tool is a good measure of SDL in students in health professional programs. Although this study findings provide new perspectives on the quality of Fisher’s SDLRS, further investigation of the scale’s psychometric properties, specifically, an exploration of the dimensionality and presence of item bias, is warranted. Also, further studies for its use in other professional domains is recommended.
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