



**CAOT Virtual 2020 will be taking place during Central Standard time. Be sure to add/subtract time based on your time zone:**

Pacific Daylight Time (PDT)	Mountain Daylight Time (MDT)	Central Standard Time (CST)	Central Daylight Time (CDT)	Eastern Daylight time (EDT)	Atlantic Daylight Time (ADT)	Newfoundland Daylight Time (NDT)
-1	0	0	+1	+2	+3	+3.5

Example: if the session is at 1:00 pm and you are in EDT- then the session is at 3:00 pm or in PDT the session is at noon.

Thursday, May 7 08:30-08:55 Zoom room 1

**S58 Co-development of an innovative tool to support young children’s parents**

Poster presentation | Child/Adolescent General | Primary care/population health

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Introduction: Children living in socioeconomically disadvantaged families are more at risk to have developmental problems (Boivin & Hertzman, 2012). Since family interactions and opportunities offered in living environments are known to strongly influence children’s development, interventions supporting families in the establishment of a stimulating environment are critically needed. Objectives: This study aimed to co-develop an educational tool on early childhood development that is accessible to all families, regardless of their socioeconomic status, and used in primary healthcare and community settings. The objectives were to determine which parents’ information needs should be addressed in priority and which format would be the most appropriate. Methods: Through two group work sessions structured with the Technique of Research of Information by Animation of a Group of Experts (Gervais & Pepin, 2002), eleven participants (parents, community workers, health professionals, managers) reached

consensus regarding the information and the format of the tool. Results: In an attractive and useful format of a scale to measure the child's height, this tool presents strategies to use in the daily routine to foster the development of the child's autonomy in a pleasant way (e.g. at dinner time, ask your child to serve the meal in the plates: he can use different kitchen tools and be creative). Conclusions: This tool, as itself, could be useful to occupational therapists involved in early childhood development. Also, the process conducted to develop a tool adapted to socioeconomically disadvantaged families could inform occupational therapists on the particular things to consider when they intervene with them.

**Key words:** Community care, Teaching/education

**Experience level:** Beginner

Thursday, May 7 08:30-08:55 Zoom room 2

#### **T49 Family resilience-building programs among military and veteran families**

Poster presentation | Child/Adolescent General | Mental health

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Introduction: Military families experience unique stressors including frequent moves, separation, and deployment of parent/spouse to hostile environments. Occupational Therapists can support military members and their families to manage such stressors and holistically build resilience. Two promising resilience programs for use by Occupational Therapists are Reaching In...Reaching Out (RIRO) and Bounce Back and Thrive! (BBT). RIRO and BBT focus on enhancing family relationships by equipping service providers and parents with thinking styles and practical skills that enable them to model resilience to children 0-8 years of age. Objective: Evaluate the applicability of RIRO and BBT for Canadian Armed Forces (CAF) military and veteran families (MVF). Method: Qualitative focus group data was collected by an Occupational Therapist from service and healthcare providers and a military couple following 5-day Intensive RIRO and BBT training. Participants were asked about the applicability of RIRO and BBT for MVFs and recommendations regarding contextualization. Result: Participants indicated that RIRO and BBT content is relevant to MVF, but lacked specificity. Program contextualization would need to include MVF examples and metaphors, presentation of deployment realities, and clarification of different resilience-skills needed in the family versus deployment contexts. Supporting resilience-building among military families also requires awareness of the realities and strengths of military families, and the stressors they are more likely to face. Conclusion: Resilience is needed to enable military families to thrive amidst various stressors associated with military life. Occupational Therapists are uniquely equipped to support a holistic and family-centred understanding of resiliency.

**Key words:** Evidence-based practice, Mental health

**Experience level:** Beginner

Thursday, May 7 08:30-08:55 Zoom room 3

#### **T97 The impact of depression among entrepreneurs: A scoping review**

Poster presentation | Community/population | Mental health

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Introduction: Entrepreneurial work can be challenging, including financial dependence on both the success of the venture and the continued work ability and well-being of the founder. Popular media suggests that entrepreneurs are at increased risk of suicide; however, the research literature addressing this risk is unclear. Accordingly, this study aims to explore what is known about depression and suicide among entrepreneurs. Objectives: To introduce occupational therapists and scholars to the mental health challenges experienced by entrepreneurs. Methods: Scoping review and thematic synthesis of the findings. Results: Thirty-five articles fit the criteria and corresponded to four overarching themes: Social relations, Personal factors, work characteristics, and mental health. Each theme contains sub-themes regarding the psychological impact of entrepreneurial work. Conclusions: This review demonstrates the variety of factors that impact an entrepreneur's mental health. These include personal factors such as gender, personality traits, and routine. Other factors include the high time demands, putting entrepreneurs at risk for social isolation and relationship strain. These may result in feelings of failure and shame, while stigma and a need to project a positive brand identity may prevent entrepreneurs from seeking the help that they need. Together, these factors contribute to a risk of depression and suicide. Occupational therapists, whose scope of practice includes enabling productivity, can play an important role in recognition, prevention and treatment of depression and suicide in entrepreneurs.

**Key words:** Advocacy, Community care

**Experience level:** Beginner

Thursday, May 7 08:30-08:55 Zoom room 5

#### **F45 Models of peer-based interventions for individuals with neurological conditions**

Poster presentation | Adult General | Participation and inclusion

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Introduction: In peer-based interventions, individuals support others going through similar life experiences. Peer-based interventions can provide a valued role for those providing support and potentially enhance occupational engagement for those receiving support. There are a wide variety of models of peer-based interventions. However, little is known about the similarities and differences among these models and their potential outcomes for people with neurological conditions. Objective: The objective of this scoping review was to describe and compare existing models of peer-based interventions for adults (18+) living with common neurological conditions. Methods: We used the approach outlined by Arksey and O'Malley (2005) for the review and searched MEDLINE, CINAHL, PsychInfo, and Embase for research on peer-led interventions for individuals with brain injury, Parkinson's, multiple sclerosis, spinal cord injury, and stroke up to June 2019. Search terms included "peer support", "peer mentor", and other related terms. Data was extracted and compared for similarities and differences among models. Results: There are a wide variety of peer-based interventions for individuals with neurological conditions including individual and group-based formats, and in-person or telephone/online support. Content varies from structured education to an individualized approach

based on the person's needs. Outcomes also varied and included improved health, increased confidence, acceptance, and ability to self-manage in daily life. Conclusions: There are a variety of models for peer-based interventions for people experiencing common neurological conditions. There is a need to clearly define these model outcomes. Research using rigorous methods is needed to determine the most effective peer-based intervention models.

**Key words:** Community care, Models

**Experience level:** Beginner

Thursday, May 7 10:00-10:25 Zoom room 1

**T18 Alberta Rating Index for Apps (ARIA): A reliability study**

Paper presentation | Older Adult General | Mental health

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Introduction: There are more than 300,000 mobile health apps available through Google Play and iTunes. Many of these apps, have low quality, may not be useful, or may be unsafe for end-users. It is a challenge for patients, family caregivers, and mental healthcare providers to identify apps with acceptable quality. Existing app quality rating scales are either too complex or do not include all relevant criteria. We have created a rating index that can be used by patients, family caregivers, and health care professionals to identify apps that demonstrate acceptable or high quality based on a set of validated criteria. Objectives: To determine the inter-rater reliability of the new Alberta Rating Index for Apps (ARIA), with a focus on mental health apps. Methods: Four occupational therapists, four older adults, and four adults living with mental health conditions rated the quality of 11 mental health apps using ARIA. A one facet generalizability study (i.e., Apps x Raters) was completed for each group. A generalizability co-efficient (G) was calculated as a measure of inter-rater reliability. Results: The G-coefficients calculated based on the total index scores were 0.948 for occupational therapists, 0.829 for older adults, and 0.876 for adults living with mental health conditions. The results indicated the ARIA has a high inter-rater reliability. Ratings provided by the occupational therapist group were more reliable. Conclusion: The Alberta Rating Index for Apps has high inter-rater reliability when used by a small group of occupational therapists, older adults, and adults living with mental health conditions.

**Key words:** Mental health, Technology

**Experience level:** Beginner, Intermediate, Advanced

Thursday, May 7 10:00-10:25 Zoom room 4

**T21 Contextual strategies to support social inclusion in childhood**

Paper presentation | Child/Adolescent General | Environment

Brydne Edwards, Debra Cameron, Gillian King, Amy A. McPherson

Rationale: Experiencing inclusion has significant social and psychological benefits for children with and without disabilities. Although integrating children with and without disabilities in recreation programs is assumed to promote inclusion, how social inclusion is facilitated in recreation settings from the perspective of children is not fully known. Objective: The objective was to identify how social inclusion is

fostered in a recreation program to support meaningful aspects of social inclusion from the perspectives of children with and without disabilities. Methods: Researchers adopted a generic qualitative methodology. Seventeen children between the age of eight and 17 years with and without disabilities who were registered for the same recreation program were recruited. Two semi-structured interviews and three, two-hour observation periods were conducted with each participant. Inductive thematic analysis was used to analyze interview and observation data. Results: Five strategies were identified that support meaningful aspects of social inclusion from participants' perspectives: a) creating opportunities for children to communicate their interests and desires; b) providing opportunities to choose self-directed activities; c) strategically selecting and placing objects to support interactions between children with and without disabilities; d) directly encouraging interactions between children with and without disabilities, and; e) Having relatively equal numbers of children with and without disabilities.

Conclusions: This study facilitates a better understanding of how meaningful inclusion experiences can be facilitated in recreation settings. By understanding how to facilitate inclusion in these shared spaces, clinicians can develop a better understanding of ways they can support the psychosocial wellbeing of their paediatric clients and their families.

**Key words:** Advocacy, Occupational justice

**Experience level:** Intermediate

Thursday, May 7 10:00-10:25 Zoom room 5

## **T22 Indigenous occupational and physical therapy student experiences**

Paper presentation | Adult General | Education

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Background: The Truth and Reconciliation Commission of Canada calls on universities to increase the number of Canadian Indigenous health professionals (Truth and Reconciliation Commission Call to Action #23). Indigenous university students face barriers to attaining their education, including racism. However, there is little known about the personal experiences of Indigenous occupational and physical therapy students. Objectives: Develop an in-depth understanding of the experiences of Indigenous students in entry-level occupational and physical therapy programs. Learn how programs can support Indigenous student success in relation to student recruitment, admission processes, and retention. Methods: We used narrative inquiry to elicit the personal stories of Indigenous students. They were interviewed by an Indigenous research assistant not directly affiliated with the program. Participants were invited to share their stories of learning about, applying to, and being a student in their program. The interviewer probed for more specific information as stories unfolded. The interviews were audio-recorded, transcribed verbatim and analyzed inductively using a re-storying approach. Results: The First Nations and Métis participants all reported that navigating the admission process was not difficult. However, that is where the similarity between the experiences of the participants ended. Variation was noted among students in regards to attaining pre-requisite course requirements, feeling safe in the classroom, in finding or maintaining their Indigenous identity, and in the extent of their support

networks. Conclusions: The diverse experiences of the students in this study highlight the importance of establishing a relationship with each student in order to address their individual, unique needs.

**Key words:** Occupational justice, Teaching/education

**Experience level:** Intermediate

Thursday, May 7 10:00-10:55 Zoom room 2

**T19 Occupational therapy within the Canadian Armed Forces and Veteran populations: Practice and research**

Extended discussion | Community/population | Advocacy /policy development

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Introduction: Canadian Armed Forces (CAF) Service Members (SMs), Veterans, and their families face transitions during their career and lifetime. Occupational therapists (OTs), with a rich history of working with SMs and Veterans, help healthy, ill and injured members to function optimally in the course of their service, as well as during relocation, promotions, employment challenges, rehabilitation, and the transition to civilian life. Recently, there is an increased presence of OTs within the CAF, Veterans Affairs Canada (VAC), universities, and community working and conducting research with this population. The need still exists to educate external stakeholders and the OT community on the contributions of our profession remains. Objectives: To heighten awareness of the progress, experiences, strengths, and barriers of OTs working and conducting research with this population. Approach: Presentations by 6 to 8 OTs panellists representing the CAF, VAC, and key research initiatives on (1) OT positions and programming within CAF/VAC, and; (2) an overview of Canadian OT research with these populations, followed by a facilitated group discussion. Practice Implications: It is imperative that the OT community be engaged with and knowledgeable about the strengths and challenges CAF-SMs, Veterans, and their families face and be informed about best practices and evidence-based interventions utilized by experienced OTs working with these populations. Conclusion: Canadian OTs play a vital role in the lives of CAF-SMs, Veterans, and their families. Further research, advocacy, and engagement with stakeholders will pave the way for enhanced utilization of OT within the CAF, VAC, and community.

**Key words:** Advocacy, Occupational science

**Experience level:** Intermediate

Thursday, May 7 10:00-10:55 Zoom room 3

**T24 Integrating occupational therapist assistants: Understand the process**

Extended discussion | Non-specific to Client Group | General/professional issues

Heather Gillespie (Medicine Hat College | Nanaimo, BC) harmonyis@shaw.ca

Introduction: The benefit of integrating occupational therapist assistants (OTAs) is demonstrating clients' ability to better access and benefit from occupational therapy in both the public and private sectors. Concurrently, there continues to be a lack of understanding by many occupational therapists as to determining competence of OTAs, which in turn affects task assignment and supervision. As stated by Nancarrow and Mackey in 2005, "occupational therapists do not automatically have the skills to

supervise support staff.” This was reinforced by Francis in her 2015 study as she reports “a tacit knowledge gap pertaining to the collaborative roles of therapists and assistants”. Objectives: At the end of this session, participants will describe how to develop a trusting relationship between occupational therapists and OTAs, and therapists will demonstrate applying a decision making process to help determine assignment and appropriate supervision. Approach: Therapist assistant education and accreditation will be briefly discussed as well as provincial regulatory requirements for OTA supervision. Small groups will then review case studies using a decision making tool to determine risks associated with assignment, and establish appropriate supervision if the task is assigned. Each group will then report back to the larger group with opportunity for further discussion. Practical Implications: The opportunity to review realistic case studies with colleagues (therapists and OTAs) that replicate potential situations within the work environment will assist in better understanding this collaboration. Conclusion: This interactive discussion will enable participants to improve confidence in teamwork between therapists and assistants, and to clarify the variables that determine type and frequency of supervision.

**Key words:** Advocacy, Teaching/education

**Experience level:** Beginner, Intermediate, Advanced

Thursday, May 7 10:00-10:55 Zoom room 6

### **T23 Building capacity in occupational therapy in the area of homelessness**

Extended discussion | Community/population | Mental health

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Introduction: Homelessness is growing worldwide, and an increasing number of occupational therapists are supporting persons experiencing or at risk of homelessness in their practice. Objectives: In this session, we will: 1) Present a framework developed to guide occupational therapists working in the housing and homelessness sector; and 2) Discuss the competencies needed for occupational therapists to support persons experiencing homelessness. Methods: We will present foundational research completed by our team in three phases. Phase I: We conducted a qualitative study to explore the priorities of homeless persons across the trajectory of homeless to housed. Phase II: Phase I findings were used to develop a framework to guide the practice of occupational therapists providing support to homeless persons. Phase III: We conducted two Delphi studies. The first introduced the framework to international occupational therapy researchers and practitioners. Feedback provided by these stakeholders was incorporated into a revised framework. A second Delphi focused on the competencies needed for occupational therapists to support those experiencing homelessness. Practice Implications: Findings of our research will be used in this presentation to engage attendees in a rich discussion regarding occupational therapy research and practice in the area of homelessness and identify future directions for building capacity in the occupational therapy profession. Conclusions: Occupational therapists offer a unique and important perspective on homelessness. There is a need to conduct larger

scale research in occupational therapy and evaluate practice tools and interventions to guide therapists serving the needs of a growing population of homeless persons.

**Key words:** Clinical reasoning, Evidence-based practice

**Experience level:** Beginner, Intermediate, Advanced

Thursday, May 7 10:30-10:55 Zoom room 1

### **T30 Role of technology in chronic pain management of older adults**

Paper presentation | Older Adult General | Environment

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Introduction: Chronic pain (CP) is a pervasive condition that is most prevalent in older adults.

Technological advances have opened new avenues for occupational therapists (OTs) to support older adults' self-management of their physical and cognitive health. Further exploration is required to understand the barriers and facilitators that older adults and occupational therapists face in the use of technology for CP management in older adults. OTs would benefit from this knowledge when devising a CP management plan. Objectives: The purpose of this study is to understand the experiences of older adults and OTs in using technology to manage CP. Methods: This study employs a qualitative descriptive design. A total of 20 participants (14 older adults with CP, 6 OT) will be divided into two groups. Each group will be invited to participate in an interactive workshop using Show and Tell and Technology Interaction, two of the methods from Tools for User Needs Gathering to Support Technology Engagement (TUNGSTEN). The workshops will be video, and audio recorded for transcription and analysis. A thematic analysis of transcriptions and field notes will be conducted using NVivo and Observer XT to explore the technological barriers and facilitators as experienced by older adults and OTs. Practice Implications: Anticipated results will inform about the technological needs of older adults and ways in which technologies can be incorporated by OTs for CP management. Conclusions: Findings from this study will help OTs in developing an appropriate technology enabled care plan for older adults for CP management.

**Key words:** Assistive devices, Technology

**Experience level:** Beginner

Thursday, May 7 10:30-10:55 Zoom room 4

### **T32 Mental health and employment – who chooses work integration social enterprise?**

Paper presentation | Non-specific to Client Group | Participation and inclusion

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Introduction: Social enterprises that focus on workforce integration (WISEs) offer a number of economic and social benefits to communities. They also provide a work entry option for people from marginalized

populations, including people with serious mental illness (1,2). Objectives: This presentation reports findings from a study that examines the health, social and economic outcomes experienced by people with serious mental illness who choose WISE employment. Methods: The quantitative element of this before-and after study consists of data on a range of social indicators for both new and long-term WISE workers, as well as limited qualitative data. First round data were analyzed using descriptive statistics, and provide insight into the population characteristics of persons who choose WISE as a point of work entry, and those who remain in WISE for ongoing employment. Results: WISE workers demonstrate multiple barriers on all social indicators, and often a pattern of fractured employment and disengagement. Many have a number of assets, however, and choose WISE for a variety of reasons. Some distinctions were observed between short and long-term employees. Conclusion: Social enterprises employ a mixed population of persons living with serious mental illness. Awareness of the population characteristics of those who choose WISE will help occupational therapists better understand person-environment-fit as it may apply to the WISE context. It may also assist therapists as they guide clients in the vocational decision-making process.

**Key words:** Community development, Mental health

**Experience level:** Beginner

Thursday, May 7 10:30-10:55 Zoom room 5

**F58 Disclosure perspectives of youth with invisible conditions: a scoping review**

Poster presentation | Child/Adolescent General | Participation and inclusion

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Introduction: Many youth live with an invisible condition. Understanding youth's perspectives of sharing their diagnosis with others benefits occupational therapists, to whom youth and parents often turn for support in areas of inclusion, participation, advocacy and mental health. Objectives: To explore the perspectives of youth with invisible conditions related to disclosing their diagnosis to others. Methods: This scoping review systematically searched CINAHL, ERIC, PsycINFO, and Medline databases with search terms related to youth, condition, invisible, and disclosure. Inclusion criteria were: (1) youth perspective, (2) invisible condition, (3) peer-reviewed, original research, and (4) disclosure to others (those outside the nuclear family). Results: Thirteen studies met inclusion criteria. These studies included youth (age 4 to 18 years) who have invisible conditions (e.g. epilepsy, diabetes, irritable bowel syndrome, sickle cell disorder, human immunodeficiency virus, depression, and anxiety). No studies were found that portrayed the perspective of youth with neurodevelopmental conditions (e.g. autism). Preliminary findings suggest that youth living with invisible conditions primarily engage in selective disclosure of their diagnosis; based on context, relationship to person, and purpose. Some youth preferred to conceal their condition because of fear of negative responses, (e.g. rejection, stigma, and bullying), as well as the desire to be "normal". However, many youth preferred to share their condition to obtain support from family, peers, and teachers. Conclusion: Youth living with invisible conditions disclose their condition to others based on context, relationship, and purpose. This review enriches occupational therapists, and others', knowledge about disclosure to better support youth with invisible disabilities.

**Key words:** Advocacy, Autism

**Experience level:** Beginner

Thursday, May 7 11:00-11:25 Zoom room 1

**S5 The role of occupational therapy in primary care: A Scoping Review**

Paper presentation | Community/population | Primary care/population health

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Introduction: Occupational therapy is an emerging role in primary care, the initial point of contact within the health care system. A growing body of evidence supports occupational therapy in this area of practice. A synthesis of this evidence is needed to facilitate ongoing development of the role of occupational therapy in primary care. Objective: To describe the role of occupational therapy in primary care based on the existing literature. Method: We applied Arksey and O'Malley's (2005) methodological framework to conduct a scoping review of academic and grey literature. We searched seven databases to identify articles published from 1980 to March 2018 along with guideline databases and OT websites. Following the selection of articles, we created matrices to chart the data. The Person-Environment Occupation model (Law et al., 1996) and the Canadian Practice Process Framework (Townsend & Polatajko, 2007) were used to guide content analysis. Results: We identified 6442 publications in the initial search and 20 additional publications through hand-searching. Eighty-five articles met the inclusion criteria: 53 non-research and 32 research. Studies focused primarily on adults and older adults with physical and mental chronic conditions. Only two studies involved children. Occupational therapists integrate person, occupation and environment level interventions to enable individuals to manage conditions, promote health and prevent illness and disease. Conclusion: This scoping review provides an overview of the role and the extent of the literature available on occupational therapy in primary care. We identified gaps for future research that can help address and inform this area of practice.

**Key words:** Community care

**Experience level:** Beginner

Thursday, May 7 11:00-11:25 Zoom room 2

**T40 Public safety personnel workplace reintegration program: Analysis of facilitator training**

Paper presentation | Community/population | Mental health

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Introduction: Occupational stress injuries (OSIs) can leave public safety personnel (PSP), including municipal police, firefighters, emergency medical workers, corrections officers, dispatchers, Canadian Border Patrol, Royal Canadian Mounted Police, etc., unable to return to work in their required capacity or at all. The goal of the Workplace Reintegration Program is to assist PSP return to work at full capacity as soon as possible after an OSI, while diminishing the potential for long-term psychological injury.<sup>1</sup> To prepare PSP peers to deliver this program, a 5-day Workplace Reintegration Program Facilitator Training (WRPFT) course was offered to PSP agencies across Canada and New Zealand. Objective: To measure

changes in mental health knowledge, attitudes, and learning within PSPs attending the WRPFT. Methods: Through this pre/post mixed-methods cohort pilot study, participant (n=150) data was collected during 5 cohorts of WRPFTs. Questionnaires included pre/post competency surveys, Mental Health Knowledge Questionnaires (MAKS),<sup>2</sup> Open-Minds Survey of Workplace Attitudes questionnaires (OMSWA),<sup>3</sup> and World Cafes pre/post and at 6-months. Descriptive statistics (ANOVA and paired-sample t-tests) were utilized to compare pre/post scores. Summaries of the World Cafe were thematically analyzed. Results: Statistically significant changes in pre/post questionnaire scores indicating a change in mental health knowledge and stigma. Emerging themes include culture change, organizational trust, peer support, and organizational engagement. Conclusion: The WRPFT appears to be successful at changing mental health attitudes, knowledge, and stigma in the workplace amongst PSP. Future research into return-to-work initiatives with longitudinal observation is warranted.

