Mental Health, Addiction, & Wellness

500 Play: A Countermeasure for Burnout  
Mental Health, Addiction, & Wellness  
1 Hour 50 Minute Session

Level: Novice  Rationale: No prior mental health knowledge or certification is required.

Abstract: OT practitioners have unique skills needed to support coworkers in the face of a global pandemic. Come and explore one therapist’s approach to combat burnout utilizing the occupation of play. Warning: you will have fun in this session.

Program Description: The purpose of this session is to explore the distinct role of Occupational Therapy practitioners in combating staff burnout. The presenter will illustrate her use of the occupation of play with front line workers in mental health residential programs during the current pandemic, following the application of the KAWA Model and principles of Nonviolent communication to assess staff needs. Throughout this session, participants will be encouraged to consider additional ways to utilize our training, skills and tools as Occupational Therapy practitioners to enhance the work of interdisciplinary teams and support staff. As we strive to prove the distinct value of Occupational Therapy in our evolving healthcare field, exploring nontraditional roles allows us to highlight the versatility and efficacy of our profession. The presenter will utilize a variety of strategies to engage participants and immerse them in the creative use of play as an intervention with adults. Information will be shared via a PowerPoint Presentation, allowing for frequent breaks to engage in play activities used as interventions for burnout. Participants will be polled to assess their experience with burnout and the tools explored in this session. They will also be encouraged to share ideas, tools and experiences that can further enhance our intervention strategies with healthcare workers.

Learning Objectives: Following engagement in this session, participants will be able to:
1. Identify the hallmarks of burnout relative to the current pandemic
2. Utilize the KAWA model to pinpoint barriers leading to burnout in their own workplace
3. Apply Nonviolent Communication tools to discern strategies to relieve the pressure of barriers that cannot be removed within the workplace
4. Determine possible interventions they can utilize in the workplace to support peers struggling with burnout
5. Name at least 1 moment of the presentation that was fun

Methodology: Throughout the session, the presenter will utilize polling, short games, and online tools like “the wheel of names” to choose volunteers to actively engage participants. Volunteers will be then given the opportunity to ask another attendee or the presenter to tell a joke, do a dance or sing a song as their “prize” for volunteering (modeled after the interventions discussed in the presentation).

Building community around adults who have experienced homelessness
Mental Health, Addiction, & Wellness  1 Hour 50 Minute Session

Level: Novice  Rationale: Focused on introducing OT practice with individuals experiencing homelessness to clinicians.

Abstract: Evidence-based community building strategies from one occupational therapy fieldwork program at a men’s safe haven will be discussed. Participants will gain an understanding of the effects of community on health outcomes for individuals experiencing chronic homelessness.

Program Description: Chronic homelessness is a predictive factor for short-term and long-term negative health outcomes including premature mortality, complications from preventable illnesses, the cumulative impact of stress, higher rates of mental illness, and higher rates and intensity of chronic illnesses1. One way to manage or prevent these poor health outcomes in individuals who have experienced chronic homelessness is through community engagement and resource sharing as protective occupations. Additional emphasis should be placed on the physical, social, and cultural environment which are involved in community building, adapting these to the needs and abilities of each unique individual, and engendering participation and access within current social systems. Social and emotional support and community inclusion are instrumental in reducing the prevalence of shelter re-entry and improving physical and mental health outcomes for individuals experiencing homelessness2,3. Individuals who do not have a constructive social network or sense of community are more likely to engage in dangerous health behaviors contributing to the pattern of poor health outcomes for these individuals3. Furthermore, the community environment of homeless shelters, including cleanliness of the shelter, patterns of drug and alcohol use by residents, safety, and overall feelings of support from staff and residents, has been shown to impact the health status of individuals living at the shelter3. The creation of community among shelter residents, staff, and community networks helps to build resilience, provides necessary skills to prevent shelter re-entry, and supports better health outcomes. One occupational therapy fieldwork program utilized evidence based community building strategies at a men’s safe haven. These strategies will be discussed during this presentation. Participants will also gain an understanding about the effects of community on health outcomes and the impact on quality of life for individuals experiencing chronic homelessness.

Learning Objectives:
1. Understand and discuss the current evidence on how community building supports better health outcomes and fosters resilience in individuals who have experienced homelessness.
2. Acquire occupation based strategies and activities to implement within community building programs focused on individuals experiencing homelessness.

Methodology: Presentation including examples and case stories followed by group discussion.

Breaking barriers: OT and individuals experiencing homelessness
Mental Health, Addiction, & Wellness  1 Hour 50 Minute Session

Level: Intermediate  Rationale: Focus on emerging practice area, EBP, and community based programming with modified Delphi technique

Abstract: Occupational therapy’s role with individuals who are currently or have been unhoused and/or have a serious mental illness will be discussed. Community-based program development and modified delphi method for manual development will be shared and applied to two settings.

Program Description: Despite a growing number of individuals experiencing homelessness, there continues to be a shortage of services to support unhoused individuals and prevent healthcare emergencies which often lead to hospitalization. These individuals often are placed in emergency departments that do not have the resources or means to handle their diverse psychosocial needs and are often discharged to the street. This gap in service is one that can be filled by occupational therapists. Several areas of need have been identified for individuals who have experienced chronic homelessness. These include financial management, substance use, emotional regulation, and mental health concerns. All areas fall under occupational therapy’s scope of practice and create an opportunity for occupational therapy practitioners to fill a service gap in day programs as well as community based permanent supportive housing settings. Occupational therapy can be instrumental in providing interventions to increase occupational engagement and independence through skill-building opportunities and community-based experiences. Occupational therapy skill training aligns with identified needs of financial management, education and employment training, physical rehabilitation and health management, home management, social skills, and community participation. There is a large need and potential for occupational therapy services to enable meaningful occupational engagement when transitioning out of homelessness into permanent supportive housing. This presentation will provide an overview of occupational therapy’s role with individuals who have been unhoused and/or have a history of a serious mental illness, an emerging practice area. Additionally, an example of program and manual development and modified delphi method at two different community based settings will be shared. Participants will reflect on the systematic manual development process and acquire strategies that can be implemented into daily practice.

Learning Objectives:
1. Participants will gain an understanding of occupational therapy’s role in supporting individuals with a history of being unhoused and/or having a serious mental illness in two different community-based settings (a permanent supportive housing setting for Veterans and a walk-in day program for people who are unhoused).
2. Participants will learn the process of occupational therapy program development in two community-based settings through the process of manual development.
3. Participants will gain an understanding of how to apply the OT process from relevant screening, assessment, individual and group intervention strategies and discharge for individuals residing in two settings.

Methodology: Presentation including detailed examples followed by group discussion and reflection on main concepts and focus.
Homelessness and the Utilization of Trauma Informed Care
Mental Health, Addiction, & Wellness  1 Hour 50 Minute Session

Level: Novice  Rationale: This program is meant to provide general introductory information of the topic.

Abstract: Homelessness and the Utilization of Trauma Informed Care” will highlight the value occupational therapists bring when working with persons who are experiencing homelessness and how they incorporate trauma informed care principles into practice.

Program Description: “Homelessness and the Utilization of Trauma Informed Care” is a program that will focus on trauma informed care and the distinct value it has amongst the homeless population. The mission of this program is to allow all participants to gain insight on homelessness and the trauma experienced by unhoused individuals. This program will highlight the value that occupational therapists bring when working with this population and how to incorporate trauma informed care principles into practice. Presenters will identify stereotypes associated with homeless individuals and the demographics, including prevalence of trauma in the homeless population. The experience of homelessness itself is a trauma event as habits, routines, rituals, and roles are focused on the necessity of acquiring the basic needs of food, shelter, warmth, rest, and safety. Presenters will introduce and discuss the six core concepts of trauma informed care. Lastly, presenters will discuss the importance of using a trauma informed approach, including the integration of the Intentional Relationship Model into the occupational therapy process.

Learning Objectives:
1. Participants will be able to list the six core concepts of trauma informed care (TIC).
2. Participants will understand the prevalence of trauma in the homeless population.
3. Participants will be able to identify methods for integrating TIC principles into their clinical work with the homeless population.

Methodology: “A House is Not a Home” interactive activity Instructions/Content: Ask everyone to draw a house on their own piece of paper for 5 minutes. You do the same. Show them your picture and ask how many people drew houses like yours. Make connections with your house, their house, and the other participants’ houses. Ask questions like: Does it have a door? Does it have a tree/bush outside? Does it have windows? Does it have a garage or backyard? Roofing? Ask: “Does your drawing look like your actual house?” Discuss why not. Have participants write what “home” means to them. Encourage them to discuss words such as “privacy, love, comfort, safety, sense of belonging, etc.” Now, have participants draw a picture of what homelessness looks like and write words that describe what homelessness means to them. Reflection questions/discussion to follow. Interactive activity adapted from https://yvc.org/

Healing the Pain and Hurt: Dealing with the interactions, physical or mental health issues and addictions.

Impact of Social Media on Adolescent Mental Health

Level: Novice    Rationale: High level overview of potential area where occupational therapy can impact health & wellness.

Abstract: As social media use has grown, so have the statistics related to adolescent mental health disorders. Occupational therapy practitioners are well suited to address this growing concern and make a positive impact on the health and wellness of adolescents.

Program Description: Research on the effects of social media use on the mental health of adolescents reveals shocking statistics. The rates of self-harm and suicide increased very dramatically (in one case tripled) among adolescent girls since social media became available on our mobile devices in 2009 (Orlowski, 2020). Quantitative research information, especially in the form of statistics related to social media use by teenagers, was more readily available than qualitative research information. The statistics are telling though and demonstrate the prevalence of social media use by teenagers; 92% of teenagers are active on social media. (Keles, McCrae, & Grealish, 2020). The most prevalent mental health disorders among teens are generalized anxiety disorder and depression. Mental health disorders increase risk in substance abuse, suicide, lower education attainment/school dropout, and impaired social relationships. (Keles, McCrae, & Grealish, 2020). Occupational therapy practitioners (OTP) can provide interventions for clients experiencing depression and anxiety from social media by helping them develop coping skills and by breaking down barriers so they may participate in everyday occupations. Within the home, goals can be formulated with time management schedules and social interactions to incorporate opportunities for client success. Within schools, OTPs can collaborate with school staff to identify students for signs of depression and anxiety, as well as modify assignments and the environment to reduce stress and create a positive learning environment. Within the community, OTPs can work with local organizations to offer opportunities for low-stress social situations for adolescents to enjoy activities/interests that do not challenge their sense of self-worth (American Occupational Therapy Association, 2012). With such alarming statistics, exploring ways OTPs can help adolescents develop healthier ways of using social media and maintaining positive mental health should become a priority for the profession.

Learning Objectives:
1. Discuss the impact of social media on the mental health of adolescents
2. Describe how occupational performance is influenced by social media
3. Identify several strategies occupational therapy practitioners can implement to help adolescents develop healthy social media use and positive mental health

Methodology: Practical solutions and discussion.

Adolescence and Youth, 25(1), 79-93. Orlowski, J. (Director). (2020). The Social Dilemma [Film]. Netflix; Exposure Labs; Argent Pictures; The Space Program.
Level: Novice  Rationale: This program was created by occupational therapy students in collaboration with a professor.

Abstract: Residents of senior facilities and university students are vulnerable to social isolation and loneliness, especially with COVID-19. Three interventions were created to combat these symptoms: letter writing, sensory book making, and environmental board interactions.

Program Description: Residents of senior homes and university students often share the experience of isolation. Senior home residents are frequently separated from activities and routines that gave their lives meaning. Similar to the residents of senior homes, university students can feel isolated from their former lives, support systems, and previous identity. With these common experiences, both of these populations are vulnerable to social-isolation and loneliness (Bharmal & Rogers, 2019). The COVID-19 pandemic and subsequent social distancing guidelines have intensified these isolating experiences, requiring even more separation from normalcy and social connection. According to Bharmal and Rogers (2019), utilizing a pen-pal relationship between senior home residents and students helps to reduce isolation and depressive symptoms. The expectation of an interaction alone can improve social engagement as well (Yang & Stark, 2010). Student-constructed environmental and sensory installations provide regular opportunities for social interaction. To combat social isolation with COVID-19 friendly social participation and engagement opportunities, Student Occupational Therapy Association members created the Elder Pen Pals program. Through this program, the students designed activities to promote inclusivity, connect the two populations, and engage older adults across ability levels, while utilizing their unique perspective as future clinicians. As a secondary benefit, occupational therapy students glean opportunities to develop professional skills and build rapport with elder members of the community they serve (Hansen et al., 2007). This poster will share the program, including the three identified interventions of exchanging letters, creating and using sensory books for the memory care unit, and building interactive environmental boards for repeated use that will target social and leisure participation within each population (Bharmal & Rogers, 2019; Yang & Stark, 2010).

Learning Objectives:
1. Evaluate the social and educational benefit of occupational therapy student involvement in a community program at older adult residential facilities
2. Identify how changes to the environment can facilitate socialization in assisted living facilities
3. Describe how letter writing benefits occupational therapy students and older adults living in facilities.

Methodology: A binder containing all information and intervention installments will be shared at the time of poster presentation. Specific items can be brought in if the conference occurs in person, or these items can be shared visual representations if a virtual adaptation is needed.
Postpartum Depression
Mental Health, Addiction, & Wellness

Level: Novice
Rationale: This submission contains a general overview of postpartum depression.

Abstract: Maternal postpartum depression is a prevalent disorder which affects new families. It is important for health care practitioners to be able to identify families that may be at-risk or suffering from postpartum depression.