**Key words:** Mental health, Occupational science

**Experience level:** Beginner

Thursday, May 7 11:00-11:25 Zoom room 3

**T44 Knowledge gaps in Indigenous health: Moving towards cultural humility**

Paper presentation | Non-specific to Client Group | General/professional issues

Kassi Fritz (Sault Area Hospital | Sault Ste. Marie), Claire Jacek The Arthritis Society, Monique Lizon Canadian Mental Health Association Waterloo Wellington

Introduction: The Truth and Reconciliation Commission (TRC) report outlines calls to action needed to work towards reconciliation with Indigenous peoples. The occupational therapy (OT) profession must take action to respond to the TRC. In order to do so, OTs must identify and address personal knowledge gaps, and practice with cultural humility when working with Indigenous peoples. Objectives: 1) To determine the knowledge gaps of OTs about Indigenous health; and 2) to create recommendations for the OT profession to address the identified knowledge gaps. Methods: Data from a national survey of Canadian OTs will be analyzed to determine knowledge gaps. Qualitative data will be analyzed using thematic analysis (Braun & Clark, 2006). Quantitative data analysis will be completed using descriptive statistics. Results: Qualitative data will be organized using a culturally responsive caring model (Muñoz, 2007) as a theoretical scaffold. Quantitative and qualitative data will highlight the knowledge gaps and institutional factors that impact practice with Indigenous peoples. Conclusions: The results of this project will determine recommendations for the OT profession to address the knowledge gaps of Canadian OTs in Indigenous health. It will further provide OTs with tangible actions that are in alignment with the TRC calls to action. The findings will provide insight into how OTs can participate in reconciliation using a cultural humility approach in practice.

**Key words:** Advocacy, Occupational justice

**Experience level:** Beginner

Thursday, May 7 11:00-11:25 Zoom room 4

**T41 Co-designing an e-mental health app for first responders**

Paper presentation | Adult General | Mental health

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**Introduction:** First responders (police, fire, paramedics, corrections) have an elevated risk of post-traumatic stress injury, but many do not recognize the warning signs of mental injury or receive the support they need in a timely way. E-mental health apps can overcome barriers to help-seeking, but need to consider the unique needs of potential end users. **Methods:** Best practice principles of co-design informed development of a new smartphone app to promote early intervention and peer support among first responders who are at risk for post-traumatic stress injury. Ten key informant interviews and four sets of initial and follow-up focus groups were conducted with a purposive sample of 46 firefighters, police, paramedics, and correctional workers across Ontario. Qualitative data regarding key issues and preferred features of the app informed technical development. Eight weeks of beta testing was conducted with 20 first responders to track patterns of app use, user experience, and perceived impact. **Results:** The co-design process led to identification of a set of design principles, mental health touchpoints, and a prioritized list of app features. These findings informed the next step of storyboarding with each first responder group to map user flow within the app, and to create 'peer wisdom' content. Differences were noted both within and across the four user groups, including distinctions between new and experienced workers. **Conclusions:** Active engagement of first responders throughout the app development process was not only critical for creating relevant content, but also for optimizing implementation and outcomes.

**Key words:** Mental health, Technology

**Experience level:** Beginner

Thursday, May 7 11:00-11:25 Zoom room 5

#### **S54 Effectiveness and impact of a supported work/study program for youth**

Paper presentation | Child/Adolescent General | Mental health

Skye Barbic (University of British Columbia | Vancouver) skye.barbic@ubc.ca, Catherine Backman  
University of British Columbia, William q Honer University of British Columbia, Steve Mathias

**Introduction:** A critical mass of knowledge has accumulated to support the role of employment and education as social factors in determining the health of Canadians. This is notably true for the 1 in 4 Canadian young people aged 15 to 29 years who are diagnosed with a mental illness each year. Yet, the evidence base for effective interventions to support young people with mental illness to improve health outcomes through engagement in employment or education is to date underdeveloped. **Objective:** To measure the effectiveness of a 16-week youth-centered intervention: Youth Breakthrough to Employment and Training (Y-BEAT). **Methods:** This study was a mixed methods study and a prospective cohort design was used. Measures included employment/education >30 days, symptomology, recovery, and quality of life. Complete assessments took place at baseline, 5 weeks (end of Phase 1 intervention), 16 weeks (end of Phase 2 intervention), and at 6 and 12 months post-intervention. Focus groups with a subset of young people were conducted to generate descriptions of participant experiences in the intervention. **Results:** A total of 18 cohorts of young people participated in the intervention (total 155 youth, mean age 21, SD=2.2). Employment/education was achieved by 71% of participants, with 55% maintaining the outcome at 1 year, with 90% of participants showing improvement on recovery and mental health outcomes and overall strong satisfaction with the intervention. **Conclusion:** The results

support a well-tested, widely applicable intervention tailored for young people with mental illness to improve health outcomes by increasing participation in employment or education.

**Key words:** Evidence-based practice, Mental health

**Experience level:** Beginner, Intermediate, Advanced

Thursday, May 7 11:00-11:25 Zoom room 6

### **T43 Engaging youth with persistent pain to improve youth-oriented resources**

Paper presentation | Child/Adolescent General | Participation and inclusion

Kristy Wittmeier (University of Manitoba | Winnipeg) kwittmeier@hsc.mb.ca, Cara Brown University of Manitoba cara.brown@umanitoba.ca, Kerstin Gerhold University of Manitoba kerstin.gerhold@chrim.ca, Gayle Restall University of Manitoba gayle.restall@umanitoba.ca, Heidi Pylypjuk University of Manitoba HPylypjuk@chrim.ca, Francis Dias University of Manitoba diazfa3@myumanitoba.ca

**Background:** Persistent pain affects about 5% of all children and adolescents, and is associated with severe restrictions in daily occupations. In a research engagement workshop hosted by a multidisciplinary team affiliated with the local pediatric pain clinic, youth with persistent pain and their families identified two pressing concerns: i) a lack of educational resources for patients and families, and ii) youth with persistent pain feeling isolated. **Objective:** To engage youth living with persistent pain in reviewing and recommending resources to use within the pain clinic and on the clinic website. **Methods:** Mixed methods instrumental case study design. Seven youth (aged 13 to 19) participated in a Youth Council for 2 x 5-hour workshops. Youth rated print and online resources using standardized and youth-friendly evaluation methods. Pre- and post-workshop interviews were conducted to understand the impact of project participation, evaluate the engagement strategy, and identify priorities for future research. **Results:** Resources were rated more favourably when they accurately depicted the youth's experiences, were based on experiences of other youth and were tailored to a youth audience. Youth were sensitive to language, reacting negatively to resources that oversimplified the recovery process. Youth identified a need for resources that support communication about pain between youth, teachers and parents. The Youth Council Format allowed youth to explore and learn about new resources for pain management, while cultivating a sense of belonging. **Conclusion:** Engaging youth with persistent pain is an important process to ensure resources targeted to them are acceptable and valuable to them.

**Key words:** Evaluation, Evidence-based practice

**Experience level:** Beginner

Thursday, May 7 13:00-13:25 Zoom room 1

### **F41 Engagement in older adults during gameplay: an ethogram**

Poster presentation | Older Adult General | Environment

Adriana Rios Rincon (University of Alberta | Edmonton) aros@ualberta.ca, Lili Liu University of Waterloo lili.liu@uwaterloo.ca, Christine Daum University of Alberta cdaum@ualberta.ca, Aidan Comeau University of Alberta akcomeau@ualberta.ca, Diana Rincon Martinez University of Alberta/Universidad del Rosario rinconma@ualberta.ca, Laura Catalina Izquierdo Martinez University of Alberta/Universidad del Rosario izquierd@ualberta.ca

**Introduction:** Engagement while playing computer games can improve cognitive skills in older adults, especially those living with dementia. Existing scales to measure engagement are self-reported and

challenging for older adults with dementia to use. Objective: The purpose of this research was to identify observable indicators associated with engagement in older adults while playing serious computer games, and to validate an ethogram, or an inventory of engagement-related behaviors. Methods: For the development of the ethogram, two independent raters watched 21 video footage of 17 older adults (5 with and 12 without dementia) who played computer games. An analysis and coding of video sequences was carried out to identify behaviours that indicate engagement, disengagement or neutral behaviours. Two independent researchers validated the ethogram. Results: Behavioural indicators of engagement formed three categories: Gaze and eye movements (e.g., eye movements that follow stimuli on the screen), facial expressions (e.g., associated with positive affect and approach motivation), and posture and body positioning (e.g., head directed towards the game with small head movements present indicative of scanning). Conclusions: The main behavioural indicators of engagement were gaze, eye movement (scanning), facial expressions, and movements of the play and non-play hands. The ethogram provides relevant knowledge about how engagement looks like in older adults with and without dementia and can be useful in clinical and research settings. The ethogram also provides indicators of engagement observed only in participants with dementia.

**Key words:** Assessments, Assistive devices

**Experience level:** Beginner, Intermediate, Advanced

Thursday, May 7 13:00-13:25 Zoom room 2

### **S35 Training persons with disabilities to facilitate use of public transportation**

Paper presentation | Adult General | Participation and inclusion

Philippe Archambault (McGill University | Montreal) philippe.archambault@mcgill.ca, Jean-François Filiatrault Université de Montréal, Normand Boucher Université Laval, Isabelle Gélinas McGill University, Claire Croteau McGill University,

Introduction. In many cities, individuals with disabilities have access to adapted transportation services. These services have drawbacks, such as long waiting times and the necessity for advance scheduling. For this reason, public transit organizations such as Société de Transport de Montréal (STM), have worked toward improving the accessibility of their bus and metro systems. In addition, STM recently created a training program to improve use of their bus and metro services by people with disabilities. Objective. Our objectives were to determine if, for individuals with mobility limitations, 1) the training program's contents were perceived as useful; and 2) the training program could facilitate use of public transport services. Methods. For the first objective, the training program was pilot tested by individuals with mobility limitations and reviewed by a group of experts. For objective 2, 12 adults with mobility limitation participated in the training program, which included courses and practical trials (bus and metro). Participants were then asked to travel at least 12 times by bus/metro over a three-month period and were interviewed about their experience. Results. In objective 1, participants largely validated the content of the STM's training program and made suggestions, that were then incorporated. In objective 2, participants confirmed that the training program improved both quality and quantity of their public transport use. Conclusions. This study confirms the importance, for individuals with mobility limitations, of having access to multiple transportation alternatives (bus, metro, adapted transport) as well as the usefulness of a public transit training program for social inclusion.

**Key words:** Community care, Teaching/education

**Experience level:** Beginner

Thursday, May 7 13:00-14:55 Zoom room 3

T57 **Serving people with autism spectrum disorder**

### **Professional issue forum**

Michèle L. Hébert (University of Calgary | Buds in Bloom) Louise Burridge (Louise Burridge, Therapy Ltd)  
Jonathan Lai

Occupational therapists offer a wide range of services to help children and adults with autism spectrum disorder realize their full potential in daily occupational engagement and performance. Unfortunately, funding and access to occupational therapy, are inconsistent per provincial jurisdiction, and far too often suboptimal in our country.

A Professional Issue Forum on the experiences and perceptions of occupational therapists delivering services to people or individuals with autism spectrum disorder in each of the Canadian provinces and territories is timely to achieve the following goals:

- Collect enriched perspectives of occupational therapy and access across the country;
- Define the ideal positioning of occupational therapy in the continuum of care for people or individuals with autism spectrum disorder;
- Identify resources that are required to achieve this ideal vision for practice;
- Propose key advocacy actions for individual occupational therapists and the Association over the next five years.

Thursday, May 7 13:00-13:25 Zoom room 4

T58 **CAOT-BC**

Paper presentation

Tanya Fawkes-Kirby (CAOT-BC) [tfkirby@caot.ca](mailto:tfkirby@caot.ca) Sarah Charles [scharles@caot.ca](mailto:scharles@caot.ca)

Join CAOT-BC staff Tanya Fawkes-Kirby and Sarah Charles for an update and interactive discussion on BC Chapter activities, advocacy initiatives, promotion and representation events and member benefits. Bring your questions, comments and ideas!

Thursday, May 7 13:00-13:25 Zoom room 5

S13 **Demystifying program evaluation: a case-study of a university work-wellness program**

Poster presentation | Adult General | Physical health

Sara Saunders (McGill University | Montreal) [sara.saunders@mcgill.ca](mailto:sara.saunders@mcgill.ca), Amanda Davis McGill University, Rebekah Lewis McGill University

Introduction: A university wellness program has been developed to provide work-wellness assessments and interventions to departments by occupational therapy professional masters students. Since its inception five years ago, 20 students have provided holistic interventions to 13 departments. Informal feedback suggests benefits for both students and departmental participants, but the program has yet to be formally evaluated. With the goal of improving and expanding this student-driven work-wellness program, a program evaluation process was initiated in 2019. Objectives: The aim of the project was to develop a user-friendly process of evaluation. Outcomes evaluated included whether the need for

ergonomic services has been met; whether impactful interventions have been provided; and, whether the role-emerging experience has been positive for students. Approach: A simplified version of the utilization-focused program evaluation framework was used to develop an evaluation process for the wellness program. This framework orients evaluation activities toward practical application for users and ensures that the evaluation process and findings support decision-making and quality improvement. Practice Implications: Preliminary outcomes support the implementation of a role-emerging placement as a model to provide work-wellness services within a university workplace. This paper will present both the preliminary outcomes and the ongoing evaluation process. Conclusions: Initial evaluation results demonstrate positive benefits of the work-wellness program. Program evaluation of innovative occupational therapy programs is essential to ensure outcomes are meeting the program objectives, to support program growth and to promote the profession in emerging roles.

**Key words:** Community development, Evaluation

**Experience level:** Intermediate

Thursday, May 7 13:30-13:55 Zoom room 1

### **T10 Vocational characteristics of youth with disabilities transitioning to adult care**

Poster presentation | Child/Adolescent General | Rehabilitation

Priscilla Leung (University of Toronto) priscillapy.leung@mail.utoronto.ca, Stephanie Seilman University of Toronto stephanie.seilman@mail.utoronto.ca, Sarah Munce Toronto Rehabilitation Institute - University Health Network Sarah.Munce@uhn.ca

Rationale: Individuals with disabilities are disproportionately unemployed and face discrimination when securing employment. A transitional service program, formed as a partnership between a pediatric and adult rehabilitation hospital in an urban Canadian city, uses an interdisciplinary delivery model for individuals with childhood-onset disabilities as they transition from pediatric to adult health systems. This service offers vocational rehabilitation, which provides education and job skills training to enhance clients' employability. Objectives: The primary study objective is to determine the vocational, social engagement, and health-related quality of life outcomes of individuals with cerebral palsy and childhood onset acquired brain injury who use this transitional service. The secondary aim is to examine the possible associations between the demographic and clinical and vocational characteristics (e.g., volunteer status, employment status) of clients who use this service. Methods: 50-60 current participants will complete a cross-sectional online questionnaire. Demographic information, clinical information and vocational characteristics will be collected. The questionnaire will use items from the Community Integration Questionnaire and Health Related Quality of Life Short Form-12 Health Survey. Descriptive analysis, Chi-squared tests, t-tests and analysis of variance will be used to analyze the data. Results: The anticipated findings will reveal the vocational characteristics of participants of the current transitional service. Conclusions: As there has been limited studies on the impact of vocational programming provided by transitional services, the findings may be used to inform and further develop holistic vocational rehabilitation programs for young adults with neurological conditions and other disabilities.

**Key words:** Brain injury, Evaluation

**Experience level:** Beginner

Thursday, May 7 13:30-13:55 Zoom room 2

## **T80 Evaluating psychoeducational apps for military members with acute concussions**

Poster presentation | Community/population | Rehabilitation

Chelsea Jones (Heroes in Mind Advocacy and Research Consortium (HiMARC), University of Alberta | Edmonton) cweiman@ualberta.ca, Katilin O'Toole University of Alberta kvotoole@ualberta.ca, Suzette Bremault-Phillips Heroes in Mind Advocacy and Research Consortium (HiMARC), University of Alberta suzette2@ualberta.ca

Introduction: Military personnel have an elevated risk of sustaining mild traumatic brain injuries (mTBI) and post-concussion symptoms (PCS; Garber, Rusu, & Zamorski, 2014). Smartphone apps that provide psychoeducation may assist those with mTBI or PCS to overcome the unique barriers that military personnel experience with accessing healthcare resources. Objective: (1) to evaluate the smartphone apps advertised to provide psychoeducation for those who have sustained a mTBI or PCS utilizing the Mobile Application Rating Scale (MARS; Stoyanov et al. 2015) and; (2) explore the relevance, utility and effectiveness of these apps to facilitate symptom management, return to duty, and overall recovery from mTBIs amongst military personnel. Method: A systematic search for smartphone apps for military members with mTBI or PCS was conducted on June 21, 2019. Apps meeting inclusion criteria were evaluated using the MARS and compared to evidence-based best-practice management protocols for mTBI and PCS. Results: The search yielded a total of 324 smartphone apps. After applying inclusion/exclusion criteria, 26 apps were subjected to evaluation. One app was endorsed by Veteran Affairs; all others (n= 25) were developed for civilians. Once compared to evidence-based best-practice resources, the majority of the apps provided adequate psychoeducational content. Conclusion: Maximizing full recovery after mTBI is critical to maintaining a fit, ready military force. Psychoeducational interventions have a good evidence-base as a treatment for mTBIs and PCS. Utilizing apps for this purpose may be clinically effective, confidential, easily accessible, and cost-effective.

**Key words:** Brain injury, Technology

**Experience level:** Beginner

Thursday, May 7 13:30-13:55 Zoom room 4

T58B **CAOT-North**

Paper presentation

Wade Scoffin (CAOT-North) wscoffin@caot.ca

Join staff from CAOT chapters who will discuss highlights of the past year, plans for the upcoming year and respond to questions about the chapter model of regional-national representation.

Thursday, May 7 13:30-13:55 Zoom room 5

**T66 Supervising students with disabilities in fieldwork: Disclosure, distrust and dedication**

Paper presentation | Adult General | Education

Jen Davis (Dalhousie University | Halifax) jen.davis@dal.ca

Introduction: The occupational therapy profession in Canada has recently taken an explicit, strong stance, affirming that people with disabilities have the right to equitable participation in occupational therapy education. Though research evidence is not plentiful, studies from the perspectives of students and clinicians with disabilities show consistently that although students with disabilities may be entering

health professions programs including occupational therapy in ever greater numbers, their progress through those programs is fraught with difficulties. Challenges particularly seem to arise during fieldwork, yet little is known about the experiences of preceptors. Objectives: The objective of this qualitative study was to understand the lived experience of occupational therapists who have supervised occupational therapy students with disabilities in a fieldwork setting. Methods: Using Qualitative Interpretive Description, seven occupational therapists were interviewed about their experiences supervising students with disabilities. Results: This presentation focuses on three themes: perceptions of disability, the complexities of disclosure, and tensions between being an educator and being an OT. Preceptors were deeply committed to educating students, yet distrusted accommodations provided to students, in part because the occupational and environmental demands of the site were rarely taken into account. This distrust also fueled perceptions of students with disabilities as a safety risk or conversely, as in need of protection. Conclusions: Clearer attention to environment and occupation in fieldwork sites could lower the distrust. At the same time educational programs could work with preceptors on aspects of pedagogy for greater clarity on learning objectives and standards, while implementing accommodations.

**Key words:** Advocacy,Fieldwork

**Experience level:** Intermediate

Thursday, May 7 13:30-13:55 Zoom room 6

**F63 Evidence for pre-printing development and intervention: A Scoping Review**

Poster presentation | Child/Adolescent General | Theory

Erin Klein (University of British Columbia | Vancouver) erin.klein@alumni.ubc.ca, Ivonne Montgomery imontgomery@cw.bc.ca, Jill G. Zwicker Jill.zwicker@ubc.ca

Introduction: Occupational therapists often address pre-printing skills in young children, but the evidence supporting such practice has not been thoroughly investigated. Objectives: The purpose of this scoping review was to summarize and evaluate pre-printing literature, in an effort to gather evidence for intervention effectiveness for pre-printing skill development and outline a theoretical framework to inform best practice. Methods: Utilizing PRISMA guidelines and scoping review methodology (Levac et al., 2010), two independent reviewers selected articles for abstract and full-text review and rated the level of evidence of each article. Results: Most of the 142 articles that were included were at the lowest level of evidence, usually based on “expert” opinion. Few studies rigorously evaluated pre-printing interventions. Two theoretical approaches emerged based on pre-printing skill prerequisites and development. Occupational therapy research appears to follow a neuropsychological/ behavioural approach, which describes a prescriptive developmental sequence, leading to mastery of pre-printing shapes/strokes and skills. Direct instruction is recommended, to ensure children master these pre-printing skills. An emergent literacy/constructivist approach is prominent in education literature, which denotes fluid sequential development of pre-printing. This approach encourages children to experiment with printing following their natural printing development, without prescriptive mastery of certain skills. Conclusions: There is a need for more experimental design research to evaluate pre-printing skill development and intervention to inform best practice. Evidence from this study will be used to develop a pre-printing program. A combined theoretical approach that promotes natural printing development but ensures specific skills are taught may assist with printing readiness.

**Key words:** Evidence-based practice,School health

**Experience level:** Beginner,Intermediate,Advanced

Thursday, May 7 14:00-14:25 Zoom room 1

**S51 Environmental impacts on workplace participation of young people with disabilities**

Poster presentation | Child/Adolescent General | Participation and inclusion

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**Introduction:** The participation and engagement in work-related activities of transition-aged youths with disabilities is limited. **Objective:** To synthesize existing knowledge on the impact of the environment on workplace participation of transition-aged youths and young adults with brain-based disabilities.

**Methods:** A scoping review of peer-reviewed studies that explored the environmental impact on work participation among youths aged 18-35 and published from 1995 to 2018 was conducted. Findings were categorized into four environmental domains of the International Classification of Functioning, Disability and Health (ICF); Products and technology & natural environment, Supports and relationships, Attitudes, and Services, systems and policies. **Results:** Thirty-one articles, both qualitative and quantitative, met the inclusion criteria. All aspects of the ICF environmental domains had an impact on the workplace participation of youths with a variety of brain-based disabilities (e.g., spina bifida, cerebral palsy, epilepsy, intellectual disability, traumatic brain injury). The majority of the studies (77%) highlighted the importance of services, supports and policies at the institutional level, without clear strategies to overcome existing barriers. Sixty-eight percent of the studies explored the impact of social support from family, friends, employers and colleagues, 55% discussed the importance of a physically accessible workspace and assistive technology, and 11% focused on attitudes of colleagues and employers on workplace participation. **Conclusion:** Findings support the need for interventions at the institutional level. Partnering with stakeholders (e.g., employers, policymakers) is key to jointly reduce environmental barriers and reinforce supports, identified in this review, to improve participation and employment outcomes among transition-aged youths with brain-based disabilities.

**Key words:** Brain injury,Occupational science

**Experience level:** Beginner

Thursday, May 7 14:00-14:25 Zoom room 2

**T75 Do no harm: Thinking clearly about our role in education**

Paper presentation | Community/population | Education

Lynn Lundell (Attic Therapy | Prince Albert) attictherapy@sasktel.net

**Introduction:** Occupational therapists work with clients to overcome barriers to meaningful engagement in human occupation. When occupational therapists have been invited to work in the education sector, this paradigm has generally been applied to the student. However, this reasoning accepts a premise that requires the student, rather than the education system, to undergo change, in pursuit of “inclusion.” **Objectives:** This presentation argues that occupational therapists, when invited to work within the education sector, are well positioned to team with educators to understand students as able, rather than as needing remediation of disability. In this presentation, the client is considered to be the

educator, and the occupational performance challenge is inclusive education. Methods: This presentation will describe an approach that has been created using this premise, and how this shift has changed inclusive practices in unexpected ways within a multidisciplinary intensive supports team. Practice Implications: Occupational therapists are often presented with unrealistic and unsustainable caseloads, especially in school-based practice. Changing our view of who the client is can make our role more congruent and effective. It will also support decision makers in perceiving us not as adjunctive health care providers, but essential members of an education team. Conclusion: As long as therapists within the education sector continue to assess and treat students, rather than supporting educators in tackling their occupational performance challenges, we continue to compete with and disempower potential clients, and we interfere with their ability to help the children who desperately need their role in providing education to all.