Program Description: Postpartum depression is a prevalent disorder which affects new mothers and families around the world—about 10% of mothers and 4% of fathers will experience postpartum depression. The maternal and paternal postpartum period is characterized by changed routines, roles and performance patterns in addition to physiological problems, sleep changes, lack of social support and more which lead to increased risk for mood disorders such as postpartum depression. The Edinburgh Postpartum Depression Scale can be used to screen for postpartum depression and should be completed at least once during the postpartum period to identify those who should receive a more in-depth evaluation and treatment. It is important for health care practitioners to be able to identify new families suffering from postpartum depression and refer them for treatment as well as utilize strategies to prevent postpartum depression for all clients given the prevalence of postpartum depression.

Learning Objectives:
1. Upon completion of this session, participants will be able to describe features of postpartum depression.
2. Upon completion of this session, participants will be able to compare and contrast postpartum depression and baby blues.
3. Upon completion of this session, participants will be able to identify the Edinburgh Postpartum Depression Scale as a screening tool for postpartum depression.

Methodology: Good visuals on posters (charts when applicable, etc.), engagement with the audience—get to know them and attempt to tailor presentation to their setting/interest areas when possible.

Horticulture as an Occupation for Wellbeing

Mental Health, Addiction, & Wellness Poster

Level: Novice  Rationale: Providing evidence to implement horticulture as a therapeutic modality.

Abstract: The average person spends more than 87% of daily life indoors which causes social isolation. Plants relieve physiological stress and negative psychological symptoms associated with isolation, positively supporting the cardiovascular system and decreasing overactivation of the sympathetic nervous system.

Program Description: The average person spends more than 87% of daily life indoors which causes social isolation and a lack of opportunity for fresh air. Plants relieve physiological stress and negative psychological symptoms associated with isolation, positively supporting the cardiovascular system and decreasing overactivation of the sympathetic nervous system. Indoor plants benefit: enhancement of job satisfaction in office workers, reduction of psychological stress, improved mood states, and enhanced cognitive health. Interaction with plants reduces physiological and psychological stress through suppression of sympathetic nervous system activity, promoting comfortable, natural feelings. This poster will provide evidence-based approaches to using horticulture as a therapeutic modality with different populations.

Learning Objectives:
1. Synthesize the evidence supporting horticulture as a therapeutic modality in occupational therapy practice.
2. Identify opportunities to utilize horticulture in individual therapy settings.
3. Plan horticulture activities to meet the needs of diverse populations.

Methodology: This poster provides evidence-based resources used effectively to meet the needs of diverse populations in need of the benefits which horticultural activities provide.

References:
508P The Value of Homeless Veteran Peer Mentorship Programs
Mental Health, Addiction, & Wellness Poster

Level: Novice Rationale: Attendees do not need to have prior knowledge of the subject matter.

Abstract: Veteran peer mentorship programs can increase access to the utilization of services available from the Veteran’s Affairs system such as homelessness prevention and mental health treatment. This poster describes the benefits of a peer mentorship program within this population.

Program Description: Veterans make up around 23% of the total U.S. homeless population (Butler Veteran Affairs, n.d.). Many veterans experience homelessness despite programs and services available to veterans within the U.S. Department of Veterans Affairs (VA) system. Although services are available, many homeless veterans lack awareness or comfortability using them (Van Vorhees et al., 2019). Many veterans have mental and behavioral health diagnoses such as post-traumatic stress disorder (PTSD) that increase their chances of homelessness (Edwards et al., 2020; Tsai et al., 2017). Many veterans easily adjust to life after deployment, while others with and without injuries find difficulty returning to family life, work, and community engagement (Radomski & Brininger, 2014). Research shows that veterans are at a higher risk for substance use, trauma-related, and personality disorders (Edwards et al., 2020; Tracy et al., 2011). Veterans with these diagnoses are more likely to die by suicide and have a history of arrest or homelessness than veterans without these disorders (Edwards et al., 2020). Research indicates that peer mentorship could effectively close the gap for homeless veterans and engagement with services at the VA (Chinman et al., 2014; Resnik et al., 2017; Van Voorhees et al., 2019). A peer mentorship program for homeless veterans has the potential to increase community participation, improve mental health symptoms, decrease acute-care psychiatric visits, and reduce the incidence of homelessness overall (Chang et al., 2015; Chinman et al., 2014; Eisen et al., 2015; Edwards et al., 2020; Hernandez et al., 2020; Kinney et al., 2020; Leddy et al., 2014; Long et al., 2013; Resnik et al., 2017; Tracy et al., 2011; Tsai et al., 2017; Van Voorhees et al., 2019; Yoon et al., 2017). This poster aims to demonstrate the value of peer mentorship programs within the homeless veteran population.

Learning Objectives:
1. Participants will be able to identify benefits of peer mentorship programs for homeless veterans.
2. Participants will be able to describe the role occupational therapists have in the veteran homeless population.
3. Participants will be able to understand the correlation between mental health diagnoses and homelessness in the veteran population.

Methodology: Attendees will be able to interact with presenters during poster presentation through discussion and will be provided with handouts.

The Value of Service Dogs for Student Veterans
Mental Health, Addiction, & Wellness  Poster

Level: Novice   Rationale: Attendees do not need to have prior knowledge of the subject matter.

Abstract: Student veterans face many challenges when transitioning to college. Service dogs are a means of support for veterans during this difficult time. Attendees will learn about the barriers and benefits of service dogs, along with implications for practice.

Program Description: Student veterans often suffer from posttraumatic stress disorder (PTSD) and traumatic brain injury (TBI) as a result of combat (Yarborough et al., 2018). PTSD and TBI may lead to veteran suicide, which is a growing issue in the U.S. (Stop Soldier Suicide, n.d.). In 2018, the average number of veteran suicide deaths per day was 17.6 (Stop Soldier Suicide, n.d.). Over 40% of veterans say they experience high levels of difficulty in transition periods, such as the transition to college (Stop Soldier Suicide, n.d.). Studies show that these individuals are five times more likely to experience suicidal ideation than the general population (Stop Soldier Suicide, n.d.). Therefore, more support needs to be provided to assist veterans when transitioning to college. A method of support for the veteran population are the utilization of service dogs. Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities (U.S. Department of Justice, 2020). Service dogs can help student veterans to live their lives despite these challenges by helping these individuals minimize anxiety, reduce hypervigilance, reconnect with humans, improve sleep quality and duration, and remain present (Morris et al., 2019; Rodriguez et al., 2020; Scotland-Coogan, 2019; Yarborough et al., 2018). Service dogs are an excellent resource, but there is a lack of information available to student veterans on their benefits, so this valuable resource is often underutilized. Attendees will be provided with information on the challenges that veterans face when transitioning to post-secondary education, the benefits and challenges of service dog utilization for veterans, along with implications for occupational therapy practice.

Learning Objectives:
1. Examine the challenges veterans experience when transitioning to post-secondary institutions.
2. Examine both the barriers and benefits of service dogs for student veterans in post-secondary institutions.
3. Explore implications for practice and gain an understanding of how best to support student veterans.

Methodology: Attendees will be able to interact with presenters during poster presentation through discussion and will be provided with handouts.

Abstract: Maternal mental health is an area of need in the field of occupational therapy and for caregivers of children in early intervention programs. This poster will provide education to occupational therapy practitioners for increasing caregiver-child interactions, child development, and awareness.

Program Description: The interactions that a child has during their early years can have effects on their development both short and long term and in the areas of language, cognitive development, and emotional regulation (Beeber et al., 2017; Goodman et al., 2004 as cited in Epifanio et al., 2015). The relationship between the caregiver and child is most important during the developmental years. When the caregiver and child relationship is impacted by maternal mental health or depressive symptoms and behaviors, the interaction between the two could be detached therefore impacting development (Epifanio et al., 2015). Studies show a lack of knowledge and understanding of postpartum mental health in mothers who need psychoeducation about caring for their infant and themselves. (Byatt et al., 2013; Lackie et al., 2021). Early intervention programs are available to children under three years of age experiencing developmental delays. Occupational therapy practitioners provide services within these programs to support a child’s developmental progress. Parental stress and depression in families have negative impacts on a child’s health and development (Beeber et al., 2017; Epifanio et al., 2015; Hughes et al., 2015). Occupational therapy practitioners in order to optimally support the child’s development must ensure that the caregivers receive support as well. Education in coping strategies and mental health is successful in reducing stress and anxiety in postpartum mothers and is an area of need (Bahrami et al., 2013; Lackie et al., 2021; Runjati et al., 2020). Caregivers will feel validated and understood when given specific suggestions and education surrounding mental health (Byatt et al., 2013). Positive perceptions and meaningful interactions with children improve in individuals following education (Minnes et al., 2015). This poster will describe occupational therapy’s role in maternal mental health and the value concerning child development and child-parent interactions.

Learning Objectives:
1. The participants will recognize the importance of maternal mental health and its effect on caregiver-child interactions.
2. The participants will recognize the importance of maternal mental health and its effect on a child’s developmental progress in an early intervention program.
3. The participants will identify occupational therapy’s role in the education of maternal mental health during the postpartum period.

Methodology: Attendees will be able to interact with presenters during poster presentation through discussion and will be provided with handouts.

study. Journal of Medical Internet Research, 23(1), e18934. http://doi.org/10.2196/18934L
Runjati, Elisa Ulfiana, Sri Wahyuni, & Sri Rahayu. (2020). The effect of postpartum coping
skills classes (PCSC) on stress level, cortisol levels, maternal self-efficacy, and baby’s growth
and development in semarang, central java. Malaysian Journal of Public Health Medicine, 20(1),
122-129. https://doi.org/10.37268/mjphm/vol.20/no.1/art.560 Beeber, L., Meltzer-Brody, S.,
Recognizing maternal depressive symptoms: an opportunity to improve outcomes in early
org/10.1007/s10995-016-2189-4
The Effects of Equine-Facilitated Interventions with Female Survivors of Trauma
Mental Health, Addiction, & Wellness Poster

Level: Intermediate  Rationale: terminology utilized reflects an understanding of trauma-informed care as well as horsemanship

Abstract: This presentation analyzes the effects of equine facilitated interventions with female survivors of trauma regarding the implementation of basic horsemanship guided by trauma-informed care. Outcome measures include the COPE inventory, Rosenberg Self-Esteem Scale, and Emotional Self-Awareness Scale.

Program Description: This presentation will share the results of a pilot study conducted in conjunction with a program to address the mental health needs of female survivors of trauma through equine facilitated intervention (EFI). Females are more likely to experience a traumatic event than their male counterparts. Due to symptoms of trauma causing guilt, anxiety, avoidance, and post-traumatic stress disorder (PTSD), survivors are less likely to participate in typical therapeutic treatment such as talk-therapy. EFI can improve mental health as a non-traditional approach to treatment for individuals who may avoid traditional therapy (Selby & Smith-Osborne, 2013). The purpose of this study is to assess the use of equine-facilitated interventions with female survivors of trauma. The term equine-facilitated intervention (EFI) encompasses all forms of interventions involving equines, of which there are many. The use of the horse as a therapeutic instrument allows for a non-traditional approach to both physical and mental rehabilitation and habilitation. Horses are hypersensitive to human interaction, often reflecting the behaviors of the human. For example, if the individual shows anxiety the horse will become anxious. This reflection allows the individual to self-identify emotions and develop appropriate coping strategies in order to decrease emotional projection. EFI can assist people who are faced with mental health challenges to explore coping mechanisms, behaviors, and personal exploration of feelings (Bachi, 2012). When given the chance to increase social skills through teamwork and equine-facilitated interventions, females feel more motivated and comfortable in both performance and social situations (Alfonso et al., 2015). Guilt and shame are two common symptoms of experiencing trauma, thus decreasing the willingness for a trauma survivor to seek treatment. The availability of a non-traditional method for treatment gives survivors the opportunity to seek help without the attached stigma.

Learning Objectives:
1. Develop an improved understanding of the use of equine-facilitated intervention with women survivors of trauma.
2. Increase awareness of non-traditional treatment approaches for mental health.
3. Improve knowledge of horses as a therapeutic tool.


Increasing Mental Health Awareness in Military Personnel
Mental Health, Addiction, & Wellness Poster

Level: Novice  Rationale: Introductory information for entry-level or new to the area clinicians.

Abstract: This poster highlights the importance of mental health promotion in military personnel. Education will be provided on the available mental health resources for this population. Participants will learn to implement wellness strategies into daily routines to promote military mental health.

Program Description: The current COVID-19 Pandemic and associated social isolation may have a negative impact on the mental health of military personnel. Occupational therapists have the unique opportunity to support military personnel in better understanding and managing their mental health during these challenging times. Research supports that mental health services are underutilized and stigmatized by military personnel (Heath et al., 2017; Hom et al., 2017). This results in the increased need to educate this population on the mental health supports and services that are available to them. Fortunately, occupational therapy has the potential to improve military personnel’s psychological well-being (Kinney et al., 2020). Therefore, this poster focuses on the importance of occupational therapy’s promotion of mental health for military personnel. This poster will demonstrate occupational therapy’s role in mental health, specifically concerning the military population. Methods which encompass the successful identification of available mental health supports and services for military personnel will be included. A focus will also be on the implementation of intervention strategies into daily routines which will promote service members’ mental health. Ultimately, this poster presentation will provide education on military mental health, including available resources and simple wellness strategies.