**Key words:** Clinical reasoning, Models

**Experience level:** Intermediate

Thursday, May 7 14:00-14:25 Zoom room 4

T58C **CAOT-QC**

Paper presentation

France Verville (CAOT-Qc) fverville@caot.ca

Join staff from CAOT chapters who will discuss highlights of the past year, plans for the upcoming year and respond to questions about the chapter model of regional-national representation.

Venez rejoindre le personnel des chapitres de l'ACE qui discutera des points saillants de l'année passée, des projets pour l'année à venir et répondra aux questions sur le modèle de chapitre de représentation régionale/nationale.

Thursday, May 7 14:00-14:25 Zoom room 6

T74 **Turning points and resiliency processes following TBI: Preliminary insights?**

Paper presentation | Adult General | Participation and inclusion

Rona Macdonald (University of Toronto | Toronto) rona.macdonald@mail.utoronto.ca, Anne Hunt University of Toronto anne.hunt@utoronto.ca, Laura Hartman Holland Bloorview Kids Rehabilitation Hospital LHartman@hollandbloorview.ca, Gillian King University of Toronto gking27@uwo.ca, Emily Nalder University of Toronto emily.nalder@utoronto.ca,

Introduction: Traumatic Brain Injury (TBI) is a leading cause of disability worldwide, and for many individuals, living with TBI involves reconstructing their sense of self, and changing their beliefs about what gives meaning to their life. Resiliency (adaptation to life challenges) may help to explain how these changes occur, yet the factors fostering resiliency after TBI are poorly understood. Resiliency may be fostered by features of the broader environment, supportive networks/services, in conjunction with individual characteristics. Objectives: To offer some preliminary insights into resiliency after TBI from the Turning Points Study, and to trace out possible implications for OT practice/research. Approach: Framed around turning points, a qualitative study drawing on arts-based methods (body-mapping) and interviews, and involving adults living with a TBI and their caregivers/care-partners, is breaking new ground in the field by exploring resiliency after TBI. Results: Results will be presented to highlight turning points influencing how individuals adapt following TBI, and the factors that fostered resiliency at

these junctures. Three provisional insights into how resiliency is understood following TBI and the implications for OT practice and research will be presented and discussed. Conclusions: Consistent with enablement and strength-based approaches in OT, understanding the factors involved in resiliency following TBI could help to identify new rehabilitation intervention targets that may assist individuals and families adapt to living with the impacts of TBI.

**Key words:** Advocacy, Brain injury

**Experience level:** Intermediate, Advanced

Thursday, May 7 14:30-14:55 Zoom room 1

**T81 Research-based theatre: The experiences of disabled people in healthcare professions**

Paper presentation | Adult General | Advocacy /policy development

Tal Jarus (University of British Columbia | Vancouver) tal.jarus@ubc.ca, George Belliveau University of British Columbia, Yael Mayer University of British Columbia, Christopher Cook University of British Columbia, Laura Yvonne Bulk University of British Columbia, Michael Lee University of British Columbia, Laen Hershler University of British Columbia, Scott Button University of British Columbia, Hila Graf University of British Columbia, Jennica Nichols University of British Columbia

Rationale: Healthcare has the lowest representation of workers with disabilities, suggesting that unaccommodating systems may be more prevalent in this sector than in others. Based on the literature, the main barriers students and clinicians with disabilities are facing are attitudes towards disability, stigma, lack of appropriate policies, and lack of knowledge of how to accommodate in the healthcare system. Objective: In our recent work, we used the innovative method Research-Based Theatre, involving healthcare educators, staff and students, change-makers, employers and employees, and the general public, to facilitate attitudinal change and reshape policy in support of people with disabilities. Method: To present the lived experiences of students and clinicians with disabilities, we have produced a play based on our existing data. This play, called Alone in the Ring, displays the lived experience of students and clinicians with disabilities in healthcare professions. Within this presentation, we will describe our work process, starting with the raw data of interviews into playwriting and creating a scene that was then shared with the audience and was further developed. Practice implications: A theatrical production offers a unique approach to translate critical findings by bringing to life the humanity that lies at the core of the research. It is an accessible form of knowledge translation to a broad audience, that allows presenting on stage the barriers to inclusion based on lived experiences. Conclusions: Research-based theatre is an innovative approach to promote social change, inclusion, and equity for people with disabilities.

**Key words:** Advocacy, Occupational justice

**Experience level:** Beginner

Thursday, May 7 14:30-14:55 Zoom room 2

**T2 Technology use to assess social isolation among senior citizens**

Paper presentation | Older Adult General | Environment

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Introduction. Aging is a transitional process as individuals experience role changes which may lead to limited social networks (Cornwell, Laumann, & Schumm, 2008). Engagement in social interactions is an important occupation, and loss of this can contribute to social isolation. Tools to detect and measure social isolation need to be created to understand this phenomenon among senior citizens. Benefits of using a technological tool includes minimizing self-report bias, providing continuous measurements and increasing ecological validity. Objectives. The aim of this study is to understand the frequency of social interactions of senior citizens, their perception and experiences regarding social isolation, and their acceptance of technology. Methods. This concurrent nested, mixed methods study requires participants to complete a survey regarding social interaction, social isolation, and technology use/acceptability. An optional telephone interview will be conducted to elaborate on survey responses. Inclusion criteria are being 55 years or older, community-dwelling, fluency in English, and residing in Canada. Participants will be recruited via emails sent through the AGE-WELL Network. 100 survey and 8 telephone responses are anticipated. Survey data will be analyzed using SPSS Statistics (V26). Practice Implications. Findings will provide insight for occupational therapists and healthcare professionals on the senior citizen experience of social isolation, which can guide interventions. Understanding the degree of acceptability of technological tools can benefit researchers and developers in creating assessment tools to detect social isolation. Conclusions. Information gathered will allow for greater understanding of seniors' experiences and be used to inform development of technological tools to assess social isolation.

**Key words:** Assessments, Technology

**Experience level:** Beginner

Thursday, May 7 14:30-14:55 Zoom room 4

**S1 "Opened My Eyes": Learning from interprofessional engagement with Indigenous communities**

Paper presentation | Non-specific to Client Group | Education

Lisa Mendez (University of Manitoba | Winnipeg) [lisa.mendez@umanitoba.ca](mailto:lisa.mendez@umanitoba.ca), Cara L. Brown University of Manitoba [cara.brown@umanitoba.ca](mailto:cara.brown@umanitoba.ca), Nichol Marsch

Introduction: There is a considerable health disparity between Indigenous and non-Indigenous peoples due to the legacy of colonization. To address this disparity, future health care professionals need to have the skills to provide culturally safe interprofessional care. A Canadian university has partnered with rural and remote Indigenous communities to provide students with a two-week interprofessional service-learning experience. Objectives: To explore student perspectives of how this two-week experience enhanced their skills, knowledge and behaviors related to interprofessional collaboration and working well with Indigenous communities. Methods: A qualitative design using interpretive description was used to explore student learning. Semi-structured individual interviews were conducted with 9 students representing 6 professions, and member-checking was completed. Inductive analysis consisted of 3 researchers coding independently and then coming together to discuss discrepancies and develop themes. Results: The "Immersive Experience" of working with the Indigenous communities "Opened Students' Eyes" to the effects of colonization, and the resilience and strengths of Indigenous communities. Students were confronted with their positionality which supported "Developing Cultural Competency". Students learned about "Building Trusting Relationships" and its importance in working with Indigenous communities and with other professions. Students came away from the experience with a stronger understanding of their place in working with Indigenous communities, and on

interprofessional teams, thus “Finding Their Place”. Conclusion: An immersive interprofessional experience within Indigenous communities can provide a rich opportunity to learn about the impact of colonization, the importance of cultural safety, and to develop skills for building trusting relationships with interprofessional teams and communities.

**Key words:** Fieldwork, Interprofessional

**Experience level:** Intermediate

Thursday, May 7 14:30-14:55 Zoom room 5

**T82 Lessons learned by clinical educators in a student-led clinic**

Paper presentation | Child/Adolescent General | Education

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Introduction. As demands grow for occupational therapy clinical educators, there is a need for efficient models of student supervision. Student-led clinics provide opportunities to train multiple students simultaneously. However, there is limited information to guide clinicians in how best to supervise multiple students in non-traditional settings. Objectives. To describe how three occupational therapists worked together to support clinical education of interprofessional students in a pediatric concussion student-led clinic. Methods. A co-autoethnographic approach was used to explore the experiences of the occupational therapists and to identify insights about supervision in the clinic where two supervisors managed three to five students simultaneously. Data from the occupational therapists’ fieldnotes, weekly discussions, and program evaluation were collected. Thematic analysis was used to identify dominant themes. Results. The overarching theme that reflected clinical supervision in the student-led clinic was cultivating a safe, accessible culture that supported students to learn with and from fellow students and supervisors. Specific strategies used by supervisors were: 1) identifying and building on student’s individual strengths; 2) ensuring direct access to supervisors; 3) using daily group ‘huddles’ to discuss operational issues, and client care; and, 4) intentional development of programming to enable students at different skill levels to ‘take the lead’ in a variety of responsibilities. Supervisors needed to have keen observation skills, flexibility, patience, enthusiasm and an ability to foster supportive, strengths-based communication. Conclusions. Supervision of multiple students simultaneously in a student-led clinic is accomplished through establishing a safe, accessible culture and intentional use of strategies and skills.

**Key words:** Fieldwork, Teaching/education

**Experience level:** Intermediate

Thursday, May 7 14:30-14:55 Zoom room 6

**T83 Clinical reasoning for implementing evidence-based practices for self-awareness retraining**

Paper presentation | Adult General | Rehabilitation

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**Introduction:** The cognitive rehabilitation of individuals with self-awareness deficits is challenging and represents an important area for practice improvement [1-3]. Recent evidence supports the use of self-awareness retraining for improving activity and participation outcomes, such as verbal and videotaped feedback, guided discussion, metacognitive strategy training, and education[4]. However, little is known about the implementation of these clinical practices, as well as the occupational therapists (OTs)' reasoning while implementing them. **Objectives:** To explore clinicians' reasoning while implementing evidence-based practices for self-awareness retraining. **Methods:** Ten clinicians (n=6 OTs, 3 neuropsychologists, 1 educator) from one stroke rehabilitation team participated in a knowledge translation intervention, which consisted of provision of learning tools (videos, pocket cards) and an interactive workshop. Clinical reasoning for implementing these practices was documented through semi-structured interviews using chart simulated recall methodology (3 months post-intervention) and a focus group (6 months). Transcribed verbatim were analyzed using the Framework method[5-6]. **Results:** The most frequently used intervention components were verbal feedback and guided discussion (n=5/10 participants). The selection and adaptation of these individualized interventions were described as a complex, iterative and interactive process influenced by various factors related to clients (e.g., cognitive/communication skills, emotional readiness, therapy engagement, expected functional outcomes); clinicians (e.g., self-confidence, previous experiences/practices); tasks and training conditions (e.g., repetition/variability, duration, performance predictability); and practice context (e.g., inter-professional collaboration, organizational constraints). **Conclusions:** Multiple factors related to clinicians, clients, and context influence reasoning when implementing self-awareness retraining and need to be considered to foster practice implementation in this challenging area of cognitive rehabilitation.

**Key words:** Clinical reasoning, Evidence-based practice

**Experience level:** Intermediate

Thursday, May 7 15:30-15:55 Zoom room 1

### **T90 Facilitators' strategies for digital storytelling by persons with dementia**

Paper presentation | Older Adult General | Participation and inclusion

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**Introduction:** Digital storytelling is the process of a facilitator and an individual collaborating to co-create a narrative in the form of a short video. Digital storytelling has been used to create legacy pieces for older adults, including those living with dementia. Facilitators of digital storytelling come from a variety of professional backgrounds, but little has been published about the specific strategies that facilitators use. **Objectives:** The purpose of this study was to examine strategies of three facilitators during digital storytelling with older adults living with dementia in a multi-site project, taking into consideration the facilitators' disciplines. **Methods:** Audio recordings of digital storytelling co-creation sessions in Edmonton, Vancouver, and Toronto were transcribed and subjected to qualitative content analysis. Facilitators came from occupational therapy, biomedical engineering and adult education, and psychology backgrounds. **Results:** Regardless of discipline, facilitators implemented similar

communication strategies to elicit story sharing. Facilitators used similar approaches across sites to build relationships and collaborate with participants throughout sessions. Each facilitator demonstrated an understanding of dementia that enabled flexibility and adaptation in the moment to meet a participant's strengths and needs. Each facilitator utilized strategies and ways of relating that were unique to the participants in their site. Conclusion: Facilitators from different disciplines demonstrated individualistic approaches for each participant, while using similar communication strategies and relational skill sets across sites during digital storytelling with older adults living with dementia.

**Key words:** Dementia, Technology

**Experience level:** Beginner

Thursday, May 7 15:30-15:55 Zoom room 2

**S25 Rehabilitation services for children and families living in rural areas**

Poster presentation | Child/Adolescent General | Rehabilitation

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Rationale: Children with disabilities who live in rural areas face unique challenges to accessing rehabilitation therapy services, including occupational therapy (Gallego, 2017; National Disability Services Victoria, 2011). However, our knowledge about these services and the particular challenges and gaps is scarce. Objectives: The objectives of this study were to: a) summarize research on rehabilitation services provided in the rural areas of middle- to high- income countries for children (ages 0-21) with disabilities and their families, b) explore benefits and challenges of these services, and c) identify gaps in services. Methods: We conducted a scoping review, which involved a systematic search of electronic databases (MEDLINE, EMBASE, CINAHL, and PsychINFO). A total of 4,863 articles were retrieved. Three authors completed screening of these articles using Covidence and following a systematic, independent review process. The title and abstract screening yield 249 studies that were reviewed in full-text and finally 53 studies met inclusion criteria. We used data-charting to extract the information relevant to the review's objectives. Subsequently, we will collate these data and summarize into themes. Practice Implications: Data analysis is in progress. Findings will inform our understanding of the specific benefits, challenges and gaps in rehabilitation services available to children with disabilities and their families who live in rural areas. A particular focus will be on occupational therapy. Conclusions: This scoping review will inform future research, practice and policy with relevance to provision of occupational therapy services in rural areas.

**Key words:** Advocacy, Interprofessional

**Experience level:** Beginner

Thursday, May 7 15:30-15:55 Zoom room 4

**T61 Recovery and equine assisted learning programs in forensic mental health**

Poster presentation | Adult General | Mental health

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Stephanie Penney The Centre for Addiction and Mental Health

**Introduction:** Adults in the forensic mental health system experience barriers to recovery and lack opportunities for engagement in meaningful occupations. Equine assisted interventions have the potential to enable forensic mental health patients to learn new skills and develop social relationships, and can be part of occupational therapy programs. However, the research on equine assisted therapies in forensic mental health settings, including those by occupational therapists, is limited and the influence of equine assisted interventions on recovery in this context is unknown. **Objectives:** The aim of this descriptive qualitative study was to gather forensic mental health patient and staff experiences of an equine assisted learning program and to explore different aspects of the program that facilitate recovery. **Methods:** 12 forensic mental health patients and 12 forensic mental health staff at a psychiatric facility involved with an equine assisted learning program were invited to participate in qualitative, in-person interviews. Thematic analysis of the interview transcripts was used to discover themes related to recovery. **Practice Implications:** Studying the experiences of patient and staff participants in an equine assisted learning program in relation to recovery promotes the development and implementation of similar programs across mental health populations. Further, it provides evidence for the role of occupation in recovery to guide occupational therapists and other health professions in facilitating recovery with their patients. The results provide support and caveats for occupational therapists who wish to develop similar programs. **Conclusions:** This study provides insight into the perspectives of forensic mental health patients and staff on an equine assisted learning program and how the program could be contributing to recovery.

**Key words:** Mental health, Occupational science

**Experience level:** Beginner

Thursday, May 7 15:30-15:55 Zoom room 5

**S64 Beyond the lab: Nature as resource for OT education**

Paper presentation | Adult General | Education

Katie Lee Bunting (University of British Columbia | Vancouver) katie.lee@ubc.ca, Jocelyn Micallef, Gabriel Smith, Diana Jung, Natasha Moore, Patty Hambler

**Rationale:** As occupational therapists (OT) we know the importance of the environment on occupational engagement. Research on the effects of learning in nature for K-12 students has identified multiple benefits. There is less research exploring the effects of learning in nature for post-secondary students, a paucity of research on health profession and graduate students' experiences, and no research on student OTs' experiences. **Objectives:** This study had two research questions: (1) how does learning in nature affect graduate occupational therapy students' self-regulation, academic buoyancy, and sense of connection to nature, campus, and their peers?; and (2) what are students' experiences of learning in nature? **Methods:** (1) 16 students completed pretest, posttest measures. Paired t-tests were used for analysis. (2) Using a descriptive qualitative approach, nine students completed face-to-face semi-structured interviews. Inductive thematic analysis was used. **Results:** (1) There was a significant increase in measures of state mindfulness ( $p < 0.001$ ) and academic buoyancy ( $p = 0.046$ ); a significant decrease in perceptions of peer cooperation ( $p = 0.045$ ). (2) Themes emerged on the regulating effects of nature, enhanced learning and engagement, connections to peers and place, and wanting to learn in nature

more often. Conclusions: These findings are in line with the breadth of literature on the positive impacts nature has on K-12 student learning, engagement, health, and well-being. While traditional learning spaces continue to hold value in OT education, we must challenge ourselves to “do” education beyond traditional settings and view nature as a resource in OT education.

**Key words:** School health, Teaching/education

**Experience level:** Beginner

Thursday, May 7 15:30-15:55 Zoom room 6

**T92 Exploring occupational transitions of Syrian refugee youth to Canada**

Paper presentation | Child/Adolescent General | Participation and inclusion

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Introduction: Since 2015, Canada has resettled more than 40,000 Syrian refugees who have fled the civil war. This forced migration journey may present significant disruptions for Syrian refugees’ everyday lives, particularly for refugee youth. Refugee youth may experience distinct changes in their typical activities and roles, such as schooling and caring for family (Mayne et al., 2016; Suleman & Whiteford, 2013). To date, exploration of the experiences of Syrian refugee youths’ occupational transitions to Canada is largely absent. Objective: This study aims to explore the experiences of occupational transition among Syrian refugee youth who have resettled in Canada. Methods: Drawing on an occupational perspective, this narrative inquiry study will explore refugee youths’ first-hand accounts of their experiences of transition from Syria to Canada. Two semi-structured interviews incorporating a co-created occupational life course timeline will be conducted with eight Syrian refugee youth between 16 and 24 years of age, recruited through three Ontario refugee services programs. Generated narratives will be thematically analyzed to explore how the participants’ occupations have evolved through the resettlement journey and how participants make meaning of their experiences of occupational transition. Results: It is anticipated that the findings will highlight youth’s significant struggles and small successes with navigating their educational and work transitions, providing support to younger siblings and parents, and developing new leisure pursuits while maintaining family and cultural traditions. Conclusion: Developing a nuanced understanding of the occupational needs of Syrian refugee youth will support the creation and delivery of meaningful, culturally sensitive, client-centred, occupation-based services.

**Key words:** Community development, Occupational justice

**Experience level:** Beginner

Friday, May 8 08:30-08:55 Zoom room 1

**T26 Worker acceptance and usability of a new cargo management system**

Poster presentation | Community/population | Environment

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**Introduction.** There are several cargo management systems that assist in the loading and unloading of portable ladders from service vehicles with differing degrees of acceptability and usability. A new cargo management system, the RazerLift, is both powered and automated to better assist workers with ladder lifting tasks. **Objectives.** Determine the technology acceptance and usability of a powered and automated cargo management system by workers who need to lift ladders as part of their daily duties, compared to a mechanical cargo management system. **Methods.** One-way repeated measures design. Each participant (n=12, ongoing study) completed a ladder lifting task in two conditions, with a powered and automated cargo management system and with a mechanical cargo management system. We measured the time (seconds) that unloading and loading of the ladders took using each cargo management system. Questionnaires were administered for each condition in order to determine participants' acceptance and usability of each cargo management system. **Results.** The combined unloading and loading time in using the powered and automated system was significantly lower (mean=52.35, SD=4.23) compared with the mechanical system (mean=88.12, SD=13.95;  $t=-5.21$ ,  $p=0.006$ ). Questionnaire results indicated higher acceptance and usability for the powered and automated system (mean=42.40, SD=5.55) compared to the mechanical system (mean=29.00, SD=6.66;  $Z=-2.04$ ,  $p=0.041$ ). **Conclusions.** Ladder lifting work using the powered and automated cargo management system was more time efficient. Participants preferred to use the powered and automated cargo management system over the mechanical system. These findings support workers' acceptance and usability for this type of system.

**Key words:** Assistive devices, Technology

**Experience level:** Beginner

Friday, May 8 08:30-08:55 Zoom room 4

#### **F4 Identifying the psychosocial needs of tenants living in social housing**

Paper presentation | Community/population | Advocacy /policy development

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**Introduction:** The number of individuals with complex mental illness and substance use challenges in social housing appears to be growing, with many living with unmet basic needs. Knowledge of the unique needs of tenants can prepare occupational therapists to more effectively address health and social inequities in this population. **Objectives:** To present the findings of a scoping review exploring the psychosocial needs of tenants living in social housing in Canada. **Methods:** We conducted a scoping review using the Arksey and O'Malley (2005) framework. We designed, translated, and deployed a search in the following databases: EMBASE, CINAHL, PsychInfo, Medline, Sociological Abstracts, Proquest Dissertations and Theses, and Nursing and Allied Health Database. We also conducted a grey literature search of the webpages of social housing organizations and policy documents. **Results:** Two independent raters screened 4969 citations following the removal of duplicates, and 107 articles were subjected to a full-text review. A total of nine peer-reviewed studies and four articles retrieved during our grey literature search were included. These articles implore policy-makers to recognize the

challenging landscape of social housing—and the need to provide supports tailored specifically to those living with mental illness and substance use challenges in social housing in Canada. Conclusions: Occupational therapists frequently support those living with mental illness and substance use challenges who are living in poverty. Recognizing social housing as context characterized by health and social inequities can help occupational therapists contribute to the identification of approaches for more effectively addressing tenants' unmet needs.

**Key words:** Mental health, Occupational justice

**Experience level:** Beginner

Friday, May 8 08:30-08:55 Zoom room 5

**F7 Historical analysis of occupational therapy in public health, 1914-2019**

Paper presentation | Non-specific to Client Group | General/professional issues

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Introduction: It is clearly established in occupational therapy literature that the field is well suited to collaborate with the public health sector due to overlapping views of health and well-being. However, there has been relatively little collaboration between these professions. Histories of both Canadian occupational therapy and public health sectors have been conducted, yet little has been examined as to why these fields remain distinct. Objective: This study examines the events that have led to the present-day separation of occupational therapy and public health. Approach: A qualitative critical discourse analysis of historical texts was employed to understand the factors leading to the separation of these fields. Scholarly, archival, and grey literature pertaining to the development of public health and/or occupational therapy was collected from archives, online databases, and libraries. Textual data was analyzed using critical discourse analysis to examine the societal contexts surrounding the texts. Results: Preliminary results have demonstrated an overarching theme of power dynamics within Canadian healthcare. As occupational therapy transitioned from a wartime position to emphasizing membership in medically oriented healthcare teams, the field appeared to have relied on physicians to advocate for it. Since then, occupational therapists have consistently advocated for expanded roles, in health promotion and occupational engagement in public health initiatives, with seemingly little reciprocity. As a result, there have been few avenues for collaboration. Conclusions: By gaining an understanding of the factors that influenced occupational therapy in relation to public health, we hope to provide a knowledge base to draw upon in future efforts for collaboration.

**Key words:** Advocacy, Interprofessional

**Experience level:** Beginner

Friday, May 8 08:30-09:25 Zoom room 2

**CAOT Practice Networks Supporting Your Practice**

Paper presentation

Justine Jecker (CAOT Director of Professional Practice) jjecker@caot.ca

Many exciting changes with CAOT's Practice Networks have taken place over the past year, and we are excited to update you on these developments. This session will provide an overview of the networks and

opportunities taking place nationally and regionally, and will aid occupational therapists in determining how their scope of practice may be better supported by joining one of our many practice networks. Practice Network Chairs will be in attendance to directly address specific questions. Following this session, nine of the CAOT Practice Networks will be hosting 25-minute orientation sessions between 10:30-10:55 and 11:00-11:25.

Friday, May 8 08:30-09:25 Zoom room 3

### **F3 Your building. Our future**

Extended discussion | Non-specific to Client Group | Environment

Marco Pasqua (Rick Hansen Foundation | Richmond, BC) [mshalinsky@rickhansen.com](mailto:mshalinsky@rickhansen.com)

Introduction: 30% of Canadian adults — that is 9 million people! — consider accessibility when deciding which businesses to visit. 57% of people with disabilities who do not work believe they could if barriers were removed, allowing more than half a million Canadians to find meaningful employment for your clients. This Accessibility Certification is the only national program that rates and certifies the built environment on its level of meaningful access, ensuring everyone has access to the places where we live, work, learn, and play. Objectives: After attending the workshop, the participant will be able to ... 1) Realize the economic and societal benefits of ensuring that the built environment is accessible for all. 2) Develop a strong understanding of Universal Design and how it is applied 3) Acquire a strong understanding of Meaningful Access and why it is important 4) Deepen awareness of accessibility accessible features and recognize barriers in the built environment. Practice Implications or Results: This session will leave you understanding the critical role you play in accessing the built environment, along with practical information on how you can promote accessible spaces for everyone, everywhere. Conclusion: Imagine being able to promote an environment where your clients can reach their full potential. Interventions can only be effective in spaces where there are no barriers - Are you ready for the future?

**Key words:** Community development, Interprofessional

**Experience level:** Beginner

Friday, May 8 08:30-09:25 Zoom room 6

### **F6 Développer les capacités des écoles pour soutenir l'inclusion des élèves présentant un trouble du spectre de l'autisme**

Extended discussion | Child/Adolescent General | Participation and inclusion

Emilie Rajotte (Université Laval | Quebec) [emilie.rajotte@fmed.ulaval.ca](mailto:emilie.rajotte@fmed.ulaval.ca), Marie Grandisson Université Laval [marie.grandisson@fmed.ulaval.ca](mailto:marie.grandisson@fmed.ulaval.ca), Christine Hamel Université Laval [christine.hamel@fse.ulaval.ca](mailto:christine.hamel@fse.ulaval.ca), Julie Godin CIUSSS Capitale-Nationale [julie.godin@fmed.ulaval.ca](mailto:julie.godin@fmed.ulaval.ca), Mélanie Couture Université de Sherbrooke [Melanie.M.Couture@USherbrooke.ca](mailto:Melanie.M.Couture@USherbrooke.ca), Myriam Chretien-Vincent Université Laval [myriam.chretien-vincent.1@ulaval.ca](mailto:myriam.chretien-vincent.1@ulaval.ca)

Problématique : L'inclusion des élèves présentant un trouble du spectre de l'autisme (TSA) en classe ordinaire engendre du stress pour plusieurs enseignants qui ne se sentent pas suffisamment préparés et soutenus pour faciliter la participation de ces élèves (Cappe et al., 2016). Peu de lignes directrices sont disponibles pour les ergothérapeutes qui souhaitent soutenir le personnel scolaire travaillant auprès des élèves présentant un TSA, dont les défis diffèrent souvent de ceux de leurs pairs. Le projet Pour des

écoles inclusives TSA intègre les bonnes pratiques en scolaire et dans le domaine de l'autisme. Il propose un processus d'intervention structuré dans lequel l'ergothérapeute accompagne un groupe d'intervenants scolaires pour adapter les environnements, activités et routines pour faciliter la participation de tous les élèves incluant ceux qui présentent un TSA. Objectifs : À la fin de cette conférence, les participants vont : 1) être familiers avec le projet Pour des écoles inclusives TSA et 2) avoir réfléchi à son applicabilité dans différents contextes. Approche : La présentation portera sur : a) le processus d'intervention structuré de Pour des écoles inclusives TSA et b) l'outil visuel basé sur les évidences scientifiques qui a été développé pour soutenir l'ergothérapeute dans l'accompagnement des intervenants scolaires dans l'identification des adaptations à l'école au niveau de l'environnement, des activités et des routines. Les participants pourront ensuite partager leurs points de vue sur comment ils pourraient utiliser Pour des écoles inclusives: TSA dans leur contexte. Implications cliniques : c'est une opportunité pour les ergothérapeutes de réfléchir à leur rôle en lien avec la participation des élèves présentant un TSA en contexte scolaire. Conclusion : les ergothérapeutes peuvent considérer des actions pour développer les capacités des écoles pour créer des environnements, routines et activités plus inclusifs pour les élèves présentant un TSA.

**Key words:** Autism, School health

**Experience level:** Intermediate, Advanced

Friday, May 8 09:00-09:25 Zoom room 1

### **F13 Assistive technology and age-related vision loss: A critical discourse analysis**

Paper presentation | Older Adult General | Participation and inclusion

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Introduction: Age-related vision loss (ARVL) significantly impacts the occupational engagement of older adults. Assistive technologies (AT) provide one key means to enable occupation with older adults with ARVL; however, previous research suggests that use of such technologies may be limited by environmental factors. Media representations of older adults with ARVL using AT both reflect and shape attitudes and behaviours towards AT, impacting older adults and society more broadly. Objectives: To critically examine how older adults with ARVL and their use of AT is represented in Canadian print media. Methods: Articles that focused on AT use by older adults with ARVL were selected from six Canadian newspapers, using a systematic search strategy in the Factiva database. A critical discourse analysis, informed by critical theory related to age and disability, was conducted to analyze how older adults with ARVL, AT, and occupations were constructed. Results: 7289 newspaper articles were screened, and 1867 articles went through a full-text review. A total of 51 articles were selected for data analysis. Preliminary findings highlight ways media discourse constructs a deficit-oriented, individualized focus locating occupational issues within older adults. Although, AT is promoted as enabling individuals to overcome barriers to desired occupational engagement, other environmental issues, such as stigma and ageism, are often backgrounded. Conclusions: Critically analyzing print media discourse surrounding older adults with ARVL and AT can enhance understanding of how discourses influence the relationship

between older adults with ARVL, their use of AT, and the impact this has on their occupational possibilities and engagement.

**Key words:** Blindness, Technology

**Experience level:** Beginner

Friday, May 8 09:00-09:25 Zoom room 5

**F15 Occupational therapists as social change agents: Factors influencing their ability**

Paper presentation | Non-specific to Client Group | Advocacy /policy development

Michaël Beaudoin (Research Centre on Aging / Université de Sherbrooke | Sherbrooke)

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Introduction. To improve healthcare services and foster occupational justice, occupational therapists' change agent role is crucial and involves social actions. Social change agent (SCA) actions rest on characteristics, skills and strategies that differ from clinical actions, potentially explaining occupational therapists' lack of comfort with this role. However, some occupational therapists act efficiently as SCA and might help us pinpoint what influences the ability to do so. Objectives. To explore personal and environmental factors influencing the ability of occupational therapists to act as SCAs. Methods. We conducted a descriptive interpretive qualitative research with 18 Québec occupational therapists who have successfully carried out SCAs projects. We collected data through three focus groups interviews and performed thematic salience analysis using a lexicon. Results. Participants are mostly female (92,3%), with occupational therapy experience ranging between 11 and 20 years (38,4%) and without specific training in SCA role (61,5%). We identified 8 favourable and 3 unfavourable intrinsic characteristics, 8 required skills as well as 12 effective and 3 ineffective strategies influencing occupational therapists' ability to act as a SCA. We also uncovered 11 environmental factors facilitating SCAs actions and 11 hindering them. Conclusions. According to occupational therapists efficiently acting as SCAs, personal and environmental factors influence their ability to do so. Addressing the influence of such factors in occupational therapists' education might ultimately optimize occupational therapists' ability to act as SCAs upon completion of their entry-level training or later on.

**Key words:** Advocacy, Occupational justice

**Experience level:** Beginner, Intermediate, Advanced

Friday, May 8 10:30-10:55 Zoom room 1

**Occupational Justice for Newcomers Network (OJNN)**

**Networking group**

Sara Abdo saraa@dal.ca Carla Giddings cgidding@uoguelph.ca

Come join members of the Occupational Justice for Newcomers Network (OJNN) to learn about the newest research on occupational therapy, migration and forced displacement. This is a 45-minute session for OJNN members, and anyone interested in learning more about occupational justice for asylum seekers, refugees, and newcomers. Bring a summary of your own research or a relevant study to share. Or bring your questions and insights to contribute to a lively conversation.

Friday, May 8 10:30-10:55 Zoom room 2

**Occupational Therapy and Vision Rehabilitation Network (OTVRN)**

**Networking group**

Julia Foster Julia.Foster@kingstonhsc.ca Laura Bulk laurabulk@gmail.com

The Occupational Therapy and Vision Rehabilitation Network (OTVRN) is a group of clinicians, educators, and researchers from across Canada who are interested in the development of occupational therapy involvement in the area of vision rehabilitation. The ultimate goal of the network is that all Canadians with vision loss will have equal access to quality occupational therapy services, both in the area of vision rehabilitation and other areas of practice. The network works on various initiatives in the areas of education, research, and advocacy, and is always looking to connect with occupational therapists interested in or curious about enhancing support for individuals with vision loss.

Friday, May 8 10:30-10:55 Zoom room 3

**Global Health Practice Network**

**Networking group**

Emmanuelle Pichard-Jolicoeur emmanuelle.pichard-jolicoeur.1@ulaval.ca

The Global Health Network wishes to permit occupational therapists and students throughout Canada to collaborate and share their experiences in global health and social inclusion. Its goal is therefore mainly to advance the promotion of occupational therapy with all populations, with respect to the quality of practice, ethics, understanding of the cultural, social, economic and political issues related to different contexts and countries, and the sustainability of actions and changes.

Friday, May 8 10:30-10:55 Zoom room 4

**Suicide Prevention Network**

**Networking group**

Kim Hewitt kimberleyhewitt@yahoo.ca Heather Vrbanac heather.vrbanac@gmail.com

The CAOT Network – Addressing Suicide in OT Practice strives to maintain OT representation across Canada and practice settings. Large group and smaller committee work completed by a dedicated group of OTs increases the identity and value of occupational therapists in suicide prevention in this country. Current committees include; curriculum committee, systems level committee, individual committee and a tool vetting committee. New members always welcome.

Friday, May 8 10:30-10:55 Zoom room 5

**Occupational Therapy & Sexuality Practice Network**

**Networking group**

Michelle Leclerc michelle.leclerc018@gmail.com

The Sexuality and Occupational Therapy Practice Network aims to provide its members with up to date resources in order to apply evidence-based practice for client needs regarding sex, reproductive health, safety, fertility, and many more aspects of sexuality following a diagnosis. We aim to provide a platform

for members to share experiences, knowledge, and research on addressing sexuality in practice, as well as the opportunity to build the members' capacities to help their clients live a meaningful, fulfilling life.

Friday, May 8 10:30-10:55 Zoom 6

**F57 Integrated-care pathways for Black persons with TBI: A critical transdisciplinary scoping review**

Poster presentation | Community/population | Primary care/population health

Samira Omar (University of Toronto | Toronto) samira.omar@mail.utoronto.ca, LLana James University of Toronto llana.james@mail.utoronto.ca, Angela Colantonio University of Toronto angela.colantonio@utoronto.ca, Stephanie Nixon University of Toronto stephanie.nixon@utoronto.ca

Introduction: Current understandings of the etiology of traumatic brain injury (TBI) and trajectory of care lack consideration for the inclusion of Black populations and the impact of racialization, racism, and its intersections. Although community integration is an ultimate goal of rehabilitation post injury, Black persons with TBI have unmet needs along the care continuum including meaningful participation and vocation, resulting in occupational deprivation. While integrated care is seen as an appealing approach to service delivery, little is known about what this means for Black people with TBI. Objectives: To present the first critical transdisciplinary (CTD) scoping review mapping literature on the extent, range, and nature of integrated-care pathways for Black people experiencing TBI. Methods: Following Arksey and O'Malley's scoping study methodology, CTD provides a transformative, health-equity lens that is a methodology and theory guiding this review. CTD is used to map the literature and understand elements of integrated care pathways for Black people experiencing TBI. Practice Implications: The application of CTD enables clinicians, administrators, educators, and researchers in the field of TBI and integrated care to re-examine hidden assumptions about racism, racialization, and Blackness that are often embedded in current visions of healthcare. Conclusions: CTD provides a critical examination of the literature and illuminates implications for integrated care for Black persons experiencing TBI, thereby advancing an occupational justice approach for healthcare.

**Key words:** Brain injury, Occupational justice

**Experience level:** Beginner, Intermediate, Advanced

Friday, May 8 11:00-11:25 Zoom room 1

**OT and Indigenous Health**

**Networking group**

Kaarina Valavaara kjalavaara@gmail.com Angie Phoenix angelaphenix@gmail.com Monique Luizon mlizonot@gmail.com

The Occupational Therapy and Indigenous Health network consists of CAOT members with an interest in building capacity, lobbying for occupational therapy services, and generating a greater discourse on occupational therapy and Indigenous Peoples' health in Canada. The OTIHN is a volunteer group of Indigenous and settler occupational therapy clinicians, educators, researchers and students who work with the Canadian Association of Occupational Therapists National Office staff to develop supports, resources and lobby efforts to build and promote occupational therapy services with Indigenous Peoples.

Friday, May 8 11:00-11:25 Zoom room 2

## **OT & Assistive Technology**

### **Networking group**

Rosalie Wang [rosalie.wang@utoronto.ca](mailto:rosalie.wang@utoronto.ca) Emma Smith [emma.m.smith@gmail.com](mailto:emma.m.smith@gmail.com)

With increasing pervasiveness of technology, enhancing competency and capacity in practice is a necessity for occupational therapists. In this forum, we will discuss recent and future activities of the National CAOT Practice Network focused on technology for occupation and participation.

Friday, May 8 11:00-11:25 Zoom room 3

### **Students & New Practitioners Practice Network**

#### **Networking group**

Jess Irish [jessicalouiseirish@gmail.com](mailto:jessicalouiseirish@gmail.com) Avneet Chohan [akchohan@ualberta.ca](mailto:akchohan@ualberta.ca)

The Students and New Practitioners Practice Network has been developed to meet the needs of students and new practitioners in Canada. This Practice Network will provide a variety of resources and networking opportunities to encourage leadership, collaboration, enablement, accountability, scholarship, and advocacy within the profession of occupational therapy.

Friday, May 8 11:00-11:25 Zoom room 4

### **Occupational Therapists Assistant Network**

#### **Networking group**

Debra Cooper [debra.otanetwork@gmail.com](mailto:debra.otanetwork@gmail.com)

Come join the new Occupational Therapists Assistant Network in their introductory session. The network strives to connect OTs and OTAs, while advocating and educating about the OTA role to allow for further collaboration between the professions. Please come join the discussion or to have any OTA practice questions answered. New members are welcome.

Friday, May 8 11:00-11:25 Zoom room 5

### **F54 Older immigrants' narratives on social transitions: The occupation of "friending"**

Poster presentation | Older Adult General | Participation and inclusion

Samanta Rivas Argueta (University of Toronto | Toronto) [samanta.rivas.argueta@mail.utoronto.ca](mailto:samanta.rivas.argueta@mail.utoronto.ca),

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Introduction: As people age, they experience life events that impact their ability to participate in meaningful occupations and roles. In particular, the process of immigration in older adulthood leads to changes in living arrangements, employment and cultural opportunities, which in turn impact the nature of their social networks (Friis et al., 1998). Currently, there is limited research on the nature of older immigrants friendships, and how occupational therapists (OTs) can enable the occupation of "friending" among this population. Objectives: This qualitative study aims to (1) understand the lived experiences of recent older immigrants engaging in "friending", (2) explore older immigrants' perspectives of the OT role in enabling the occupation of "friending", (3) identify strategies, tools and technologies discussed within the participants' narratives that may facilitate older immigrants to engage in "friending".

**Methods:** This qualitative narrative inquiry design used an arts-informed approach. Community-dwelling older immigrants living in Ontario participated in either a walking or sit-down semi-structured interview. Thematic analysis investigated how older immigrants navigate changes in their friendship circles, and thus informed the provision of OT services to enable the occupation of “friending” among older immigrants. **Practice Implications:** The findings of this study enhance knowledge of the unique needs of older immigrants in maintaining and building friendships. Participants’ narratives inform the application of strategies, tools, and technologies to support older immigrants in navigating “friending” transitions. **Conclusions:** The findings of this study raise awareness around the importance of including and enabling “friending” as an important occupation when working with older immigrants.

**Key words:** Community care, Evidence-based practice

**Experience level:** Beginner

Friday, May 8 13:00-13:25 Zoom room 1

**F76 Developing observational skills in occupational therapy**

Poster presentation | Non-specific to Client Group | Education

Annmarie Villanueva (University of Toronto | Toronto) provvidenza.dearcangelis@mail.utoronto.ca, Provvidenza Dearcangelis University of Toronto provvidenza.dearcangelis@mail.utoronto.ca, Debbie Hebert University of Toronto debbie.hebert@utoronto.ca, Emily Nalder University of Toronto debbie.hebert@utoronto.ca

**Introduction:** Observation is a continuous, purposeful process in which the observer identifies key information from individuals or their environment. It is a foundational occupational therapy (OT) practice skill that is required to assess occupational performance, and monitor the effectiveness of interventions. **Objectives:** To describe the current state of the literature discussing strategies used to facilitate the development of observational skills in OT, and characterize how observation skills are conceptualized in this literature. **Approach:** A scoping review, structured after the Joanna Briggs Institute’s methodological framework (Peters et al., 2015) will be conducted. A structured literature search through CINAHL, MEDLINE, EMBASE, ERIC and grey literature will be conducted to identify studies, or white papers that report on developing observation skills in the field of occupational science and OT, and/or include a sample of occupational therapists or OT students. Bibliographic and methodological information, definitions of observation, and strategies used to develop observation skills will be extracted from included papers. Key themes will be summarized and reported in the form of narrative analysis. **Results:** The findings will elucidate how observation skills are conceptualized (e.g., as a skill/process), and developed through learning strategies or educational programs. **Conclusions:** The results can inform OT students and educators on how observation skills can be harnessed and improved. Strategies shown through research to improve observation skills could be utilized in clinical training programs to foster these skills. The scoping review findings will also highlight gaps in evidence and can direct future research.

**Key words:** Occupational science, Teaching/education

**Experience level:** Beginner

Friday, May 8 13:00-13:25 Zoom room 6

**T78 From restricting wandering to promoting safe wandering in dementia**

Poster presentation | Older Adult General | Mental health

Noelannah Neubauer (University of Alberta | University of Waterloo) noelanna@ualberta.ca, Christine Daum University of Alberta cdaum@ualberta.ca, Lili Liu University of Waterloo lili.liu@uwaterloo.ca

**Introduction:** Wandering that leads to a person going missing is a major concern to families, health professionals, and first responders. Its consequences can be devastating, resulting in stress, caregiver burden, injury, and death. However, wandering does not always lead to going missing. Some suggest that wandering can be relaxing, enjoyable, and a way to exercise. Yet, the term wandering continues to have negative connotations. **Objective:** To describe how persons living with dementia and health professionals (including occupational therapists) perceive the concept of wandering. **Methods:** Generic qualitative description guided this study. Semi-structured interviews were conducted with 6 persons living with dementia and 12 health care professionals. Interviews were audiorecorded and transcribed verbatim. **Results:** While all participants described wandering-related risks and threats to safety, participants saw beyond the negative implications. Some perceived wandering as a necessary way to reduce agitation and frustration. Others felt it gave people “something to do”. Still others viewed wandering as directly linked to occupations that people engaged in earlier in their lives. Thus, wandering allows people to engage in these previous occupations, albeit in a different way. **Conclusions:** Understanding that wandering can be purposeful challenges occupational therapists to find ways to promote safe wandering rather than restricting wandering altogether. Locator devices can be used to support such safe wandering and facilitate living well with dementia.

**Key words:** Dementia, Occupational science

**Experience level:** Intermediate, Advanced

Friday, May 8 13:00-13:55 Zoom room 3

### **F35 Psychotherapy and occupational therapy: Inspiring a national conversation**

Extended discussion | Adult General | Mental health

Sandra Moll (McMaster University | Hamilton) molls@mcmaster.ca, Carrie Anne Marshall Western University carrie.marshall@uwo.ca, Niki Kiepek Dalhousie University niki.kiepek@gmail.com, Cathy White cathy.whiteot@gmail.com, Nadine Lariviere Universite de Sherbrooke Nadine.Lariviere@usherbrooke.ca, Pamela Wener University of Manitoba Pamela.Wener@umanitoba.ca, Mary Forhan University of Alberta forhan@ualberta.ca, Skye Barbic University of British Columbia skye.barbic@ubc.ca

**Rationale:** Counselling and psychotherapy is a key part of evidence-based practice in mental health settings, yet there is little documentation of the practice patterns of Canadian occupational therapists. Lobbying for public funding of psychotherapy services, and regulatory changes across the country underscore the importance of clearly positioning our profession within this changing landscape. **Objectives:** This extended discussion will review research evidence and provide opportunity for dialogue regarding the perspectives, practice patterns, and advocacy needs of Canadian occupational therapists who provide mental health services. **Approach:** First, findings from a three-phase, mixed methods study will be presented: a) a scoping review of peer-reviewed research regarding psychotherapy in OT; b) an online survey of OTs across Canada regarding their psychotherapy knowledge, beliefs and practices; and c) regional focus group discussions regarding implications of the study findings. Attendees will then be engaged in generating priorities for advocacy and training and knowledge translation, both within and outside the profession. **Results:** Study findings highlight historical trends and gaps in research evidence

regarding a range of OT approaches to psychotherapy, and current Canadian practice trends regarding the perceived competence, training, and implementation of psychotherapy approaches. Conclusions: Occupational therapists must be part of the national conversation regarding regulation and provision of psychotherapy services by identifying evidence-based, proactive strategies to position our unique occupation-based approach to mental health service delivery

**Key words:** Mental health, Teaching/education

**Experience level:** Beginner

Friday, May 8 13:00-13:25 Zoom room 4

**S22 Enabling: A modified concept analysis**

Poster presentation | Non-specific to Client Group | General/professional issues

Brooke Mitchell (University of Manitoba | Winnipeg) [mitche54@myumanitoba.ca](mailto:mitche54@myumanitoba.ca), Nicholaas Kehler University of Manitoba [kehlern3@myumanitoba.ca](mailto:kehlern3@myumanitoba.ca), Raeanne Wysocki University of Manitoba [wysockir@myumanitoba.ca](mailto:wysockir@myumanitoba.ca)

Introduction: Occupational therapists in Canada are guided by concepts that provide direction to the profession. The central role that guides these concepts is being a “expert in enabling occupation” (CAOT, 2012). The term enabling has been embedded in the profession since the 1980s and occupational therapists have often been described as enabler’s (Townsend, 2002). An initial review of the literature revealed that the term enabling is defined and used in various ways across professions - especially in literature regarding addictions. Objectives: Using a modified version of the concept analysis framework outlined by Walker and Avant (2005), this paper aims to outline the different uses of enabling throughout the healthcare literature. Methods: A review of the literature defining enabling was conducted using CINAHL, PubMed, Scopus, and Ovid Medline databases. Forward searching along with the following search terms were used in all four databases: enabling, occupational therapy, addictions. Practice Implications: The contradictory uses of enabling has implications for occupational therapy practice - especially for occupational therapists whose work overlaps with those in the field of addictions. As occupational therapists work in interprofessional teams, there is the potential for miscommunication or confusion when this terminology is used differently across professions. Conclusion: Enabling is often understood positively in occupational therapy and negatively in addictions, creating a knowledge gap between professions. Future directions for this research include a cross-cultural examination of this term with the occupational therapy community in Chile.