Learning Objectives:
1. At the conclusion of this poster session, participants will understand the role of occupational therapy in promoting mental health in military personnel.
2. At the conclusion of this poster session, participants will be able to identify appropriate wellness strategies which can be implemented into military personnel’s daily routines in order to promote mental health.
3. At the conclusion of this poster session, participants will be able to identify appropriate mental health services and supports for military personnel.

Methodology: This poster presentation will use charts to engage the audience and illustrate the information presented in this poster.

investigation of coping ability, meaningful activity, and social support as mediating mechanisms. American Journal of Occupational Therapy, 74, 7405205010. https://doi.org/10.5014/ajot.2020.037119
Level: Novice   Rationale: This is geared toward practitioners who don't require any knowledge of the presentation subject.

Abstract: The purpose of this study is to determine major contributing factors of job burnout in the field of occupational therapy during a pandemic. This study uses the Maslach Burnout Inventory to measure aspects of burnout relevant to occupational therapists.

Program Description: This program is looking to study the greatest determinants of job burnout in occupational therapists especially those that are most prevalent during the current pandemic which has altered many aspects of everyday life. With this information in mind, the study is hoping to help decrease burnout levels among therapists by raising awareness of what variables will put them at a higher risk. A survey will be administered to Saint Francis University MOT alumni via Facebook with the intent of gathering information on burnout. First, a brief survey will be administered. Then, information on burnout will be attained through utilization of the Maslach Burnout Inventory, a standardized measure of burnout on three subscales including exhaustion, depersonalization, and decreased personal accomplishment. The results of the survey will be disseminated and will reveal the level of burnout that occupational therapists are experiencing during the pandemic. They will be utilized to further the understanding of the various facets of burnout and how those struggling with it can be identified and helped in the workplace. Based on the various settings of occupational therapy that are found to have the highest levels of burnout, we can begin to further investigate the areas of burnout that they are struggling with the most and help to tailor their environments and lifestyles in order to improve the individual's overall well-being.

Learning Objectives:
1. Upon completion of this session, participants will be able to identify the signs and symptoms of job burnout in health care workers.
2. Upon completion of this session, participants will be able to identify and compare the causes of job burnout in health care workers.
3. Upon completion of this session, participants will understand the current pandemic’s impact on the burnout rate among healthcare workers specifically in the field of occupational therapy.

Methodology: The Maslach burnout inventory as well as 11 screening questions will be sent out via the MOT alumni facebook page on Google forms. Maslach burnout inventory consists of items that focus around emotional exhaustion, depersonalization, personal accomplishment. The screening survey addresses variables such as age, stress, work environment, level of education, and others. We will be able to actively engage the audience since we are bringing forth information that is meaningful to them. Burnout is very prevalent across the country and everyone can relate to the impact that the pandemic has had on the field and on life in general. This study is one that has had an impact on everyone in one way or another working as a practitioner in the field of occupational therapy. The audience will be able to relate to the
questions in our study and hopefully use the data we collect in order to determine ways to improve their overall well-being and mental health during this overwhelming time.

Recovery and Fear of Re-Injury from Sports-Related Injury

Mental Health, Addiction, & Wellness Poster

Level: Novice   Rationale: OT practice with athletes is not regarded as a generalist practitioner level of knowledge.

Abstract: This poster provides evidence that fear of re-injury is a critical factor to be addressed in a comprehensive OT program designed for nonprofessional athletes who have sustained sports-related injuries.

Program Description: This evidence-based research poster examines the fear of re-injury experienced by nonprofessional athletes secondary to initial injury. Intervention for sports-related injuries in athletes is largely focused on physical rehabilitation. However, evidence suggests return to sport is also influenced by psychological factors -- specifically, fear of re-injury. Fear of re-injury is a significant contributor to decreased quality of life and resumption of sports participation. Relaxation techniques and guided imagery are the most commonly cited intervention used with this population, although there is promising support for education, development of coping skills, and several other strategies. Sports are a significant area of occupation to athletes, promoting engagement in social and leisure activities, forming routines, and creating a sense of identity. Occupational therapy (OT) practitioners are well suited to address both physical and psychological aspects of recovery, including fear of re-injury, to promote participation in meaningful occupation. Further research is needed to highlight the importance of OT intervention during the rehabilitation of nonprofessional athletes who have sustained significant sports-related injuries.

Learning Objectives:
1. Define and describe fear of re-injury and its impact on returning to sports for nonprofessional athletes.
2. Discuss the importance of including a focus on mental health when designing a comprehensive OT program for nonprofessional athletes whose goal is to return to sports.
3. Reflect on their current practice to identify opportunities to expand OT services to nonprofessional athletes, i.e. school, wellness programs, etc.

Methodology: N/A

Level: Intermediate  Rationale: This is geared toward practitioners with a general working knowledge of current practice

Abstract: This poster provides evidence regarding OT practice for soldiers experiencing combat amputations and PTSD. A decision tree relates the OT process to preventing and treating PTSD.

Program Description: This evidence-based research poster examines occupational therapy (OT) interventions designed to prevent post-traumatic stress disorder (PTSD) in Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF) veterans living with limb loss. PTSD and limb loss are common co-occurring conditions and influence long-term wellbeing. Research demonstrates a trend that the diagnosis of PTSD is increasingly reported 7 months to five years after the amputation took place. PTSD research and interventions emphasize the importance of continuously screening service members throughout treatment to monitor the development of later onset symptoms. This poster explores contributing factors to the development of symptoms and how to integrate the OT process into assessment and treatment. Research reports that interventions which include a client-centered and personalized approach are effective. A decision tree that integrates the stages of the OT process with assessment and treatment of PTSD. The decision tree illustrates the relationships among: combat related amputation; acute combat stress reaction; acute physical and mental health limitations; PTSD evaluation and intervention; and outcomes (separation from military and reintegration into civilian life or remain in the military). This decision tree is designed to facilitate clinical reasoning for occupational therapists who are treating soldiers living with limb loss. While further research needs to be completed on the effect of combat exposure and polytrauma including amputation and PTSD on long-term mental health outcomes, clinical implications report that there is a role for OT in the prevention of the development of PTSD symptoms.

Learning Objectives:
1. Identify and describe PTSD.
2. Discuss the integration of limb loss and potential PTSD.
3. Describe a decision tree designed to facilitate the clinical reasoning of OT who are treating people with amputation.
4. Reflect on their current practice to identify opportunities to integrate the identification and treatment of PTSD into a comprehensive OT program for soldiers experiencing limb loss.

Methodology: Poster Presentation

Level: Intermediate  
Rationale: Knowing the mental health needs of adults with ID enhances participants’ understanding of the poster

Abstract: Finding the Fun, an innovative program, was implemented in virtual and in-person formats to enhance activity re-engagement and mental health of adults with intellectual disability. This poster discusses the development, implementation, and results of the program.