**Key words:** Interprofessional, Teaching/education

**Experience level:** Beginner

Friday, May 8 13:00-13:55 Zoom room 5

**F37 WFOT Sponsored Session: WFOT’s resources for responding to disasters and other project highlights**

**Sponsored session**

Andrew Freeman (WFOT Director) [Andrew.Freeman@rea.ulaval.ca](mailto:Andrew.Freeman@rea.ulaval.ca) Samantha Shann (WFOT Vice President-Finance)

During this challenging year, it seems highly appropriate to provide information about WFOT’s various resources for responding to disasters. Some of the elements of these resources will be presented during

this session as will information about some of WFOT's current important initiatives. Andrew will be accompanied in this presentation by Samantha Shann, the WFOT Vice President-Finance.

Friday, May 8 13:00-14:55 Zoom room 2

**F34 Do-it-yourself assistive technology solutions**

Hands-on presentation | Non-specific to Client Group | Environment

Zee Kesler (Neil Squire Society, Burnaby) zeek@neilsquire.ca Pran Pradley Neil Squire Society pranp@neilsquire.ca

Introduction: Over the last decade, fabrication tools have become much cheaper and more accessible in community libraries, makerspaces, and in schools. These tools, such as 3d printers, soldering irons, and even laser cutters, and now commonly available and can be used to help make low cost and custom accommodations. Objectives: Session participants will explore repositories of open-source assistive technologies that can be affordably to support people with disabilities, learn the basics of 3D design using online software and connect them to programs in their community to help support their professional development and service delivery. Approach: Introduce OTs to some of the tools that are available online, give them the opportunity to try using them and to create different solutions. They will learn basic 3d modelling skills, develop skills to modify some existing designs, and gain insight into assessing the suitability of models found online. Implications: Connecting OTs to fabrication sources and developing their literacy in the use of these skills will help them provide their clients with more appropriate solutions and at a lower cost. It will also enable them to deepen their professional network and find new solutions to solve barriers for their clientele. Conclusions: The democratization and distribution of the fabrication of assistive technology solutions enables front line Occupational Therapists and other community care workers to better support and enhance the lives of the people they serve. It affords the ability to affordably make a solution, that meets the functional needs and individual goals of the people they serve.

**Key words:** Assistive devices,Technology

**Experience level:** Beginner,Intermediate

Friday, May 8 13:30-13:55 Zoom room 4

**F10 Effects of computerized games on older adults' cognition: A review**

Poster presentation | Older Adult General | Environment

Krystina Tran (University of Alberta | Edmonton) krystina@ualberta.ca, Adriana Rios-Rincon University of Alberta aros@ualberta.ca, Shaniff Esmail University of Alberta shaniff.esmail@ualberta.ca

Introduction: The popularity of computer games being used as a means of intervention to improve cognition continues to grow because of its feasibility and its potential to be more engaging than traditional intervention. Objectives: This review summarizes the existing literature on the impact of computerized cognitive training (CCT) on cognitive domains of older adults with and without cognitive impairment or dementia. Methods: A systematic search of six databases was carried out for systematic reviews and/or meta-analyses published in English in the last 5 years that looked at the impacts of CCT on cognition in older adults. Results: 453 papers resulted after duplicate removal. A total of nine review papers met inclusion criteria. Of the nine review papers, six investigated healthy older adults, one investigated older adults with cognitive impairment, and two investigated older adults with cognitive

impairments and/or dementia. The cognitive domains explored and the findings presented by each review paper were diverse. One of the most investigated domains was global cognition, where three papers found CCT to be effective in healthy older adults. In people with cognitive impairment, CCT was effective for global cognition and attention, but not effective for people with dementia. Conclusions: In all of the review papers, CCT was found to perhaps impact cognition in at least some cognitive domains. This knowledge is useful in occupational therapy, as it better informs the use of CCT as an intervention. However, the extent of its effectiveness and what cognitive domains are impacted, varies greatly and requires further research.

**Key words:** Dementia,Technology

**Experience level:** Beginner

Friday, May 8 13:30-13:55 Zoom room 1

### **F43 Equipping future leaders: Integrating LEADS into the occupational therapy curriculum**

Paper presentation | Non-specific to Client Group | Education

Lori Letts (McMaster University | Hamilton) [lettsl@mcmaster.ca](mailto:lettsl@mcmaster.ca), Brenda Lammi LEADS Canada [blammi@leadscanada.net](mailto:blammi@leadscanada.net), Ellen Melis [ellenmelis@me.com](mailto:ellenmelis@me.com), Sandra Moll McMaster University [molls@mcmaster.ca](mailto:molls@mcmaster.ca), Jackie Bosch McMaster University [boschj@mcmaster.ca](mailto:boschj@mcmaster.ca), Jennifer Michetti [jenn.michetti@gmail.com](mailto:jenn.michetti@gmail.com), Rebecca Gerwurtz McMaster University [gerwurtz@mcmaster.ca](mailto:gerwurtz@mcmaster.ca), Laurie Perrett McMaster University [jeffralp@mcmaster.ca](mailto:jeffralp@mcmaster.ca)

Introduction: In preparing student occupational therapists for entry to practice, leadership is an important focus, particularly given the diverse, complex and changing practice contexts that they may encounter upon graduation. Across Canada, the LEADS in a Caring Environment framework (LEADS) is being adopted as a guiding capabilities framework in health and social service settings. Objectives: The objective of this initiative was to integrate LEADS training into a Canadian Occupational Therapy program curriculum. Methods: A partnership was formalized between LEADS Canada and faculty members at one Canadian university. Twelve faculty members (permanent and sessional) participated in a series of six LEADS training webinars. Elements of the current curriculum were mapped to LEADS competencies, and gaps were identified. A one-day retreat, facilitated by a LEADS Canada partner, enabled participating faculty to critically reflect on the curriculum and generate potential learning outcomes. The curriculum was then mapped to the learning outcomes, and adjustments were made to ensure comprehensive integration of the LEADS framework. Results: The process of collaboration facilitated curriculum enhancement, and faculty members have become certified internal facilitators for LEADS Canada. Future students will receive certificates of completion for the LEADS Learning Series, a requirement of the Certified Health Executive (CHE) credential for the Canadian College of Health Leaders. Conclusions: Graduating students will receive specialized leadership training through this innovation along with additional credentials to carry into their practice. The program will continue to evaluate this component of the curriculum and monitor ways in which students engage in leadership opportunities after graduation.

**Key words:** Teaching/education,Theory

**Experience level:** Intermediate

Friday, May 8 13:30-13:55 Zoom room 6

### **T85 Perceptions of power-assist devices for manual wheelchairs**

Poster presentation | Non-specific to Client Group | Environment

Angela Eugenio (University of British Columbia | Vancouver) aeugenio@alumni.ubc.ca, Allison Wood University of British Columbia a.wood@alumni.ubc.ca, Mahsa Khalili University of British Columbia mahsakhilili@gmail.com, Johanne Mattie British Columbia Institute of Technology Johanne\_Mattie@bcit.ca, Jaimie Borisoff British Columbia Institute of Technology Jaimie\_Borisoff@bcit.ca, Ben Mortenson University of British Columbia ben.mortenson@ubc.ca

**Introduction:** Manual wheelchair users may experience limited occupational engagement due to environmental barriers and the physical demands of wheelchair propulsion (Smith, Sakakibara, & Miller, 2016). Power-assist attachments (that facilitate mobility using battery-powered electric motors) have the potential to address some of these concerns; however, few studies have explored stakeholders' perceptions of these devices. **Objectives:** To explore manual wheelchair users' and clinicians' perceptions of power-assist devices, and the occupational contexts where these attachments are considered beneficial and/or challenging to use. **Methods:** In this qualitative description study, focus groups and semi-structured interviews will be conducted with manual wheelchair users aged 14 and older with at least 6 months of manual wheelchair experience, and clinicians with at least 6 months of experience practicing in the field of wheeled mobility. Discussion topics will explore factors regarding user-device and device-environment interactions, as well as the perceived impact of attachments on daily life. A thematic analysis will be performed using an inductive approach (Braun & Clarke, 2006). **Results:** This study will provide insight into stakeholders' impressions of power-assist device use, characteristics, and capabilities, and may influence the development of future power-assist attachments. **Conclusions:** Understanding the needs and perspectives of end-users is imperative to the development of power-assist devices with user-centred designs. Outcomes of this study may lead to the advancement of innovative power-assist technologies that are well-equipped to address the occupational barriers that manual wheelchair users may face.

**Key words:** Assistive devices, Technology

**Experience level:** Beginner

Friday, May 8 14:00-14:25 Zoom room 1

**F66 Enhancing occupational opportunities to support immigrants and refugees' social participation**

Poster presentation | Community/population | Participation and inclusion

Jaqueline Brower (University of British Columbia | Vancouver) j.brower@alumni.ubc.ca, Alex Tham University of British Columbia alexfrancistham@alumni.ubc.ca, Suzanne Huot University of British Columbia shuot2@mail.ubc.ca

**Introduction:** With the ongoing arrival of immigrants and refugees (migrants) to Canada, non-profit organizations play a pivotal role in offering occupational opportunities that enable social participation within their host communities. However, few studies have adopted an occupational lens to explore service providers' perspectives. **Objectives:** This study investigates service providers' perceptions of their agencies' provision of occupational opportunities that promote migrants' social participation, as well as the benefits of, and barriers to engagement in these occupations. The following research questions were specifically addressed: What is the role of service providers in shaping migrants' participation in occupations within community spaces? In what ways can migrants' social participation be enhanced through occupational engagement opportunities? **Methods:** Key informant interviews were conducted

with 20 representatives from service providing organizations that serve the general population and/or migrants specifically. Each semi-structured interview lasted approximately 45 to 60 minutes. Interviews were analyzed using thematic analysis steps of familiarization, coding and theme generation. Results: Emerging themes highlight the following key considerations: responding to community needs; balancing stability and dynamism in occupational opportunities; reflecting community diversity in policies and programming; advocating for increased migrant inclusion; and navigating complex funding environments. Conclusions: Resulting themes can inform knowledge translation amongst community service providers and occupational scientists/therapists regarding occupational opportunities that have been shown to enable migrants' social participation within Canadian society. Analysis of perceived benefits and barriers to participating in occupations highlights both the strengths and gaps of current service provision in a region.

**Key words:** Community development, Occupational science

**Experience level:** Beginner

Friday, May 8 14:00-14:55 Zoom room 3

### **F53 Taking action to promote Indigenous occupational therapy student achievement**

Extended discussion | Adult General | Education

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Background: Indigenous health professional university students face structural barriers to attaining their education. These barriers include historical trauma, racism, financial strain, and expectations to represent Indigenous peoples. Canadian occupational therapy programs need to take action to mitigate barriers to Indigenous students' academic and fieldwork success. Objective: To promote the development and implementation of strategies that occupational therapy educators, students, and clinicians can use to support entry-level occupational therapy Indigenous students' success. Approach: The session will begin with sharing research on post-secondary student experiences. The Indigenist Medical Student Stress-Coping Model (Anderson et al., 2015) will be emphasized as a tool for reflecting on how policies and processes in universities may influence Indigenous occupational therapy students. Reflective questions will promote consideration of structural stressors, the role of cultural buffers in mitigating barriers for Indigenous students, and how entry-level occupational therapy programs can promote positive outcomes for Indigenous students. Practice implications: This session will invite participants to consider the colonized position of Indigenous students within university institutions. Participants will learn about processes that can support Indigenous occupational therapy student identity, safety and achievement. Conclusions: This session will provide participants with a practical process to reflect on how an accessible and positive teaching and learning environments for Indigenous students in occupational therapy university programs can be achieved.

**Key words:** Fieldwork, Teaching/education

**Experience level:** Intermediate

Friday, May 8 14:00-14:25 Zoom room 4

**F51 Examining mental health disparities among transgender and gender nonconforming youth**

Paper presentation | Child/Adolescent General | Mental health

Rachal Pattison (University of British Columbia | Vancouver, BC) the.rachal@gmail.com, Skye Barbic University of British Columbia skye.barbic@ubc.ca, Joseph H. Puyat UBC School of Population and Public Health jpuyat@cheos.ubc.ca

Introduction: Transgender and gender nonconforming (TGNC) young people, 15-24 years, are vulnerable to negative health outcomes (Reisner et al., 2015; Rider et al, 2018), and our health systems are recognized as contributing to the stratification of health outcomes by gender (Payne, 2009). Ensuring the effectiveness of clinical interventions and health services for TGNC young people is a priority for Canadian healthcare. Objectives: Using a mixed-methods approach, I will 1) compare rates of mental health distress between TGNC and cisgender youth accessing a network of community health centers, and 2) seek to understand how TGNC youth experience mental health services and the impact of their gender identity, if any, on these experiences. Methods: Conducting a secondary analysis of data (n=748), I will analyze the difference in rates of mental health distress between TGNC and cisgender youth, using a two-sample t-test. Additionally, using purposive and theoretical sampling to ensure representation from various social categories like race/ethnicity and level of education, 10-15 in-depth interviews will be conducted with TGNC youth. Constructivist Grounded Theory will be used to analyze the data. Practice Implications: An improved understanding of how TGNC youth access and experience mental health services has the potential to inform service delivery and promote social inclusion. This can help inform occupation-focused practitioners on how to be more collaborative and effective with this vulnerable population. Conclusions: The project results will immediately inform a provincial youth organization's guidelines and policy and contribute much-needed evidence toward ensuring patient-centred mental health services for TGNC youth in Canada.

**Key words:** Evidence-based practice, Mental health

**Experience level:** Beginner, Intermediate, Advanced

Friday, May 8 14:00-14:25 Zoom room 5

**T94 Dissemination of strategy adoption guidelines for dementia-related wandering**

Poster presentation | Older Adult General | Environment

Noelannah Neubauer (University of Alberta | Edmonton) noelanna@ualberta.ca, Lili Liu University of Waterloo lili.liu@uwaterloo.ca

Introduction: To address risks associated with critical dementia-related wandering, three guidelines were developed for use by persons living with dementia, their care partners, and professional staff, to choose wander-management strategies. This evidence-based research incorporates knowledge mobilization approaches that directly involve the three types of stakeholders in deploying and applying the guidelines in the real world. Objectives: To evaluate the knowledge mobilization of three guidelines on wander-management strategies, and to further deploy these guidelines to organizations across Canada. Methods: Steering committees and partnerships with multiple organizations were established across Canada for consultation. Guidelines were then shared among these organizations via. google slides. Participants across Canada completed an online or paper-based survey to provide feedback on

the guidelines. The guidelines were translated from English to French using a forward-translation method. Results: The English-version of the guidelines was adopted across ten organizations representing three Canadian provinces, Alberta, Saskatchewan, and Ontario. End users disseminating the guidelines included Alzheimer Societies and occupational therapists in facility and community settings. It took 24 months from the development of the guidelines to the launch of the guidelines to the public. Participants were very satisfied with the guidelines (average Likert score of  $4.27 \pm 0.73$ ) and agreed they were easy to navigate, easy to understand, and the information provided was useful. Conclusion: Following a stakeholder-driven approach to guideline development and dissemination were successful methods for reducing the time for this work to become practice. This can replace conventional methods where guidelines can quickly become outdated.

**Key words:** Dementia, Evidence-based practice

**Experience level:** Beginner, Intermediate, Advanced

Friday, May 8 14:00-14:25 Zoom room 6

### **S61 Exploring occupational engagement in individuals living with Parkinson's Disease**

Poster presentation | Older Adult General | Participation and inclusion

Michelle Tomlinson (Western University | London, ON) mtomlin2@uwo.ca, Youstina Beshay Western University, Maya Ramakrishnan Western University, Jae Young Seo Western University, Jeffrey Holmes

Introduction: Parkinson's Disease (PD) is a progressive and prevalent neurodegenerative condition with many physical and cognitive symptoms that impact daily functioning and occupation. While the research on lived experience in this population is abundant, little is known about engagement in meaningful occupations from a lived experience perspective. Objectives: To investigate the continued engagement in meaningful occupations by individuals living with PD through lived experience. Methods: A secondary analysis of qualitative data from 19 participants living with PD was undertaken using summative content analysis. Participants were aged 57-79 ( $M = 68$ ,  $SD = 63$ ) and have lived with PD for 2 to 21 years ( $M = 7.3$ ,  $SD = 5.3$ ). Initial coding of parent study transcripts was conducted independently by researchers to compose a preliminary list of codes, which was done in an inductive and iterative manner. Transcripts were then uploaded to NVivo 11 qualitative data analysis software and codes were extracted in accordance with this list. Results: Analysis yielded three main themes across which engagement in meaningful occupations was impacted: (1) self-care, (2) productivity, and (3) leisure. Subthemes emerged as (1) occupations lost, (2) occupations gained, or (3) occupations modified in each of these areas as a result of PD. Conclusions: This narrative study contributes to the growing body of literature on occupational engagement in individuals with PD. It sheds light on the importance of understanding the experience of occupational engagement in this population and provides a foundation for informing client-centered interventions based on continued engagement in meaningful occupations.

**Key words:** Parkinson's Disease, Teaching/education

**Experience level:** Beginner

Friday, May 8 14:30-14:55 Zoom room 1

### **F59 Independence at home for people with autism: Exploring environmental factors**

Paper presentation | Adult General | Environment

Justine Marcotte (Université Laval | Québec) justine.marcotte.2@ulaval.ca, Marie Grandisson Université Laval marie.grandisson@fmed.ulaval.ca, Élise Milot Université Laval elise.milot@tsc.ulaval.ca

Introduction. Adolescents and adults with autism spectrum disorder (ASD) often encounter challenges developing their independence at home. Creating residential environments that are favorable to their independence in collaboration with their parents is a promising strategy to foster the development of their independence, as well as their health and wellbeing. Objectives. The objective of the study was to explore the main factors influencing their independence within their home environment. A secondary objective was to compare the perspectives of people with ASD to their parents'. Methods. Ten dyads composed of a person with ASD and at least one of his parents were recruited to participate in individual interviews facilitated using a modified version of the walking interview technique (Evans and Jones, 2011). Participants explained which factors help and limit the independence of the person with ASD. Results. Preliminary findings point to several factors associated with their physical and social environment (e.g.: visual supports, access to technologies, explanations, clarity of the steps to follow) that influence the independence at home of people with ASD. In addition, participants identified other factors within their community such as support from professionals. Participants with ASD and parents generally share similar perspectives regarding the main facilitators and obstacles to their independence. Yet, small differences will be discussed at the conference. Conclusions. Learning about factors influencing independence at home of people with ASD will enhance occupational therapist's reflections regarding key elements to document during evaluations and potential interventions to create residential environments supporting their full potential.

**Key words:** Autism,Community development

**Experience level:** Beginner

Friday, May 8 14:30-14:55 Zoom room 4

**F60 Community mental health funding and outcomes: A realist synthesis**

Paper presentation | Community/population | Mental health

Andrea Duncan (University of Toronto | Toronto) a.duncan@utoronto.ca

Rationale: The link between community mental health funding approaches and client outcomes are poorly understood in both the literature and in practice. Objectives: This research project sought to answer the question "How does stakeholder engagement impact outcomes when there is a change in public funding allocation models within community mental health settings?" Methods: This research used a realist synthesis approach. A realist synthesis is used when a researcher seeks to understand "what works, how, in what circumstances and to what extent?" Results: This research project identified that engagement of stakeholders, or lack of engagement, has a significant impact on client outcomes when there is a change in funding model or allocation. Specifically, when service providers and service users are engaged in planning and setting of expectations, improved outcomes are observed. This was observed to be true even when funding allocation was decreased, or a more restrictive funding model was implemented. Similarly, when lack of stakeholder engagement was present, even if funding allotment was increased, poorer outcomes were reported. Outcomes were noted as both system level and service user outcomes. Conclusions: Stakeholder engagement can be time consuming and expensive but is an essential process to ensuring that public funding of community mental health services achieves the best possible outcomes for clients and our health care system.

**Key words:** Evaluation,Mental health

**Experience level:** Advanced

Friday, May 8 14:30-14:55 Zoom room 5

**S47 Patient-oriented research: Engaging patients as co-investigators in system transformation**

Poster presentation | Non-specific to Client Group | Participation and inclusion

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**Introduction:** Over the past decade interest in patient and public involvement in research has grown.

This session will provide an introduction to patient-oriented research from the perspective of the patient, researcher, and research support unit with strategies for planning and implementation.

**Objectives:** Attendees will learn: (1) the differences between patient-focused and patient-oriented research; (2) how to access information and resources to engage in patient-oriented research, and; (3) how to involve their patients as research partners.

**Approach:** The perspectives of a health researcher, patient partner, and staff members from a research support unit will be highlighted. The patient oriented research supports that exist and strategies used to facilitate patient-oriented research will be described.

**Practice Implications:** Patient-oriented research has the potential to transform healthcare by engaging patients with lived experience in the design and conduct of research. As members of the multidisciplinary team, occupational therapists can play a pivotal role in engaging patients in research and leading this important work. **Conclusions:** There are many stakeholders whose voice needs to be heard for research to be meaningful to patients, families, and clinicians. Occupational therapists have an important role in ensuring patients' voices become an integral part of the research process.

**Key words:** Interprofessional

**Experience level:** Beginner

Friday, May 8 14:30-14:55 Zoom room 6

**F77 Occupational therapy interventions for individuals with Myalgic Encephalomyelitis**

Poster presentation | Adult General | Rehabilitation

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**Introduction:** Myalgic Encephalomyelitis is a complex medical condition that is not yet well understood.

It has a number of associated physical, cognitive, emotional, and social implications which can impair an individual's functional abilities. Currently, no systematic or scoping review exists to direct treatment planning for occupational therapists.

**Objectives:** The purpose of this study is to perform a scoping review the existing occupational therapy research on ME interventions. **Methods:** A review of relevant databases and grey literature was performed to identify studies of occupational therapy treatment for ME in English, French, and Arabic. Article screenings were carried out by 3 independent researchers.

Data extraction was then performed in accordance with modified Cochrane recommendations and risk of bias was assessed. Studies were grouped by type of intervention and each assigned a level of evidence, according to the Centre for Evidence-based Medicine Levels of Evidence. **Practice Implications:**

Due to the lack of clarity surrounding ME etiology and its medical diagnosis, occupational therapy treatment avenues have been unclear. This review presents a preliminary discussion of potentially effective interventions for individuals with myalgic encephalomyelitis. Conclusions: This review highlights the need for higher quality empirical research as well as the need for a definitive etiology of the illness in order to clarify treatment pathways.

**Key words:** Community care, Evidence-based practice

**Experience level:** Beginner

Friday, May 8 15:15-15:40 Zoom room 1

**S36 Occupational therapy's role in oncology care: A scoping review**

Poster presentation | Community/population | General/professional issues

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Introduction: With advances in treatment, individuals with cancer are living longer and experiencing chronic challenges. Beyond physician care, addressing daily function is important. Occupational therapists (OTs) focus on enabling engagement in meaningful occupations. Objectives: This scoping review aimed to determine what is known from the existing literature about the role of OT in oncological clinical situations. Methods: The CINAHL database was used, producing 401 hits. Keywords included: occupational therap\*, oncolog\*, cancer, tumour, neoplasm, and malignan\*. The inclusion criteria were: original research studies, humans with a cancer diagnosis, and studies describing an OT intervention/role. Three reviewers applied criteria to all articles, including 44 for review. Results: The prominent theme found across all articles was the role of OT in addressing psychosocial effects of cancer. Studies emphasized aspects of psycho-oncology care, identifying needs for OTs in addressing functional difficulties and compromised quality of life. OT assessments evaluated cognition, the presence of anxiety, depression, and fatigue. OT interventions in psycho-oncology settings included activity planning, relaxation techniques, and stress management. A majority of the studies concluded that OTs are equipped with the necessary skills to address the deficits and QOL of cancer patients. However, OT services are underutilized in cancer care. Conclusions: OTs are important to an oncology healthcare team. Literature highlights lack of recognition of an OT's role in the oncology field. Research on education and advocacy of OT services in cancer care is required. The literature suggests increasing awareness about the role of OT with the public, and healthcare teams.