Program Description: Adults with intellectual disabilities (ID) are experiencing changes in their mental health as a result of social distancing and quarantine measures due to the pandemic (Courtenay & Perera, 2020). It is well-documented in the occupational therapy (OT) literature that engagement in meaningful activities enhances mental health and life satisfaction (Clark et al., 2012). To meet the mental health needs of this population, we developed and implemented a program to empower adults with ID to restore engagement in chosen activities lost due to the pandemic and enhance mental health through activity engagement. A total of four groups were implemented at two residential agencies. Groups were conducted in face-to-face or virtual format depending on facility restrictions. To guide program development and implementation, causal agency theory, the functional model of self-determination theory, was used (Shogren et al., 2017). Program activities operationalized components of self-determined action: expressing choices and preferences, decision-making, and goal-setting and attainment (Shogren et al., 2017, p. 64). Participants met in small groups supplemented by individual sessions with OT students to provide support in setting personal goals, tracking participation, and connecting emotions to activity engagement. An adapted PHQ-9 delivered pre-post group sessions and Goal Attainment Scaling (GAS) were used as outcome measurements. At the time of this writing, data collection is ongoing and will be analyzed using Wilcoxon-signed rank tests for PHQ-9 scores and descriptive statistics for GAS. This poster will present the innovative program design for both group and individual sessions, goal setting protocol, and outcomes. Strengths and barriers of virtual program delivery will also be presented.

Learning Objectives:
1. After reviewing this poster, participants will explain the impacts of the pandemic on adults with ID and activity engagement.
2. After reviewing this poster, participants will describe ways to develop effective virtual group programming with adults with ID.
3. After reviewing this poster, participants will discuss ways to integrate causal agency theory in their clinical practice.

Methodology: Poster presentation with a poll using menti.com to generate a word cloud of what participants have learned during the session. For in-person, a tablet will be placed next to the poster presentation and each member of the audience will have the opportunity to add to the word cloud through their device. For virtual, a slide will be embedded that incorporates a menti.com word cloud that can be edited in real time.
Level: Novice  Rationale: This poster expands on the importance of therapeutic activities in mental health group therapy.

Abstract: This poster describes an educational program focused on incorporating activities in mental health group therapy through in-service sessions and a resource file. By enhancing the group programming with activities, staff are better equipped to empower and engage their members.

Program Description: This poster will describe the process of delivering activity-based programming education at an Adult Outpatient Psych Rehab Program. In a needs assessment survey, 100% of the staff indicated an interest in education on how to create engaging groups for their members through interactive and hands-on group therapy. As a peer network of Doctor of Occupational Therapy Students, we developed two in-services. The first in-service focused on providing education on facilitating discussion with members, how to manage behaviors during group therapy, the benefits of using activities during groups, and types of activities that could be incorporated (media, movement-based, handouts, crafts, etc.). The second in-service focused on incorporating activities into group therapy sessions. We educated staff on how to apply a basic outline to any group therapy session, regardless of topic or format. This outline follows a 7-step format including: Introduction, Activity, Sharing, Processing, Generalizing, Application, and Summary. At the conclusion of the in-services, we conducted a survey to measure staff knowledge of group development and activity-based group sessions. To ensure sustainability, we collaborated with staff to create and implement a resource binder. In this binder, we organized activities by the type (media, movement-based, etc.) that can be applicable to various group topics. Virtual and hard copies were available for use and ease of accessibility by the staff to incorporate into their current programming. At the conclusion of our educational program, 100% of staff identified that they were satisfied with the educational programming. Given the satisfaction of staff members and occupational therapy’s emphasis on using activity to promote wellness, this program depicts the benefits of providing staff education on the use of activity-based programming in outpatient mental health settings. Staff’s ability to incorporate activity into their group therapy sessions will improve their clients’ skill development and retention, and quality of life.

Learning Objectives:
1. At the conclusion of this session, participants will be able to identify strategies for staff to facilitate engagement of members in group programming in outpatient mental health settings.
2. At the conclusion of this session, participants will be able to identify strategies for designing and implementing educational programming focused on activity-based group sessions for staff working in outpatient mental health settings.
3. At the conclusion of this session, participants will be able to identify strategies to sustain educational programming focused on activity-based group therapy for staff working in outpatient mental health settings.
Methodology: We plan to utilize printed handouts of the poster (if in person), live discussion, sample of resource binder for attendees to look at during the poster session.

Impact of Nonvirtual Activities on Covid Related Depression

Mental Health, Addiction, & Wellness Poster

Level: Novice  Rationale: We are graduate students in our school's OT program. Therefore we are providing general intro info.

Abstract: This poster presentation is a literature synthesis that addresses the use of different non-virtual activities for young adults with depression that could potentially improve their quality of life during the pandemic.

Program Description: The profession of occupational therapy (OT) has been greatly impacted by the coronavirus pandemic. A majority of current human occupations have now been moved to a virtual or online format further isolating individuals and having a negative impact on mental health. AOTA has identified mental health as a key practice area in the 21st century (AOTA, 2021). The profession of occupational therapy must address the mental health challenges for individuals, specifically young adults caused by the pandemic. There are minimal studies done regarding what is affecting the quality of life of individuals during this pandemic. This poster presentation seeks to answer the question: “In young adults with depression linked to Covid, does developing a routine of non-virtual activities improve quality of life?” A literature review has been conducted using PubMed, ProQuest, and ScienceDirect regarding the effect of non-virtual activities on young adults during the pandemic. Since this is a new topic, few studies were located and most were cross-sectional studies with samples that were not generalizable to other populations of young adults. There are a few studies done on how quality of life is impacted from engaging in physical activity on individuals with depression. Other meta-analysis studies included the use of yoga as a way to decrease symptoms of depression. Using painting as a therapeutic tool for people with depression was also a possible intervention relating to this unexplored area. This poster presentation addresses the use of different non-virtual activities for young adults with depression that could potentially improve their quality of life during the pandemic. This further supports research for evidence-based OT interventions that could be used with the mental health population.

Learning Objectives:
1. Upon completion of this session, participants will be able to identify nonvirtual interventions to use with young adults with covid-related depression.
2. Participants will be able to understand the ways in which this pandemic has affected the mental health of young adults.
3. At the end of this session, participants will be able to relate these findings to other mental health disorders and populations.

Methodology: Have audience note down how Covid has impacted their own personal lives. Have audience note down their own coping mechanisms for dealing with feelings of sadness and isolation. Discuss nonvirtual activities.


Occupational Therapy: Empowering Individuals in Recovery from Addiction

Mental Health, Addiction, & Wellness  Poster

Level: Novice  Rationale: All attendees will understand and benefit from the poster, regardless of background knowledge and

Abstract: Occupational therapy, an empowering profession that comprehensively addresses the psychosocial and physical needs of individuals, is well suited to equip individuals with substance use disorders with the skills necessary to develop effective coping strategies, explore leisure interests, and healthy routines.

Program Description: Occupational therapy (OT) serves as an empowering profession rooted in holistically addressing the psychosocial and physical needs of individuals recovering from addiction disorders. Through use of meaningful activities, education on coping strategies, exploration of alternate leisure interests, and establishment of healthy habits and wellness routines, OT enables individuals recovering from addiction to bridge the gap between dependence dysfunction and successful living. This poster presentation will discuss types of addiction and the impact it makes on successful occupational performance across the lifespan, as well as describe the many opportunities for occupational therapy to support the unique needs of individuals recovering from addiction. The critical need for occupational therapists to develop rapport and assist with destigmatizing addiction will be highlighted (Wasmuth, S., Crabtree, J. L., & Scott, P.J., 2014). This poster presentation will provide contextual information regarding addiction across the lifespan and the epidemic of substance abuse within society. It will focus on exploring and highlighting occupational therapy's unique scope of practice to enable therapists to comprehensively meet the needs of individuals with addiction disorders. Presenters are looking forward to the opportunity to increase awareness of this issue and to facilitate interactive discussions.

Learning Objectives:
1. Explore occupational therapy’s role in identifying alternate coping strategies while also Increasing awareness of the prevalence of addiction the impact it has on occupational performance across the lifespan.
2. Identify and describe occupational therapist’s unique skill to provide interventions for individuals recovering from substance abuse, including leisure interests, physical and emotional wellness, and establishing health habits and routines.

Methodology: Speakers will create a poster with written content and visuals. In addition, a QR code will be on the poster and handout to allow participants to review additional resources pertinent to substance abuse recovery. Speakers will also encourage conversation and discussion around the topic.

Level: Novice  Rationale: Novice level is geared toward practitioners with little knowledge of this emerging practice setting.

Abstract: A Mental Wellness Workshop was conducted at an outpatient drug and alcohol rehab to enhance clients’ overall wellness in sleep, stress, leisure, and coping. Fieldwork students discuss their emerging practice setting workshop and collaboration with a licensed Social Worker.

Program Description: Frequently individuals in active substance use or early recovery neglect various aspects of their lives that may lead them to occupational deprivation (Hassanbeigi et al., 2013). A Mental Wellness Workshop was provided at a drug and alcohol rehabilitation center’s intensive outpatient program to educate persons in early recovery on the importance of meaningful occupations. The workshop program content focused on areas of sleep hygiene, stress management, leisure pursuits, and coping skills to promote health and wellness, and engagement. The workshop was provided by three occupational therapy level 2 fieldwork students in collaboration with a licensed social worker and occupational therapist. Students provided members with a post-survey to gauge the client’s perception of their self-efficacy to apply stress management techniques and coping skills to improve daily occupational performance with a focus on sleep hygiene and leisure pursuits based on the knowledge gained from the educational session. Occupational therapists play a unique role in helping persons in recovery and bring awareness of the importance of routine, daily occupations, and application of leisure activities to fill unstructured time in a meaningful way. Occupational therapists provide techniques and tangible resources to improve one’s overall mental health and wellness (Ahmadpanah et al., 2013; Gutman et al., 2019; Peloquin & Ciro, 2013; Sharp et al., 2011). This interactive poster session will provide background regarding how occupational therapy and social work professionals collaborated to identify a group in early recovery’s disruptions in occupations and provide a model to clinicians to improve patient education on meaningful occupations to further enhance clients’ overall quality of life in an emerging practice fieldwork setting.

Learning Objectives:
1. Participants will gain knowledge about a unique model based on a collaboration between occupational therapy and social work at an emerging practice fieldwork site
2. Participants will identify disrupted occupations faced by individuals in early recovery in an intensive outpatient program
3. Participants will review the results from a self-efficacy post-survey from group members in an intensive outpatient program

Methodology: The brochure developed for the Mental Wellness Workshop will be shared at the poster session to engage the audience. Brochure content will include occupational therapy’s role in the addiction treatment setting, importance of leisure and coping skills, stress management, and sleep hygiene and routine throughout the recovery process, and tools for crisis planning and management.
Goal Setting and Discharge Planning in Mental Health
Mental Health, Addiction, & Wellness Poster

Level: Intermediate  Rationale: An understanding of motivational interviewing, SMART goals, and activity grading is beneficial.

Abstract: This poster describes the use of measurable goal setting for individuals with severe mental illness to increase participation in daily activities and a staff intervention to facilitate effective discharge planning.

Program Description: Schizophrenia, bipolar disorder, and depression are common diagnoses for populations on long-term mental health transitional and comprehensive recovery units. Negative symptoms present in patients with these mental health diagnoses, including lack of initiation, anhedonia, and avolition, lead to an inability to engage in daily activities (Edwards et al., 2019; Strauss et al., 2016). Avolition or lack of motivation can especially affect the ability for individuals with schizophrenia to initiate and complete self-care activities (Correll & Schooler, 2020). As the foci for this population are recovery and community reintegration, a primary target of intervention is remediating avolition and increasing participation in daily activities. During daily goal groups, patients are asked to create goals. These goals tend to be vague and immeasurable. As part of a quality improvement program, unit staff were educated on how to promote and facilitate patient creation of SMART goals through motivational interviewing techniques, visual aids, and activity grading. Patients were encouraged to create goals related to activities of daily living (ADLs). The quality improvement program also addressed how a lack of independence, autonomy, and self-efficacy can hinder effective discharge preparation (Mutschler et al., 2019). On long-term mental health units, the discharge process is further complicated by a lack of staff knowledge regarding what activities related to patients’ independence and autonomy are expected for their discharge sites. To address this issue, facilities were assessed and resources were developed, including but not limited to facility expectations and assistance provided to patients. The unique knowledge of occupational therapy practitioners pertaining to activity analysis and routine building can assist mental health units in improving the quality of care. Education in the use of measurable goal setting and discharge planning resources can provide staff with the necessary tools to improve patient participation in ADLs and promote preparatory skills for discharge.

Learning Objectives:
1. At the conclusion of this session, participants will identify how education can be provided to unit staff on implementation of SMART goals and utilization of discharge planning resources.
2. At the conclusion of this session, participants will identify how occupational therapy practitioners can assist staff to effectively use motivational interviewing techniques and visual aids to assist patients with severe mental illness to create daily SMART goals.
3. At the conclusion of this session, participants will identify how occupational therapy practitioners can develop discharge resources to effectively prepare patients with severe mental illness for discharge.
Methodology: We plan to actively engage our audience by providing a standard Q&A upon the conclusion of the session.

Incorporating Sensory-Based Activities in Geriatric Psychiatric Care

Mental Health, Addiction, & Wellness  Poster

Level: Intermediate Rationale: Requires prior knowledge of Dunn’s model of sensory processing and modulation strategies.