**Key words:** Cancer, Mental health

**Experience level:** Beginner

Friday, May 8 15:15-15:40 Zoom room 2

**S69 Therapeutic effects of exergames for people with cognitive impairment**

Poster presentation | Older Adult General | Rehabilitation

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Introduction: Regular physical activity can benefit people with dementia or mild cognitive impairment (henceforth people with cognitive impairment, PCI). Unfortunately, low levels of exercise adherence prevail in this population. Exergames offer an exciting exercise program alternative that may improve participation rates. However, limited research has been done examining the effectiveness of exergames in improving balance, movement confidence, and cognitive function among PCI. Objective: The aim of this study is to determine whether an exergames intervention delivered in a group setting impacts balance, movement confidence, and cognitive function among PCI. Methods: In this single group pretest-posttest study, 24 participants identified as PCI will participate in a 10-week group-based exergames intervention at three adult day programs. Balance, movement confidence, and cognitive function will be measured at pre- and post-intervention using the Mini-Balance Evaluation Systems Test (Mini-BEST), coded video recordings, and the Montreal Cognitive Assessment (MoCA). Pre- and post-test outcome measures will be compared using paired t-tests and an analysis of covariance (ANCOVA). Practice Implications: The results will indicate whether group-based exergames have a statistically significant effect on balance, movement confidence, and cognitive function among PCI. This study will also contribute to the evidence base for the potential use of exergames as an occupational therapy intervention to improve physical and cognitive functioning of PCI. Conclusions: Exergames may represent an alternative group exercise program that rehabilitation therapists may recommend for PCI, that is engaging and also effective in improving physical and cognitive functioning. Keywords: Dementia, MCI, exergames, cognitive function, balance, movement confidence

**Key words:** Dementia, Technology

**Experience level:** Beginner

Friday, May 8 15:15-15:40 Zoom room 4

**S14 Work environment factors for mental health promotion and rehabilitation**

Poster presentation | Adult General | Primary care/population health

Ian Lewis (CBI Health Group, Regina) [ian.lewis.ot@gmail.com](mailto:ian.lewis.ot@gmail.com)

Introduction: Canadians spend a significant amount of time working. The work environment is an important component of mental health. The psychosocial safety climate framework (Dollard & Bakker, 2010), Job Demands Resources Model (Bakker & Demerouti, 2007) and the National Standard of Canada for Psychological Health and Safety in the Workplace (CSA Group & BNQ, 2015), and other tools can be applied by Occupational Therapists in primary, secondary, and tertiary level interventions to improve citizens' health. Objectives: for Occupational Therapists to: better understand pertinent workplace psychosocial factors influencing mental health of workers; organize and execute evidence-based workplace and individual-level interventions for better workplace mental health; and advocate and educate others in workplace mental health to create better workplaces for all. Methods: The poster presentation will link theoretical frameworks from a literature review, Canadian policy recommendations, and anecdotal personal practice experience in this area to demonstrate how workplace psychosocial factors positively and negatively affect mental health and ultimately occupational performance. Results: The practice implication of poster viewers' improved awareness of validated theoretical models and recommended standards is more effective interventions for organizations and individuals. Conclusion: A psychologically safe work environment sets the stage for

our best performance. An understanding of those environmental components and their relationship to individuals provides Occupational Therapists sharper and more specialized tools in their toolkit.

**Key words:** Mental health, Models

**Experience level:** Intermediate

Friday, May 8 15:15-16:25 Zoom room 5

**F71 CORECOM – One Competency Document for Occupational Therapists in Canada | CANCOM - Un document de compétences unique pour les ergothérapeutes au Canada**

**Extended discussion**

Eva Schausberger, Guy Fortier (CamProf team)

Look into the future and help to shape it, at the CORECOM session.

The CORECOM project started in March 2019 and will finish in March 2021. The consultants, CamProf Inc, will present this consultation session as part of the preparation for the Validation Survey of all occupational therapists in May and early June.

CORECOM is a national collaborative initiative to develop a single competency document that will outline entry to practice competencies and describe competencies used throughout occupational therapy practice. It will include competencies implementing the Truth & Reconciliation Commission's recommendations.

This bilingual session will present the draft competencies and enable participants to discuss and study them and provide constructive feedback. The feedback will be used to prepare the Validation Edition of the CORECOM Competencies, which will be sent to all registered occupational therapists during the Validation Survey.

CORECOM is led by:

- Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO)
- Association of Canadian Occupational Therapy University Programs (ACOTUP)
- Canadian Association of Occupational Therapists (CAOT)

The project is funded in part by the Government of Canada's Foreign Credential Recognition Program.

Regardez vers l'avenir et contribuez à le façonner, lors de la session de CANCOM.

Le projet CANCOM a débuté en mars 2019 et s'achèvera en mars 2021. La firme de consultants, CamProf Inc, présentera cette session de consultation dans le cadre de la préparation de l'enquête de validation de tous les ergothérapeutes, prévu en mai et début juin.

CANCOM est une initiative de collaboration nationale visant à élaborer un document de compétences unique qui décrira les compétences d'entrée à la pratique et décrira les compétences utilisées tout au long de la pratique de l'ergothérapie. Il inclura des compétences mettant en œuvre les recommandations de la Commission Vérité et Réconciliation.

Cette session bilingue présentera le projet de compétences et permettra aux participants d'en discuter et de l'étudier et de fournir des commentaires constructifs. Ces commentaires seront utilisés pour préparer l'édition de validation des compétences CANCOM, qui sera envoyée à tous les ergothérapeutes inscrits lors de l'enquête de validation.

CANCOM est dirigé par :

- Association canadienne des organismes de réglementation en ergothérapie (ACORE)
- Association canadienne des programmes universitaires en ergothérapie (ACPUE)
- Association canadienne des ergothérapeutes (ACE)

Le projet est financé en partie Programme de reconnaissance des titres de compétences étrangers du gouvernement du Canada

Saturday, May 9 09:00-09:25 Zoom room 1

### **T35 Impact of parent education workshops on parental sense of competence**

Poster presentation | Adult General | Education

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**Introduction.** Parents of children with sensory processing differences (SPDs) experience decreased levels of parental sense of competence (PSOC). Occupational therapy (OT)-led parent education workshops (PEWs) have been found to increase PSOC in parents of children with a formal Autism Spectrum Disorder (ASD) diagnosis. However, research is limited on how these services affect PSOC in parents of children with SPDs who are still on the waitlist to receive a neurodevelopmental assessment. **Objectives.** The objectives of this pilot randomized waitlist control trial are to evaluate the impact of an OT-led PEW on the PSOC in parents of children experiencing SPDs who are on the neurodevelopmental assessment waitlist and to obtain a subjective evaluation of the content of this PEW from the parents' perspectives. **Methods.** Parents will be recruited from a neurodevelopmental assessment waitlist and randomly selected to attend one of two identical workshops, dating two weeks apart. The PSOC scale, along with demographic and follow-up questionnaires will be administered to parents pre- and post-workshop attendance. Descriptive statistics, an independent sample t-test, a two-way Analysis of Variance (ANOVA) and a content analysis will be used to analyze the quantitative and qualitative data. **Practice Implications.** Findings from this study may provide evidence to support the need for PEWs in improving PSOC in parents of children on the neurodevelopmental assessment waitlist. **Conclusion.** Information garnered from this study may inform health care funding resources about the demand for OTs to address the current gap in care for parents of children on the neurodevelopmental assessment waitlist.

**Key words:** Evaluation, Teaching/education

**Experience level:** Beginner

Saturday, May 9 09:00-09:25 Zoom room 3

### **S4 Impact of active rehabilitation on mood in youth with concussion**

Paper presentation | Child/Adolescent General | Mental health

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**Introduction.** Approximately thirty percent of youth with concussion experience persistent symptoms beyond one-month post injury that can result in difficulties re-engaging in usual activities. Research suggests that active rehabilitation approaches may be associated with symptom (e.g. headache, fatigue) reduction in these youth. However, little is known about the effects of active rehabilitation programs on mood of children and adolescents with persistent concussion symptoms. **Objectives.** To explore changes in mood in youth with persistent post-concussion symptoms following participation in a six-week active rehabilitation program. **Methods.** Using a pre-post study design, participants recovering from concussion (N=40; 65% females, M = 14.62 years) completed a six week individualized active rehabilitation program consisting of low intensity aerobic exercise, sport specific drills, relaxation exercises and comprehensive education and support. Participants and their parents completed mood related measures pre and post intervention to assess participant's mood. Outcome measures included the Beck Youth Inventories (adolescents) and the Child Behavior Checklist (parents). Data were analyzed using descriptive statistics and linear regressions. **Results.** Significant improvements in mood were found specific to anger and anxiety post intervention, with anger reduction being more pronounced in girls. **Conclusions.** Active rehabilitation interventions may have positive effects on mood in youth recovering from concussion. Occupational therapists may wish to consider addressing anxiety and anger management strategies as part of holistic concussion management in youth.

**Key words:** Brain injury, Mental health

**Experience level:** Beginner

Saturday, May 9 09:00-09:25 Zoom room 5

### **S7 The Canadian Occupational Performance Measure in India: A critical exploration**

Paper presentation | Community/population | General/professional issues

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**Rationale:** In many parts of the world there is interest in supporting the occupational engagement and rights of individuals and collectives. However, there is a paucity of culturally and contextually relevant assessments for use in global settings, as most existing tools have been developed in the Western world with middle-class clients in mind. Tensions arise when occupational therapists seek to address local needs in non-Western settings using Western tools. This issue arose in an Indian non-governmental organization seeking to enhance family-centred practice in their early intervention program for children by using the Canadian Occupational Performance Measure (COPM). **Objectives:** This paper will critically examine how to support organizational needs in the absence of locally relevant tools. **Approach:** This paper presents a case study exploring the opportunities and challenges presented by use of the COPM within this organization. A critical lens addressing best practices for ethical global engagement was

employed to support analysis. Practice Implications: There were numerous challenges in using the COPM within this context, associated with translation, socio-economic and educational client backgrounds, assumptions of Western cultural norms, required training and human resource allocation. However, it supported the organization's newfound focus on initiating family-centred practice by increasing understanding amongst rehabilitation service providers and caregivers, and supporting the organization's advocacy for program expansion and funding access. Conclusions: Critical reflexivity supports identification of issues inherent in transplanting Western assessments to non-Western settings. Sometimes the use of imperfect tools is necessary to support current needs while looking toward better alternatives in future.

**Key words:** Assessments, Community development

**Experience level:** Intermediate

Saturday, May 9 09:30-09:55 Zoom room 1

### **T7 Joint attention in a child With Autism Spectrum Disorder**

Poster presentation | Child/Adolescent General | General/professional issues

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Background: Deficits in joint attention (JA) are commonly seen in children with autism spectrum disorder (ASD). Research examining JA in ASD commonly uses two broad strategies to cue for JA and measure its demonstration, prioritizing either ecological validity or gaze measurement accuracy while sacrificing the other. Objective: This case study trials a method of measuring JA in a child with ASD that maintains both accurate gaze measurement and ecological validity. Methods: This case study used a novel approach to measure JA in a child with ASD. Mobile eye-trackers were worn by the child and therapists during a developmentally-appropriate tabletop activity. Interactive behaviours, eye movement data and regions of shared interest were analyzed. Results: The methods detected differences in gaze use and interactive behaviors between two occupational therapists working with the same child, and within the same child when working with each of the therapists. Conclusions: The presented methodology maintains both ecological validity and measurement accuracy in a study of JA in a child with ASD. This methodology can be adapted to larger scale studies.

**Key words:** Autism, Technology

**Experience level:** Intermediate

Saturday, May 9 09:30-09:55 Zoom room 3

### **S16 Occupational therapists' reasoning when implementing interventions targeting generalization of skills**

Paper presentation | Adult General | Rehabilitation

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Generalization and transfer of learning is an important goal of cognitive rehabilitation[1-3], but it is challenging to achieve and it has been identified as an area for practice improvement[4]. Several intervention principles may promote generalization and transfer: selecting meaningful goals, using cognitive strategies, using guided discovery, adapting environment and grading/varying tasks, involving family/staff, and training generalization during therapies[1-3]. However, little is known about the actual implementation of these practices, as well as the occupational therapists (OTs)' reasoning while implementing them with clients with cognitive difficulties post-acquired brain injury. Objective: To explore OTs' clinical reasoning while implementing practices to promote generalization and transfer of skills. Methods: Clinical reasoning was explored with four OTs who participated to a knowledge translation intervention consisting of provision of learning tools and an interactive workshop. Clinical reasoning was documented through semi-structured interviews using chart simulated recall methodology (3 months post-intervention) and a focus group (6 months). Transcribed verbatim were analyzed using the Framework method[5-6]. Results: Clinicians reported varying levels of perceived use of the interventions components. The selection and adaptation of these client-centered interventions were described as a complex and interactive process that evolved as clinicians were experimenting them. Reasoning was influenced by various factors related to clients (occupational problems/goals, motivation, learning); clinicians (self-efficacy, prior experiences/practices/knowledge); family environment (collaboration) and practice context (inter-professional collaboration, organizational constraints). Conclusions: Multiple factors related to clinicians, clients, and context influence reasoning when using practices to promote generalization and need to be considered to foster best practice implementation.

**Key words:** Clinical reasoning, Evidence-based practice

**Experience level:** Intermediate

Saturday, May 9 09:30-09:55 Zoom room 5

**S20 Occupational justice in direct-funded attendant services: strengths and challenges**

Paper presentation | Community/population | Advocacy /policy development

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Introduction: Efforts to promote occupational justice have the potential to effect social change (Wilcock & Townsend, 2000; Hocking, 2017). Analysis of situations that illustrate structural, political, economic, social, and cultural factors that promote or impede participation in meaningful occupations is instrumental in furthering theoretical development and understandings of occupational justice (Durocher, Gibson & Rappolt, 2013). Objectives: In this paper we critically examine occupations related to the organization and management of direct-funded attendant services for adults with physical disabilities through an occupational justice lens. Methods: We report on a reflexive ethnographic study (Ellis & Bochner, 2003; Lather, 2001a; 2001b) informed by critical feminist (Kittay, 1999) and critical disability (Morris, 1992) theory. In-depth interviews were conducted with 19 participants involved with one direct-funding program as 'self-managers' (11), attendants (3), program administrators (3), and family members (2), and relevant policy documents were analyzed. Results: The analysis suggests that direct funding promotes occupational engagement by providing needed supports to participate in meaningful occupations. At the same time, occupational engagement was constrained at individual and

group levels by criterion that conditioned access to limited resources. Conclusions: This research illuminates the complexity of occupational justice as a dynamic concept that may be simultaneously promoted and challenged within a given context. The study highlights an important role for occupational therapists to consider risks and benefits associated with direct funding options, as well as opportunities for occupational therapists to advocate for the development and implementation of programs that cohere with principles of occupational justice.

**Key words:** Occupational justice, Occupational science

**Experience level:** Beginner

Saturday, May 9 10:00-10:25 Zoom room 1

**S27 Do measures for children and youth with autism assess occupation?**

Paper presentation | Child/Adolescent General | General/professional issues

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Introduction: Occupations grow in complexity with age, and restricted engagement in occupation is a quality of life-related risk factor in children and youth with autism spectrum disorder (ASD). While occupational performance measures are available, abundant information in the literature, paired with clinicians' limited time in keeping up to date with research, highlight the need to generate a summary guide for assessing occupations in this population. Moreover, several investigations have aimed to improve the usability of ASD instruments, yet none explicitly focus on presenting occupation-based measures. Objectives: The purpose of this cross-sectional design is to describe occupational performance assessments for children and youth with ASD, and categorize them according to self-care, productivity, leisure, safety and non-occupation domains. Methods: Using an in-depth literature review stemming from a pre-defined procedure, which started with 831 peer-reviewed manuscripts, 27 relevant publications were selected and analysed. The principal investigator categorized each measure found in these texts, and all three authors validated their categorization. Results: To date, results suggest that there are significantly more component-based assessments than occupation-based assessments, which may limit measuring occupation specifically, leaving gaps in evidence-based practice. Conclusion: Occupational performance assessment methods should be purposefully selected, while considering all childhood occupations, and the unique and complementary clinical contribution of occupational therapy. Our hope is that this paper facilitates therapists' clinical decision making when choosing assessments, in order to foster meaningful practice when working with children and youth who have ASD.

**Key words:** Assessments, Autism

**Experience level:** Advanced

Saturday, May 9 10:00-10:25 Zoom room 3

**S30 Improving mental health care for adults with intellectual/developmental disabilities**

Paper presentation | Adult General | Mental health

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Introduction: Almost 50% of adults with intellectual/developmental disabilities (IDD) in Ontario live with a mental illness, and there is a pressing need for appropriate and accessible mental health care for this group.(1) Occupational therapists have an important role in supporting the mental health of adults with IDD; however, they are among many professionals that receive limited training in this area and often do not have access to specialist services.(2) Objectives: This presentation will 1) describe an innovative initiative in Ontario to improve mental health care for adults with IDD; and 2) describe the unique contribution of occupational therapists in the development and delivery of this program. Approach: The Extension for Community Healthcare Outcomes (ECHO) Ontario Mental Health - Adults with IDD program is a tele-mentoring initiative that virtually connects an interprofessional team of specialists at a centre for addiction and mental health and X Place with a diverse community of professionals to share knowledge, learn best practices and discuss complex client cases. The model has been successfully developed for other health conditions and is currently being delivered world-wide.(3) Practice Implications: The program is a unique opportunity for occupational therapists to increase their competency in providing high-quality mental health care for adults with IDD. It can also increase supports for occupational therapists practicing in rural or remote areas with limited access to specialist services. Conclusions: The program addresses a critical need for mental health training and support to improve health care for adults with IDD.

**Key words:** Mental health,Teaching/education

**Experience level:** Beginner

Saturday, May 9 10:00-10:25 Zoom room 5

**F80 Evaluating infant sleep challenges from a developmental and physiological perspective**

Poster presentation | Child/Adolescent General | Education

Heather Boyd (Heather Boyd Occupational Therapy | Fontheil) heather@heatherboyd.ca

Introduction: Infant sleep is a primary concern for new parents. Exhausted parents often seek out “sleep trainers” who focus on changing infant behaviour to yield more sleep for families. However, attachment theory, neurodevelopment, sensory regulation, and respiratory/medical issues are often under-acknowledged and under-addressed, resulting in missed opportunities to support sleep development. OTs who work with babies and young children are in a unique position to educate parents about attachment and sleep development and to identify physical and physiological barriers to sleep. Objectives: To identify common emotional, neurodevelopmental and physiological processes that impact infant sleep. To review the evidence for assessment and treatments to address barriers to sleep development. Approach: Literature and clinical evidence of socio-emotional development, neurodevelopment and physiological factors impacting sleep are reviewed. Strategies for addressing these factors are explored. A framework is proposed to evaluate sleep development and to identify these factors, drawing on current infant and child sleep assessment tools. Practice Implications: OTs working with families of infants and young children have the opportunity to support sleep development and to identify likely barriers to sleep that warrant further intervention. Conclusions: Based on OT scope

of practice and models of practice, OTs have a valuable role in supporting infant sleep development through education, evidence and addressing barriers to sleep development.

**Key words:** Evidence-based practice, Theory

**Experience level:** Intermediate

Saturday, May 9 10:00-11:25 Zoom room 2

**S28 Questioning white supremacy in occupational therapy practice and education**

Hands-on presentation | Non-specific to Client Group | Education

Marie-Lyne Grenier (McGill University, Montreal) marie-lyne.grenier@mcgill.ca Hiba Zafran McGill University hiba.zafran@mcgill.ca

The presenters will use critical race theory as an analytic tool to examine how anti-Blackness, anti-Indigenous colonial relations, and orientalism have influenced and continue to influence occupational therapy practice and education in Canada. The presenters will demonstrate how cultural competency paradigms are logical products of (not responses to) institutionalized racism that function as tools in the reproduction of white supremacy and racism in the occupational therapy profession. The presenters will challenge the ongoing use of cultural competency paradigms and propose a radical shift toward critical and structural frameworks. Participants will have the opportunity to practice unpacking the potentially oppressive ideologies imbedded within a chosen OT assessment, determine populations for whom this assessments may not be appropriate, and brainstorm alternatives for culturally safer occupational therapy assessment practices.

**Key words:** Assessments, Occupational justice

**Experience level:** Beginner

Saturday, May 9 10:30-10:55 Zoom room 1

**S41 Relaxed, recharged and ready: A co-designed tool for arousal regulation**

Paper presentation | Child/Adolescent General | Participation and inclusion

Christie Welch (University of Toronto | Toronto) christie.welch@mail.utoronto.ca, Melanie Penner Bloorview Research Institute mpenner@hollandbloorview.ca,

Introduction: Autistic self-advocates are requesting a shift in the foci of research and support toward issues that they identify as high-priority daily challenges (Pellicano, Dinsmore & Charman, 2014). One such issue is arousal regulation, which despite frequent discussion in the popular and social media that is generated by and for autistic people (Welch, 2019), is essentially absent from the academic literature and from clinical focus. Objectives: This study aims to promote fuller understanding of arousal regulation issues as described by autistic people and to develop a self-management tool for autistic people who wish to better understand and manage arousal regulation in their daily lives. Methods: Applying a co-design approach, we will capitalize on the knowledge and creativity of stakeholders who identify as autistic adults, autistic children, parents and clinicians. We will employ the common elements of design practices as conceptualized by Zamenopoulos and Alexiou (2018): framing problems, provoking inspiration, finding patterns, generating ideas and making ideas tangible by creating prototypes. Analytic methods will follow principles of design analysis which is inherently collaborative and iterative. Practice implications: By focusing on a concern identified and defined by autistic people, and by eliciting and synthesizing multiple types of knowledge, this work will lead to an intervention that

is helpful, palatable and feasible to autistic people and their allies. Conclusions: This study adds to a small but growing body of work that demonstrates the necessity and feasibility of autistic insider perspective informing academic and clinical thinking.

**Key words:** Autism, Community care

**Experience level:** Advanced

Saturday, May 9 10:30-10:55 Zoom room 3

### **S43 Development of an outcome measure of function for young people**

Paper presentation | Adult General | Mental health

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Introduction: In Canada, the prevalence of mental health challenges is highest in young people aged 15-24. Mental health challenges frequently cause marked functional impairment. Despite this, we are unaware of any existing conceptualization and/or measures of function that have been developed from the perspective of young people. Objective: To develop a conceptual and measurement model, including a preliminary set of items, for an outcome measure of function for young adults. Methods: After conducting three focus groups to conceptualize function (phase 1), we co-developed a set of items with youth (n=4) to capture the full range of function (phase 2). In phase 3, young people (n=12), accessing mental health services, completed workbooks and participated in focus groups to evaluate whether items were clear and captured function. We transcribed and compiled data to eliminate, refine and generate new items. We held a subsequent cognitive debriefing session (phase 4) with two youth to validate the changes made to the item pool. Results: After developing and refining a conceptual model (phase 1), we developed an initial candidate pool of 84 items (phase 2). After phases 3 and 4, we eliminated 38 items, revised 16 items, and generated 4 new items (50 items ready for future psychometric testing). Conclusion: Occupational therapy is a client-centred profession at the forefront of including stakeholders in innovation. This youth-centred conceptualization of function and item bank has the potential to advance science in the field and operationalize the priorities of young people in practice and policy.