Abstract: Sensory strategies in geropsychiatric care can be beneficial for reducing maladaptive behaviors and increasing quality of life. Occupational therapists are uniquely positioned to educate staff on sensory-based activities to reduce staff burden and maladaptive behaviors. Attendees will recognize the value of utilizing these sensory strategies and develop skills to introduce these methods within settings that transcend traditional use.

Program Description: This poster presentation is based on a Doctoral Capstone Project that was implemented at an inpatient psychiatric hospital on a geropsychiatric unit. This project focused on the value of sensory strategies for managing unsafe or disruptive behaviors in the aging population. Unit staff identified a need to streamline sensory strategies in a user-friendly way to minimize staff burden and promote frequency of use. This need was addressed through the use of the Plan Do Study Act (PDSA) Cycle to increase organization of sensory materials, improve staff understanding of Dunn’s Model of Sensory Processing, and develop staff’s decision making skills for determining appropriate sensory strategies. Occupational Therapists are skilled in assessing sensory needs, making them the ideal profession to educate the interprofessional team on the significance of sensory-based activities in the reduction of maladaptive behaviors. However, it is important to be mindful that the sensory strategies used by the interprofessional team are done so in a layperson model and are not equivalent to that of a skilled Occupational Therapist. Occupational Therapists are required for sensory screenings and interventions involving sensory strategies in relation to occupations. Two in-service educational sessions focusing on the implementation of calming and alerting sensory strategies were presented at the Western Psychiatric Hospital’s Integrated Health and Aging Program (IHAP). After providing sensory strategies education and training that can be executed on the IHAP unit, it is anticipated that staff’s confidence in their ability to engage patients in sensory activities will increase and the amount of maladaptive behaviors will decrease.

Learning Objectives:
1. Attendees will be able to articulate the value of sensory strategies for the management of behavioral challenges within the geriatric psychiatric population.
2. Attendees will gain the skills and knowledge required to orchestrate the introduction of sensory strategies within their practice settings at the program level.

Methodology: This poster will provide attendees with an understanding of sensory strategies and allow attendees to gain knowledge into applying these strategies into geropsychiatric care. The presenters of this poster have experience through their Doctoral Capstone Project on implementing sensory strategies for this population. The presenters will share this information in a discussion style with poster attendees.

Level: Novice   Rationale: This poster is appropriate for learners with little to no knowledge of sensory approaches.

Abstract: This poster will discuss the unmet sensory needs of college students to support learning and mental health through the use of a free-access cart of sensory tools. Logistics, available tools, and impact on the students will be shared.

Program Description: University students experience high levels of stress which can contribute to anxiety, depression, and burnout (Conley et al., 2015). Stress affects working memory and cognition, which can lead to struggles with learning and poor academic performance (Hubbard & Blyler, 2016). Studies show that using sensory-based tools, when individualized for the person, can improve ability to participate meaningfully in academics by increasing self-efficacy, resilience, cognition, and working memory as well as decreasing stress (Hubbard & Blyler, 2016; Kinnealey et al., 2011). The Ram Relax Cart was created, offering students an interactive resource of sensory and relaxation-based tools for self-selected exploration. Tools were categorized by the primary sensory system involved; the most popular tools touch, smell, or taste. Additionally, printed resources were available for students to learn about the tools and university supports. A six-week pilot was conducted with data collected via a quantitative survey and qualitative comment cards. The quantitative survey indicated multiple visits to the cart on a weekly basis with students utilizing tools between 25-75% of the time inside and outside of class. A reduction of stress and acceptance of tool use in class was indicated. The qualitative comment cards supports the results of the quantitative survey with students indicating multiple visits to the cart every week, a reduction of stress, and suggestions for cart improvement. Several students noted a high level of stress and difficulty with concentrating in class on both surveys that was mitigated by interactions with cart tools. The preliminary results indicate a positive effect on student stress through the use of sensory tools and a high level of satisfaction with the cart offerings, despite the low sample size. This poster will also share the logistics of the cart, including disinfection. Information to assist others in creating a similar cart will also be discussed.

Learning Objectives:
1. Identify the unmet sensory and mental health needs of university students and special considerations for university level programming
2. Understand OT’s role with a population-based intervention addressing stress, anxiety, and attention in college students
3. Discuss the perception of college students’ experience exploring sensory-based strategies and impact on stress levels

Methodology: Easily sanitized sensory tools from the cart will be available at the poster if in person. If virtual, the tools will be demonstrated through the presentation to provide break from pure lecture. Reflective questions on personal sensory preferences based on our own neurodiversity will also be posed to highlight points of the poster and project.
Examining the Value of a 60-Minute Course on Spiritual Healing

Level: Novice  Rationale: This is based on an educational presentation that was designed for OT students.

Abstract: A 60-minute educational experience on spiritual healing methods as they apply to occupational therapy practice was provided to 1st year MSOT students. Surveys pre- and post- were compared to examine the value of the experience.

Program Description: During major life transitions or events, clients often seek comfort in their spirituality. In fact, during these times embracing spirituality has been found to increase acceptance and the will to keep fighting (Maley et al., 2016). Clients may be interested in a variety of spiritual healing methods that OT practitioners are unfamiliar with. Practitioners may not know how to address this topic with clients or may feel uncomfortable in doing so due to a lack of knowledge about spiritual healing techniques. It is important to address all facets of wellness, including spirituality, especially for clients who find it important, are receiving end-of-life care, have chronic illness, or are facing a major life event. The AOTA supports use of Complementary health approaches and integrative health (CHAIH) as interventions to support occupations, occupations, and activities. A systematic review examined the current literature on the use of mindfulness in physical rehabilitation and found that mindfulness interventions are helpful for patients with chronic pain and musculoskeletal conditions. Of the 16 articles included, only 2 of them included OT as the primary mindfulness provider, even though all mindfulness interventions used in the studies fit into our scope of practice as outlined in the OTPF-4 (Hardison & Roll, 2016). First year MSOT students were educated about spiritual healing methods in a 60-minute presentation, which included a detailed description of several methods, how they relate to OT, how clients can benefit from them according to the literature, and how to open the dialogue about this with clients. An evaluation of the effectiveness of the presentation was performed via pre-post survey.

Learning Objectives:
1. Articulate the need for and value of education on complementary health approaches and integrative health (CHAIH).
2. Describe current student OT perspectives and understanding of CHAIH.
3. Identify what areas an educational presentation on spiritual healing impacts students most (knowledge level, comfortability, open-mindedness, understanding of importance, or understanding of its relation to OT).

Methodology: Graphs will be used to depict the Likert scale changes from the pre-post survey, evaluating changes in subjective knowledge level, comfortability, open-mindedness, understanding of importance, and understanding of its relation to OT. There will also be a word cloud that shows student attitudes before and after the presentation.

Potter, P. (2003). What are the distinctions between Reiki and Therapeutic Touch? Clinical Journal of Oncology Nursing, 7(1), 89-91. DOI: 10.1188/03.CJON.89-91