**Key words:** Assessments, Mental health

**Experience level:** Beginner

Saturday, May 9 10:30-10:55 Zoom room 5

### **S45 Promoting physical activity in the community to manage cognitive impairment**

Paper presentation | Older Adult General | Rehabilitation

Brydne Edwards (VHA Home Healthcare | Toronto) brydne.ot@gmail.com, Arlinda Ruco, Sandra McKay

Rationale: Physical activity (PA) is a safe and evidence-based disease-management strategy for older adults with cognitive impairments living at home. However, there is limited evidence to suggest that physical activity recommendations are provided to older adults with cognitive impairment when they receive home care. Objectives: This paper presentation will focus on the implementation and design of a quality improvement project, aimed to promote physical activity as a disease management strategy for

older adults with cognitive impairment living in the community. Method: A needs assessment was completed to inform the development an education plan to increase occupational therapists and physiotherapists' expertise in physical activity recommendations for adults with cognitive impairment living at home. The education plan included online videos, client handouts and in-person, inter-professional education sessions. Clinicians received a pre-post survey to evaluate the effectiveness of these education components. Results: Clinicians reported an increase in knowledge and comfort regarding physical activity recommendations, with occupational therapists and physiotherapists showing an increase in clinical knowledge. Conclusions: Involving stakeholders in the education design process helps to ensure that education is relevant and accessible to clinicians working in home care. Several sustainability strategies have been adopted. These include uptake into an Activation Program at VHA Home Healthcare, embedding physical activity into VHA's electronic clinician assessment, and posting an online video for caregivers. These strategies continue to support occupational therapists and physiotherapists in making client-centred and evidence-based recommendations that help older adults manage cognitive impairment at home.

**Key words:** Dementia, Evidence-based practice

**Experience level:** Intermediate

Saturday, May 9 11:00-11:25 Zoom room 1

**F20 Le contexte agricole communautaire : une ressource potentielle pour l'ergothérapie**

Poster presentation | Community/population | Participation and inclusion

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Introduction. Le rétablissement des personnes présentant une problématique de santé mentale est perturbé par une forte stigmatisation. Ce phénomène a des répercussions négatives sur leur estime de soi, intensifiant leur isolement social. Puisqu'un environnement inclusif est favorable à la santé mentale, il devient intéressant d'explorer un milieu de ce genre au Québec, soit les ressources à vocation communautaire en milieu agricole (RVCA). Objectifs. Cette étude a pour but 1) de comprendre l'opérationnalisation des RVCA au Québec et 2) d'explorer les retombées de la fréquentation de telles ressources sur la participation occupationnelle des personnes ayant une problématique de santé mentale. Méthode. Une étude phénoménologique descriptive a été réalisée. Les participants ont été sélectionnés par choix raisonné et par convenance. Une visite des RVCA ainsi que des entrevues semi-dirigées ont été administrées. Enfin, une analyse de contenu a permis l'émergence de différentes thématiques. Résultats. Trois questionnaires et cinq travailleurs de deux RVCA ont participé à ce projet. Pour le premier objectif de recherche, les organisations étudiées montrent que leur fonctionnement diffère selon leur type d'exploitation, leurs missions et le choix des acteurs impliqués. Quant au second, les utilisateurs des ressources, différents changements sur le plan personnel ainsi qu'occupationnel sont notés. Conclusion. Les interventions menées en milieu écologique montrent d'intéressantes retombées sur la santé mentale. D'autres études doivent être réalisées avant de se prononcer sur le réel potentiel des RVCA pour les personnes ayant une problématique de santé mentale. L'implication des ergothérapeutes dans ces ressources pourrait accroître les retombées.

**Key words:** Community development, Mental health

**Experience level:** Beginner

Saturday, May 9 11:00-11:25 Zoom room 3

**S53 Financial incentives for employers to hire people with disabilities**

Paper presentation | Adult General | Advocacy /policy development

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Introduction: Financial incentives for employers are widely used to address low employment among people with disabilities. However, there has been little research examining how and when they work to improve employment opportunities, and little documentation on their current use and availability in Canada. Understanding the use of financial incentives for employers is critical for occupational therapists who support people with disabilities as they pursue employment goals. Objectives: The purpose of this study is to map the availability and use of financial incentives for employers in Canada and document the experiences of employers, people with disabilities, and service providers. Methods: Within a partnership made up of researchers, practitioners, people with disabilities, and employers, we completed an environmental scan of financial incentives for employers in Canada through key informant interviews. Interviews focused on how financial incentives are used to identify opportunities, successes, risks and challenges that can impact employment opportunities for people with disabilities. Results: The findings highlight the diverse ways in which financial incentives are being used and documents conflicting perspectives on their merit. The findings highlight the critical role of job matching, job carving, job coaching, employer education, and wrap-around supports as mechanisms for improving employment opportunities for people with disabilities. Ongoing challenges include transportation, underemployment and the restrictions caused by disability benefits. Conclusion: This study contributes to our understanding of how and when financial incentives improve employment opportunities. Occupational therapists should use these findings to ensure that their clients are accessing evidence-based employment supports for people with disabilities.

**Key words:** Advocacy,Evaluation

**Experience level:** Beginner,Intermediate,Advanced

Saturday, May 9 11:00-11:25 Zoom room 5

**S55 Occupational therapy vision screening for concussion: A pilot study**

Paper presentation | Non-specific to Client Group | Rehabilitation

Stephanie Schurr (St. Joseph's Care Group | Thunder Bay) schurrs@tbh.net

Introduction: Disruptions in the visual system associated with mild traumatic brain injury or concussion have the potential to interfere with all aspects of human occupation, but the prevalence of vision signs and symptoms in this population compared to individuals without concussion has not been well studied. Objectives: Compare the prevalence of vision symptoms between individuals with and without concussion; explore relationship between symptoms and self-ratings of occupational performance. Methods: A vision screening battery and occupational performance assessment were administered on 20 patients with and 19 patients without concussion at a sports medicine clinic. A sub-sample of 8 participants with concussion also underwent a diagnostic optometric assessment to validate these results. Independent sample t-tests and chi square analyses were conducted to compare mean scores as

well as percentages of patients exceeding established cut-offs on the screening measures. Results: Significant differences were found between individuals with and without concussion on assessments of convergence, positive fusional vergence, and self-reported number and severity of vision symptoms. Individuals scoring above cutoffs on two or more measures also reported poorer performance and satisfaction with valued occupations. Conclusion: Individuals with concussion have a higher rate of certain visual symptoms than individuals without concussion and are more likely to exhibit two or more vision signs or symptoms. Having two or more vision signs and symptoms is also associated with reduced occupational performance and satisfaction. Occupational therapists therefore have a role in helping to identify individuals whose performance could be improved with access to specialized optometric assessment and care.

**Key words:** Assessments, Interprofessional

**Experience level:** Intermediate

Saturday, May 9 11:30-11:55 Zoom room 1

### T63 Les chutes à domicile: l'incontinence urinaire a-t-elle un impact?

Poster presentation | Older Adult General | Environment

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Introduction. Dans une optique de prévention et de maintien à domicile, il est essentiel de repérer les indicateurs de risques de chutes chez les femmes âgées incontinentes, puisque ce risque est plus élevé chez cette population principalement lors des déplacements nocturnes (aller à la toilette) (Gale, Westbury, Cooper, & Dennison, 2018). En effet, le risque de chute chez les femmes incontinentes est de 29% comparativement à 20% chez les femmes continentes (Chiarelli, Mackenzie, & Osmotherly, 2009). Objectifs. Le but de cette étude est d'identifier et de comparer les indicateurs de risques de chutes chez les femmes âgées incontinentes et continentes dans le contexte du domicile. Méthodes. Lors d'une étude de cas multiples (Yin, 2016), les déplacements de six femmes ( $\geq 65$  ans; 3 continentes, 3 incontinentes) pendant sept nuits consécutives ont été filmés grâce à une vidéosurveillance programmable. Lors du visionnement des bandes vidéo, une grille d'analyse basée sur le cadre conceptuel explicatif de la relation personne-environnement, le Modèle de compétence (Rousseau, 2017), a été complétée par deux évaluateurs, qualitativement, afin d'identifier et de comparer les indicateurs. Résultats. Les femmes incontinentes présentent davantage d'indicateurs de risques de chutes exacerbant ce risque à domicile. Bien que ces indicateurs soient principalement liés aux caractéristiques de la personne, l'environnement et l'interaction personne-environnement sont impliqués, d'où la nécessité de l'intervention ergothérapeutique. Conclusion: Pour prévenir le risque de chute à domicile, il est primordial que les professionnels de la santé, notamment les ergothérapeutes, soient en mesure de reconnaître ces indicateurs.

**Key words:** Falls, Technology

**Experience level:** Beginner

Saturday, May 9 11:30-11:55 Zoom room 2

**S63 The National Inquiry into MMIWG Calls for Justice: Imperatives for occupational therapy**

Paper presentation | Community/population | Advocacy /policy development

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Rationale: The National Inquiry into Missing and Murdered Indigenous Women and Girls (NIMMIWG) produced their final report this year, including Calls for Justice. These calls are legal imperatives that focus on actions to support Indigenous rights and self-determination. As these include calls for health and wellness service providers, it behooves occupational therapists to respond. Opportunities are needed for occupational therapists to learn about the report and discuss individual and profession-level responses. Objectives: Facilitate learning about and engagement with the NIMMIWG Calls for Justice. Explore needs and avenues for action in education, policy and practice, including participation in the National Action Plan recommended by NIMMIWG. Approach: Following a presentation about NIMMIWG by a non-legal advocate with Party With Standing in NI MMIWG2S LGBTQIIA, presenters will discuss actions that can be taken by individuals and the profession more broadly, inviting delegates to reflect on their own practice. Practice implications: Responses to the Calls for Justice may include practices that support cultural safety, trauma-informed practice and Indigenous rights; considerations for professional education and regulatory bodies; and advocacy work and relationship development with grassroots and government organizations, such as Family Information Liaison Units. Conclusions: Through improved understanding of the Calls for Justice and how these apply to occupational therapy, occupational therapists can contribute to supporting Indigenous access to rights and self-determination.

**Key words:** Advocacy,Occupational justice

**Experience level:** Beginner

Saturday, May 9 11:30-11:55 Zoom room 3

**T77 Reducing post-secondary student stress in an occupational calm room**

Poster presentation | Adult General | Mental health

Hope Moore (University of Alberta) amoores@ualberta.ca, Brendan Concannon, Lara Oberg, Miranda Lisowski, Katie Scoffield, Ciara McDaniel, Rachel Taylor, Shaniff Esmail

Introduction: Health Science post-secondary students experience intense levels of program-related stress. Academic stress may result in unhealthy outcomes such as behavioural health issues and negatively impacts students' GPA, productivity, and time spent in the labour force (Eisenberg et al., 2009). To reduce program related stress, we designed the Calm Room by combining aesthetic, activity, and sensory elements. We accomplished this by incorporating nature themes such as earthy tones and soft incandescent lights. We stocked hands-on activities to promote activity. And we arranged comfortable furniture to facilitate both individual and social environments. Objectives: 1.) Design and develop a student-led Calm Room to promote mental health through activity. 2.) Promote engaging activities that allow students to manage stress. 3.) Implement psychometric stress surveys to determine Calm Room efficacy and collect student characteristics to aid in the interpretation of results. Methods: We administered a descriptive cross-sectional survey before and after students spent time in the Calm Room to determine the difference in pre/post stress levels. The Perceived Stress Scale allowed us to

obtain a comprehensive view of participants' long term anxiety within the last month. Results: Through the use of activity, our preliminary results indicate a reduction of participant stress and anxiety by approximately 20%. Conclusion: We expect this reduction in stress to be applicable to university disciplines beyond that of Health Sciences in addition to providing lasting effects on student mental wellness.

**Key words:** Mental health, School health

**Experience level:** Beginner

Saturday, May 9 13:00-14:30 Zoom room 1

**Indigenous health in the time of COVID: Implications for occupational therapy**

### **Sponsored session**

Angie Phenix, Kaarina Valavaara, Janna MacLachlan and Stephanie Nixon

Amid the ongoing global COVID-19 pandemic, occupational therapists have the resources and opportunity to better position themselves as allies to Indigenous Peoples. Colonial policies and systemic racism have produced many inequities, including but not limited to communities with lower access to resources (e.g., clean water and housing) and populations with poorer health outcomes (e.g., higher rates of chronic disease and disability). These factors make Indigenous communities especially vulnerable to the spread and mortality of COVID-19.

Join us for a nationwide discussion about health equity, Indigenous health and the role of occupational therapy through this pandemic. This will be a forum to share your thoughts about how occupational therapists can act in solidarity with Indigenous communities, both in terms of responding to the ongoing crisis, as well as what must be done going forward in support of Indigenous self-determination and rights.

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## **Pre-recorded sessions | Sessions préenregistrées**

Pre-recorded

**F69 Home modification projects: Seize opportunities and mitigate risks**

**Hands-on presentation**

Marnie Courage [marnie@enablingaccess.ca](mailto:marnie@enablingaccess.ca) Lesya Dyk [lesya@ldot.ca](mailto:lesya@ldot.ca)

Accessible home environments support safe aging in place and engagement in meaningful occupations for people living with varying degrees of ability. Occupational therapists (OTs) bring invaluable expertise to home modification projects. They are, however, to a great extent dependent on the expertise and professionalism of other team members such as home contractors and architects for the optimal implementation of their recommendations.

This interactive session will highlight the various opportunities that exist for OTs in this field, as well as strategies to mitigate risk related to home modification projects. Two occupational therapists with extensive experience in the area of home modification and one expert in professional liability insurance

will offer their expertise in this session, and participants will have ample opportunity for questions and to interact with the presenters.

Pre-recorded

### **T3 Participation-focused interventions in stroke rehabilitation: theoretical bases and elements**

Paper presentation | Adult General | Rehabilitation

Mary Egan (University of Ottawa | Ottawa) megan@uottawa.ca, Dorothy Kessler Queens University dk75@queensu.ca, Nalia Gurgel University of Ottawa ngurg011@uottawa.ca, Anchal Chopra University of Ottawa achop079@uottawa.ca, Patrick Duong University of Ottawa pduong@uottawa.ca, Elizabeth Linkewich, Sara McEwen, Lindsey Sikora, Phyllis Montgomery

Introduction: Stroke rehabilitation interventions are categorized as those that aim to correct impairment and those that aim to improve participation. Impairment-focused interventions are generally based on motor-learning theory, and target normalization of body structures and function. Participation-focused interventions are more diverse. Reference is often made to promotion of metacognition and self-management, but cursory examination reveals diverse elements and approaches. Objective: The objective of this study is to present identify named participation-focused interventions, describe their underlying theories and elements. Methods: Scoping review of interventions using metacognitive or self-management approaches with the goal of improving participation among adults who have experienced stroke using Johanna Briggs guidelines for searching and selecting publications for review. Text will be extracted from the introduction and discussion to determine explicit and implicit theory. Elements of the intervention (such as goal setting, strategy development) and outcomes measured will be noted, to further elicit hypothesized mechanisms of action. Results: Over 3880 abstracts and over 200 full-text publications were reviewed. Over 20 named interventions were identified and described in approximately 50 publications. We are currently in the process of extracting and analyzing data, and results will be available for the conference. These results will be in the form of a detailed catalog of participation-focused interventions, their underlying theories and elements. Conclusions: Stroke rehabilitation guidelines specifically name impairment-focused interventions but not participation-focused interventions, rendering these invisible. Our catalog of these interventions will make it easier to select, utilize and advance the science of these interventions to enable occupational performance and engagement.

**Key words:** Stroke

**Experience level:** Beginner,Intermediate,Advanced

Pre-recorded

### **S3 Community-based stroke rehabilitation: What characteristics do exemplary programs share?**

Paper presentation | Adult General | Rehabilitation

Mary Egan (University of Ottawa | Ottawa) megan@uottawa.ca, Debbie Rudman Western University drudman@uwo.ca, Monique Lanoix St Paul University mlanoix@ustpaul.ca, Matthew Meyer, Beth Linkewich, Phyllis Montgomery, Susan Fearn, Beth Donnelly, Shauna Daly, Sylvia Quant

Introduction: Exemplary post discharge stroke rehabilitation is generally characterized as client-centred, with the ultimate goal of helping people return to valued activities and social roles. However, the implicit biomedical focus of best practice guidelines tends to result in recommendations for

standardized, impairment-focused procedures. Objectives: In-depth examination of exemplary programs to determine characteristics of exemplary post discharge community-based rehabilitation. Methods: We carried out a multiple case study. Regional stroke networks in four areas of a province identified exemplary post discharge programs. We examined program documents, interviewed patients, providers and administrators and reviewed health records. Results: The four programs included a home-based program, a clinic-based program, a clinic-based program with a stroke navigator and a hybrid home and clinic program. While the programs varied considerably in resources and methods, each provided or helped patients access, comprehensive services. The care provided by each program was personalized and unhurried, with consistent attention to emotional needs by all providers. Providers and administrators found ways to fit or adapt best practice recommendations within their programs, but were clearly focused on ensuring additional considerations to ensure exemplary care. In only one case were these exemplary practice considerations supported by program documentation structures, rendering the sustainability of these exemplary characteristics somewhat vulnerable. Conclusions: Examination of four diverse exemplary post discharge community-based stroke rehabilitation services led to the identification of characteristics that are not yet included in best practice documents.

**Key words:** Stroke

**Experience level:** Beginner,Intermediate,Advanced

Pre-recorded

### **S31 Designing blended face-to-face/ computerized education programs for chronic disease self-management**

Paper presentation | Adult General | Primary care/population health

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Introduction: Chronic health conditions are among the leading cause of disability and healthcare utilization. Engaging individuals with chronic conditions in symptom self-management improves their self-efficacy and can be achieved using patient education strategies that blend face-to-face and computerized teaching approaches. However, a challenge exists in identifying best-practices for program design and delivery, given the breadth of interventions described in the literature. Objective: To explore: 1) the role played by face-to-face and computerized education programs within blended chronic disease symptom self-management education, and 2) factors that influence the effectiveness of such education programs. Methods: A critical interpretive synthesis was conducted using an iterative and reflective approach to reviewing literature describing blended education programs in chronic disease self-management. All aspects of the review process were completed in duplicate by independent investigators. Findings were synthesized using a conceptual mapping process. Results: Twelve articles were identified that focused on patients with diabetes, asthma, and chronic obstructive pulmonary disorder. Studies describe factors influencing the design and delivery of blended programs, focusing primarily on patient characteristics (such as disease prognosis, time since diagnosis, social determinants of health, health literacy, and proficiency with computerized technologies). Conclusion: Clinicians who are considering blending face-to-face and computerized approaches for self-management education should consider aligning three factors: 1) client characteristics (e.g., health condition,

sociodemographic characteristics, learning style), 2) perspectives in teaching and learning, and 3) the features of technology options.

**Key words:** Community care, Evidence-based practice

**Experience level:** Beginner, Intermediate, Advanced

Pre-recorded

**T91 SocialTechASD: Translating knowledge to promote children with Autism social skills**

Paper presentation | Child/Adolescent General | Rehabilitation

Yael Mayer (University of British Columbia | Vancouver) [yael.mayer@ubc.ca](mailto:yael.mayer@ubc.ca), Tal Jarus University of British Columbia, Parisa Ghanouni Dalhousie University, Ally Malinowski University of British Columbia, Jennifer Chen University of British Columbia,

**Rationale:** It has been widely reported that children with Autism have an affinity for technology. This affinity can be a benefit since technology can help the development of social skills. However, finding systematic knowledge of useful technology to promote the social skills of children with Autism can be difficult. **Objectives:** In this paper, we will present a knowledge translation initiative named SocialTechASD to promote parents' and clinicians' knowledge of ways that children with Autism can benefit from the use of technology. Using the knowledge to action process framework, we created materials aimed at enhancing the knowledge of parents and clinicians of children with Autism, on this topic. Within this paper, we will present the materials and interventions, the methodology used to evaluate its effectiveness, and the findings from this study. **Methods:** To evaluate the impact of our knowledge translation strategy, we used a mixed-methods approach, including surveys and focus groups and interviews with 18 Knowledge brokers, 108 clinicians, and 64 parents. Interviews were analyzed using the Thematic Analysis approach. **Results:** Results of the study showed that parents and clinicians found the website as an effective and useful way to disseminate knowledge. **Conclusions:** It is important to find new ways to disseminate knowledge for parents and clinicians of children with Autism. Today, many technologies can enhance the social participation of children with Autism, but this knowledge does not always reach knowledge users. Initiatives like SocialTechASD can help in spreading valuable information to clients.

**Key words:** Autism, Technology

**Experience level:** Beginner

Pre-recorded

**S33 DCD Quality improvement initiative - Occupational Therapy Assessment Screening (QUOTAS)**

Paper presentation | Child/Adolescent General | Physical health

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**Introduction:** Despite its high prevalence of 5-6%, developmental coordination disorder (DCD) is under-recognized and under-diagnosed (Blank et al., 2019). To help bridge this gap, we established a DCD Clinic to facilitate diagnosis through assessment by a developmental pediatrician and occupational therapist. While this model has been very successful, high numbers of referrals have resulted in a long waitlist, prompting us to explore other avenues to diagnosis. **Objectives:** The DCD Quality Improvement Initiative

- Occupational Therapy Assessment Screening (DCD QUOTAS) aims to reduce the clinic waitlist and determine whether an alternative model of service could reduce wait-times. Methods: We invited 87 waitlisted families of children with suspected DCD (without other known co-occurring conditions) for an assessment by an occupational therapist, who then recommended either: (1) follow-up with their community pediatrician to confirm/rule-out diagnosis; or (2) remaining on the clinic waitlist to see the developmental pediatrician. Sixty-five children (75% of invited families) have participated in QUOTAS. Data analysis is underway. Descriptive statistics (mean, SD, range) will determine the effectiveness of this model in reducing overall wait-time for diagnosis (QUOTAS and clinic) and increasing the number of diagnoses made in the community, thus reducing the demand for specialized services. Results: We anticipate that occupational therapy screening will effectively triage referrals, resulting in reduced wait times and more timely diagnosis. Conclusions: Occupational therapists have a critical role in providing assessment data to facilitate a DCD diagnosis. Findings will help to determine if occupational therapy screening is effective in triaging referrals for DCD diagnostic pathways.

**Key words:** Assessments, Developmental coordination disorder

**Experience level:** Beginner, Intermediate, Advanced

Pre-recorded

### **S66 Evaluating usability and satisfaction of a comprehensive concussion website**

Paper presentation | Child/Adolescent General | Education

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Introduction: A concussion is a traumatic brain injury that can impact youth's occupations, such as school. A comprehensive concussion website, including practical resources, has been created to guide school personnel (teachers, administrators) in supporting students to return-to-school post-concussion. To ensure the website is user informed and user driven, it is important to evaluate the resource through user perspectives to inform further enhancement and enable implementation. Objectives: The primary objective is to determine usability, intended use, and satisfaction of the website from the user perspective. The secondary objective is to determine the users' perceived change in knowledge and confidence in concussion return-to-school protocols. Methods: All school personnel who attend the website training workshops will be invited to complete a survey. The survey sections include: demographics; website satisfaction and intended use (System Usability Scale); and, knowledge of and confidence in, concussion return-to-school protocols. Descriptive statistics and thematic analysis will be used. A change score will determine the perceived change in knowledge and confidence. Practice Implications: By educating school personnel on the website, it is predicted that the usability, intended use and satisfaction will be positively impacted. It is hypothesized that there will be an increase in perceived knowledge and confidence in return-to-school protocols, thus demonstrating the importance of education on the website. Conclusions: This study will inform future improvements to the website

and determine its usability in schools. The website can help school personnel enable their students to return to the things they need, want and love to do after a concussion.

**Key words:** Brain injury, School health

**Experience level:** Beginner

Pre-recorded

### **T6 Mapping the current landscape of teaching diversity in occupational therapy**

Paper presentation | Community/population | Education

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Introduction: Critical research in health professions education makes clear the role of educational institutions in perpetuating problematic discourses related to diversity, as well as their potential role in dismantling and rebuilding those discourses to reflect the realities of power relations that create systemic injustice (Ahmed, 2012; Beagan, 2015; Grenier, in press). Objective: The purpose of this scoping review was to provide a comprehensive overview of current pedagogical practices and educational paradigms used by occupational therapy educators to teach concepts of, and skills for, equity and diversity. Methods: This scoping review was developed according to the methods outlined by The Joanna Briggs Institute (2015) and included a total of 87 articles. Results: Results indicate that four main underlying pedagogical paradigms are drawn upon to teach concepts of diversity in professional occupational therapy education programs: competency-based pedagogy (43.67%), social-justice pedagogy (27.58%), critical pedagogy (12.64%) and constructivist pedagogy (6.89%). Further analysis revealed 14 key pedagogical practices utilized to teach concepts of diversity in professional occupational therapy education programs, with community service-learning (24.13%), international service-learning (21.83%) and didactic/course-based practices (13.79%) making up the majority of practices. Conclusion: While current research demonstrates some burgeoning interest by occupational therapy faculty and educators to adopt critical paradigms and practices to teach equity and diversity, problematic cultural competency-based paradigms and uncritical community- and international service-learning practices continue to dominate occupational therapy education.

**Key words:** Occupational justice, Teaching/education

**Experience level:** Intermediate, Advanced

Pre-recorded

### **S9 Development of a winter accessibility toolkit**

Paper presentation | Community/population | Participation and inclusion

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Introduction: Winter conditions including snow, ice, and cold temperatures create challenges to mobility and community participation for individuals who use mobility devices. There is limited evidence on the strategies, resources, and tools shown to improve winter mobility and community participation for

these individuals. Objective: To develop a web-based toolkit of information, resources, and strategies for individuals using mobility devices, service providers, community organizations, and researchers. Methods: A pan-Canadian multi-disciplinary research team conducted this study in three phases. First, we completed a scoping review of peer-reviewed and grey literature to identify areas of knowledge related to the topic. Next, we conducted online asynchronous focus groups where individuals who use mobility devices discussed the strategies they use, and resources they access, to participate in their communities over winter. The findings from the first two phases were incorporated into the development of a prototype website. Using a rapid prototyping process and online survey method, four cycles of website design and development were undertaken. Results: The scoping review identified 23 peer-reviewed studies, and limited grey literature. Twenty-four participants from across Canada engaged in one of five focus groups. The research team developed the first website prototype; 27 mobility device users, 16 health care providers and seven consumer organization representatives provided feedback on the design. Conclusions: The final prototype is a high fidelity version of the website, ready for coding and launch. Ultimately, the toolkit will be used to engage a community of individuals who share an interest in improving winter mobility and community participation.

**Key words:** Assistive devices, Technology

**Experience level:** Beginner

Pre-recorded

### S34 Determinants of social participation after stroke

Paper presentation | Community/population | Participation and inclusion

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Introduction: Stroke survivors often report limited ability to participate socially, which in turn reduces quality of life. Although social participation is an important rehabilitation outcome, occupational therapy practice for stroke survivors lacks theoretically sound and evidence-based interventions. The Behaviour Change Wheel (BCW), which is both a behaviour meta-theory and intervention design framework, theorizes that capability, opportunity, and motivation contribute to behaviour change. It has been used to better understand health-related behaviours and develop effective behaviour change interventions, yet has not been used to understand social participation among stroke survivors. Objectives: This study will apply the BCW to understand the relationship between social participation and stroke survivors' capability, opportunity, and motivation to engage socially. Methods: In this cross-sectional study, we are currently recruiting 50 community-dwelling adult stroke survivors. A battery of assessments will be conducted including quality and frequency of social participation; physical and psychological capability; environmental barriers and social opportunity; and motivation to socialize. A multivariate regression analysis will identify the variables most related to social participation. Secondary outcome measures include depression and anxiety scales. Results: Recruitment for our study will complete in February 2020. We anticipate results will demonstrate personal, psychological and environmental barriers that limit social participation post-stroke. Findings will discuss how capability, opportunity, and motivation influence frequency of social engagement, and quality of social relationships. Conclusion: This study will provide insight into the determinants of social participation amongst stroke survivors, and will inform occupational therapy interventions to improve social participation and quality of life.

**Key words:** Community care,Stroke

**Experience level:** Beginner,Intermediate,Advanced

Pre-recorded

**T20 Inequitable opportunities to achieve wellbeing through occupation in natural environments**

Paper presentation | Non-specific to Client Group | Environment

Karen Whalley Hammell (University of British Columbia | Vancouver) ik.hammell@sasktel.net

Introduction: Occupations undertaken in natural environments beneficially impact physical/emotional health and wellbeing; improving cognitive function, contributing spiritual and cultural benefits, and increasing senses of belonging, self-worth and of the meaningfulness of the occupations (Hammell, 2020). Indeed, for many people, occupations undertaken in nature are essential for survival. However, access to health-promoting natural spaces is inequitably distributed, and the deleterious environmental impacts of climate change on occupations are disproportionately borne by people living in economically-disadvantaged areas. Objectives: 1) To review evidence concerning the importance to health and wellbeing of occupational engagement in natural environments. 2) To highlight the inequitable distribution of opportunities to engage in occupations in safe, health-promoting natural spaces. 3) To advance more critical approaches toward environmental determinants of occupation within occupational therapy theory and practice. Approach: This presentation draws from cross-disciplinary, cross-cultural research and critical environmental justice scholarship to explore the natural environment as an inequitably distributed determinant of occupational opportunities, engagement and wellbeing. Practice Implications: Socially and economically marginalized populations experience inequitable access to nature and heightened exposure to environmental degradation, which negatively impact their occupational opportunities. Because occupational engagement within natural environments is a determinant of health and wellbeing, it merits critical attention from occupational therapy theorists, researchers and practitioners. Conclusions: By identifying and addressing inequitable access to health-promoting natural environments occupational therapists can enhance people's real opportunities and real abilities to engage in occupations that contribute to wellbeing. Our profession can contribute a valuable occupational perspective to global scholarship on human rights and climate change.

**Key words:** Occupational justice,Theory

**Experience level:** Intermediate

Pre-recorded

**T42 Objective assessment of interprofessional education outcomes: An umbrella review**

Paper presentation | Non-specific to Client Group | Education

Iris C. I. Chao (University of Alberta), Meg Tronson University of Alberta, Ana Popovic Meridian Rehabilitation, Sharla King University of Alberta, Mary Roduta Roberts University of Alberta  
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Introduction: The World Health Organization released a report in 2010 emphasizing the importance of interprofessional education (IPE) for improved healthcare quality. Determining IPE efficacy requires the availability of psychometrically validated tools or other empirically supported methods of assessment. However, the literature on the assessment of learning outcomes, or IP competencies, has grown rapidly as evidenced by multiple reviews on the topic over the last decade. Making available an accessible

synthesis of reviews of the IPE assessment literature can support IP educational programming. Objective: To synthesize recent IPE assessment literature, examining how IPE learning outcomes are being assessed objectively, including what is being assessed, and the robustness of the assessment methods. Methods: An overview of reviews (also known as an umbrella review) was conducted following the methodology outlined by Aromataris et al. (2015). Retrieved articles were coded according to the objectives of the umbrella review. Coded data were then examined and compared across articles noting relationships and identifying common themes. Results: Forty-nine articles were retrieved for inclusion in the umbrella review. Preliminary themes emerging from analysis include, a lack of consensus around frameworks to assess IPE outcomes. Short-term IPE learning outcomes appear to have been prioritized over long-term outcomes with a reliance on self-assessment questionnaires versus direct assessments of IP competencies. There is a proliferation of IPE assessment tool development and adaptation, but rigorous investigations of psychometric properties are lagging. Conclusion: Research on IPE assessment is growing rapidly. Priorities include direct assessment of IP competencies and rigorous studies of measurement properties.

**Key words:** Assessments, Evaluation

**Experience level:** Intermediate

Pre-recorded

## **T72 Usability of an app designed to enhance communication and engagement**

Paper presentation | Non-specific to Client Group | Environment

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Introduction: The use of mobile applications (apps) is growing, with uses including remote monitoring of health conditions and support of health behaviour change. Occupational therapists have been exploring the use of apps in various aspects of practice. To support client-centred care and self-management, apps need to allow individualized goal-setting, identification of strategies to achieve these goals, and tracking of goal progress. MyOTStride is a novel app designed to meet these needs. Objective: To evaluate the usability of MyOTStride to inform its ongoing development. Methods:

We are using a framework based on ISO (International Organization for Standardization) standards for technology development. Ten therapists and their clients will trial the app and complete semi-structured interviews and the Consumer Products Questionnaire (CPQ) prior to and following a 4-week trial. The interview consists of questions about the usability of each app feature and ways to improve the app.

Interview data will be analyzed using directed content analysis with the ISO standards providing the analysis framework. Identified themes will be integrated with summarized CPQ data. Practice Implications: Data collection has started with one therapist. Findings will inform the development of MyOTStride with the goal of facilitating therapist-client communication, enhancing goal achievement, and increasing access to occupational therapy services for those in rural or remote areas.

Conclusions: We will inform the development of MyOTStride, an app designed to facilitate a client-centred approach with a variety of clients through engaging them in setting their individualized goals, developing strategies to achieve these goals, and tracking their progress.

**Key words:** Teaching/education,Technology

**Experience level:** Beginner

Pre-recorded

**T84 The role of occupational therapy in musicians' health: A scoping review**

Paper presentation | Non-specific to Client Group | General/professional issues

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Introduction: The intense movement, awkward postures, concentration, and emotional communication required of musicians can place them at increased risk of music-related health conditions, such as musculoskeletal disorders and performance anxiety (Kenny & Ackermann, 2015). The development of music-related health conditions can be emotionally and financially devastating (Guptill, 2011). The role of occupational therapists in musician's health has been previously discussed; however, no rigorous reviews of the scholarly literature have been conducted. We have therefore undertaken a scoping review with the following research questions: 1) what is known about the role of occupational therapy in instrumental musicians' health? 2) what is the potential role of occupational therapy in musicians' health? Objectives: Inform occupational therapists and scholars of the potential role of our profession in the care of musicians. Methods: We registered our protocol with the Joanna Briggs Institute (JBI) Systematic Review register, and have followed the JBI and the PRISMA-ScR guidelines for conducting a scoping review. A preliminary search of Medline, CINAHL, SCOPUS and Web of Science was undertaken to determine the extent of the research on this topic, and to confirm that no other reviews have been conducted or are in progress. Results: At this time, we have reviewed 54 abstracts and have proceeded to full review of 41 papers. We anticipate completing our scoping review by January 2020. Conclusions: This results of this review will help musicians and health practitioners understand the potential benefit of occupational therapy to enable meaningful occupation for those with music-related health conditions.

**Key words:** Advocacy,Evidence-based practice

**Experience level:** Beginner

Pre-recorded

**F16 Exploring occupation as a determinant of human health and wellbeing**

Paper presentation | Non-specific to Client Group | Environment

Karen Whalley Hammell (University of British Columbia | Vancouver) ik.hammell@sasktel.net

Introduction: The Canadian Medical Association (2013) attributes 50% of health outcomes in Canada to the social determinants of health: the conditions in which people are born, grow, live, work and age; and a wealth of international research evidence demonstrates, unequivocally, that occupation is a determinant of human health and wellbeing (Hammell, 2020). However, the occupational therapy profession has not consistently advanced occupation as a determinant of health nor publicly focused attention on the social determinants of occupation. Objectives: To describe the social determinants of both health and occupation; to foreground research concluding that occupation is, itself, a determinant of health and wellbeing; and to explore the implications of this evidence for occupational therapy

theory, research and practices. Approach: This presentation draws from cross-cultural and cross-disciplinary research knowledge concerning the impact of specific social determinants on occupation and health. Practice Implications: Inequitable social circumstances shape the availability of occupational opportunities, determining what people are able to do, can choose to do, or can envision doing. Recognition of the impact of social determinants on human health and occupation challenges occupational therapy's traditional preoccupation with interventions targeting individual abilities. Conclusions: Although occupational therapy's theoretical models acknowledge the influence of social and institutional environments on occupational engagement surprisingly little professional attention has focused on addressing the social determinants of occupation. Occupational therapy requires research designed to illuminate these factors, and to inform relevant professional practices capable of advancing health and wellbeing through action on the inequitable social determinants of occupational opportunities, choices and participation.

**Key words:** Evidence-based practice, Theory

**Experience level:** Intermediate

Pre-recorded

### F33 **Comprehensive, useful and sustainable occupational therapy education program evaluation**

Paper presentation | Non-specific to Client Group | Education

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Introduction: Evaluation of entry-level occupational therapy programs is important for quality improvement and accreditation, and to facilitate responsiveness to the changing environments in which occupational therapy is situated. Objective: To innovate and implement a comprehensive, useful and sustainable approach to evaluation of an entry-level occupational therapy program. Approach: We developed a program logic model that articulated program components, activities and desired outcomes. Next, evaluation questions were linked to each outcome. Program subcommittees identified indicators of success for each question, then collected and reported on program data related to each indicator. Finally, action plans and recommendations were developed for evaluation questions and the program. Results: The approach resulted in a comprehensive evaluation plan by examining multiple program components and processes. The usefulness of the plan was evident through: a) creation of explicit links between evaluation indicators and program objectives, b) identification of capacities and gaps related to existing data, c) examination of data from multiple indicators and perspectives to determine the need for change, and d) development of strategic and actionable recommendations for program improvement. Sustainability of the plan was facilitated through engagement of faculty in identifying and monitoring indicators and the use of existing data sources. A notable challenge was defining cutoff points for some indicators of success, which should become easier as the plan is implemented over several years. Conclusions: Yearly monitoring of indicators will highlight the outcomes of program adjustments. Ongoing critical evaluation of occupational therapy programs is an important means to improve program design, implementation and effectiveness.

**Key words:** Evaluation, Teaching/education

**Experience level:** Beginner, Intermediate, Advanced

Pre-recorded

**F50 Using disability simulation in occupational therapy education: A scoping review**

Paper presentation | Non-specific to Client Group | Education

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Introduction: Disability simulations are commonly used as a pedagogical strategy to prepare occupational therapy students for practice; however, the effectiveness and methods of implementation have come under scrutiny. A better understanding of related evidence could inform professional education delivery. Objectives: This presentation will convey findings from a scoping review of disability simulation use among professional education programs in allied health and concomitant recommendations for occupational therapy education. Methods: Arksey and O'Malley's (2005) framework was used to search for peer-reviewed literature employing disability simulation in allied health education. After initial screening, relevant studies were vetted and confirmed independently by multiple reviewers. Data was charted into a structured matrix and themed for reporting. A consultation process provided recommendations to, and feedback from, an accredited entry-to-practice program representative. Results: Ten studies were identified that included occupational therapy students. Most studies addressed physical impairment, particularly related to wheelchair use, with one study addressing each of auditory hallucinations and poverty. A majority intended to modify students' attitudes towards persons with disabilities or increase awareness. Unintended negative outcomes were not uncommon, including increased feelings of pity as well as embarrassment or anxiety while participating in the learning activity. Structural pedagogical elements associated with best practice were infrequently reported, the most common being debrief sessions and voluntary participation. Conclusions: The use of disability simulation requires careful deliberation given the potential for unintended consequences. Intentionally employing structural elements such as debriefs, input from persons with disabilities, and a social model of disability focus are critical to success.

**Key words:** Clinical reasoning, Interprofessional

**Experience level:** Intermediate

Pre-recorded

**F14 Innovating driver training for the 'well-elderly': Does the learning stick?**

Paper presentation | Older Adult General | Participation and inclusion

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Introduction: Driving in older adulthood is an important occupation for maintaining independence and community engagement. The well-elderly are the fastest growing segment of the driving population in Canada [1]. Reducing crash-related fatality and injury and extending the safe driving years of this population through driver training has been emphasized by the Canadian Medical Association [2]. While our randomized controlled trial, where older drivers received personalized feedback on their behind-the-wheel behaviour, demonstrated significant on-road improvements, the long-term potential of such training has not been examined. Objectives: To analyze the long-term effectiveness of an innovative

training approach on the behind-the-wheel performance of older drivers. Methods: Community-dwelling, healthy older adults (n=80; aged 65-79) randomly assigned to either video-based feedback or a 'placebo' (i.e., healthy-aging video) were re-assessed at 8-months follow-up. On-road evaluation scores and self-perceived behind-the-wheel abilities (e.g., driving confidence, situational avoidance) were compared within and between groups. Practical Implications: This analysis builds on our previous study that demonstrated behind-the-wheel performance of older drivers significantly improved 4-weeks after our training program. By examining the long-term effectiveness of this novel approach to feedback, researchers and clinicians will have a better understanding of who benefits most from such training. Conclusions: Study findings inform the development of an innovative older driver refresher program aimed at the well-elderly. Such a program can also serve as a critical opportunity to open a conversation about driving retirement where the ultimate goal is to support out-of-home occupational engagement and safe mobility of our aging population for as long as possible.

**Key words:** Evidence-based practice, Older drivers

**Experience level:** Beginner, Intermediate, Advanced

Pre-recorded

### S19 Use of supports by persons with age-related vision loss

Paper presentation | Older Adult General | Participation and inclusion

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Rationale: An estimated one in nine Canadians aged 65 to 84 years, and one in four older than 84 years, will experience low vision that impacts their ability to engage in occupations (Lui et al., 2013; Rudman et al., 2010). While informal and formal supports have been identified as resources for older adults with age-related vision loss (ARVL), there is limited research on clients' experiences in using these supports. Objectives: To identify the ways informal and formal supports are being used by older adults with ARVL to engage in occupations, and the barriers and facilitators that exist in using supports and accessing services. Methods: A descriptive qualitative approach was used to evaluate the data from in-person interviews with eight individuals aged 65-years or older, experiencing ARVL, and living in the community in one region of Ontario. Results: Seven women and one man participated in interviews. Four broad categories were identified during analysis: 1) formal and informal supports used, 2) barriers and facilitators to accessing supports, 3) ideal supports, and 4) discontinued activities. Conclusion: A variety of ARVL services and supports exist in the community, but access to supports and services is nuanced and varies from individual to individual. Information from this study can be used to inform current service delivery as well as the development of resources for older adults with ARVL. To increase understanding of the gaps in ARVL service delivery, future studies that incorporate a larger sample size and across a larger geographical area are required.

**Key words:** Blindness, Community care

**Experience level:** Beginner

Pre-recorded

**T55 Children using speech generating devices talk about interests and future**

Paper presentation | Child/Adolescent General | Participation and inclusion

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Introduction: Children who use augmentative and alternative communication (AAC) are rarely asked to expressed their views (Batorowicz et al., 2014). Especially, we do not know how children using communication aids talk with their peers and familiar adults about things important to them. Objectives: The objectives of this study were to explore: a) interactions of children with and without disabilities with peers, parents, and therapists/teachers; and b) interests and life aspirations expressed by children of varying physical and communication abilities. Methods: Participants were 13 children aged 5 to 14, six with typical development and seven with physical disabilities who used AAC; matched on age and gender. The children conversed with peers, parents or therapists/teachers about their future and things they like to do. In total, 28 interactions were videotaped with two cameras and transcribed verbatim. To analyse data, the research team followed the six stages described by Braun and Clarke (2006). Results: Four themes represented the children's interactions. Two were about the conversational content: a) Career aspirations and dreams, and b) Preferred activities and food, and two themes concerned the process of conversation: c) Partners contributions, and d) Using Speech Generating Devices. We will discuss these themes, subthemes, and provide exemplars. Conclusions: This study provides insight into the interests and dreams of all children and also the challenges in conversation experienced by children using AAC. The findings highlight the crucial role that the communication aids and partners play in interactions.

**Key words:** Assistive devices, Technology

**Experience level:** Intermediate

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## Uploaded posters | Affiches téléchargées

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**T69 Adults with ASD face significant challenges accessing healthcare services**

Poster presentation | Adult General | General/professional issues

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Introduction: Adults with Autism Spectrum Disorder (ASD) usually are challenged because of difficulties with social interactions, verbal and non-verbal communication, and their sensory processing. These challenges are often compounded because they do not have or prefer not to use parental support, puts them at risk of facing barriers accessing healthcare services Objectives: This scoping review aimed to investigate barriers that adults with ASD experience when accessing healthcare services. Methods: Four databases including Embase, MEDLINE, CINAHL, and PsycInfo were searched. Papers were included if participants in the study were over 18 years old, diagnosed with ASD, and the study pertained to

healthcare services. Studies that explored healthcare access for adults with ASD using caregiver's and healthcare professional's perceptions were also included. Data were extracted and categorized into the five determinants of access as described by Levesque et al. (2013). Results: Findings from 23 papers indicate adults with ASD experience numerous barriers when accessing healthcare services, primarily related to the appropriateness and acceptability of care. These findings are important because access to care is often considered a product of availability and affordability. Literature highlights the need for improved education for providers and advocacy to reduce stigma for adults with ASD when interacting with the healthcare system. Conclusion: These findings show the need for changes in policies and processes in the healthcare system to ensure service appropriateness and acceptability for adults with ASD. Occupational therapists can educate and support both adults with ASD and healthcare professionals to interact with each other more effectively.

**Key words:** Advocacy, Autism

**Experience level:** Beginner, Intermediate, Advanced

Uploaded poster

### **F62 Diversifying the health and human service professions: Indigenous perspectives**

Poster presentation | Adult General | Participation and inclusion

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Introduction Indigenous peoples make up 5% of Canadian population, however, only 3% of health care professionals identify as Indigenous. As various studies have reported the benefits of diversifying the health professions, the barriers and facilitators of increasing the number of Indigenous peoples in these professions must be identified. Objectives In response to Truth and Reconciliation Commission of Canada's Calls to Action, the purpose of this project is to identify and understand the barriers and facilitators Indigenous peoples face in occupations related to achieving and maintaining a position in health and human service professions. Approach A narrative approach will be used to collect perspectives based on individual experiences through facilitation of sharing circles with Indigenous students, staff, and clinical and academic faculty. Thematic analysis will be used to reveal themes regarding participant experiences and the impact of those experiences on participation in study and career-related occupations. Practice Implications The identified facilitators and barriers can be used to analyze current policies and procedures that promote education in health and human service professions, and instigate change to enhance diversity in these professions. Conclusions We anticipate results from this study will identify current academic structures and ideologies that are rooted in colonialism, that act as barriers for engagement and inclusion of Indigenous students. In addition, we anticipate the results will act as a catalyst for uncovering further changes to be made regarding attitudes, procedures, and practices present in an academic environment that limit the inclusion of Indigenous peoples in health and human service professions.

**Key words:** Interprofessional, Occupational justice

**Experience level:** Beginner, Intermediate, Advanced

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**F79 Tabletop role-playing games and adults with Autism Spectrum Disorder**

Poster presentation | Adult General | Mental health

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**Introduction:** Adults with mid- to high-functioning autism spectrum disorder (ASD) have social competency difficulties. These difficulties impact their ability to engage in social activities. Several studies support the use of role-playing to develop social competence skills (McSharry & Jones, 2000; Miller, 1980). However, there is little known about the impact of the tabletop role-playing game, Dungeons and Dragons (D&D), on social competence of adults with ASD. **Objective:** To determine if playing D&D can impact the social competence skills of adults with mid- to high- functioning ASD. **Methods:** This mixed-methods study will have an explanatory sequential design. Twelve participants aged 18-30 diagnosed with ASD will take part in 10 weekly sessions of D&D. Participants will complete several pre- and post-measures covering various aspects of social competence. Each session will be video recorded, from which behavioural checklists will be completed for each participant. After the sessions, participants will complete a semi-structured interview. Pre- and post-measures will be compared and then correlated to the behavioural checklist data. The interviews will be analysed through thematic analysis. **Results:** The anticipated results of this study will provide preliminary evidence of any changes in social competence skills throughout and after the D&D sessions. These results will inform clinical evidence-based-practice, and will provide a basis for future studies addressing similar questions. **Conclusions:** This study will address a gap existing in current literature and will help inform evidence-based practice with regards to future interventions for adults with mid- to high-functioning ASD.

**Key words:** Autism, Evidence-based practice

**Experience level:** Beginner

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**F8 Evidence to support occupational therapy university program admissions decision-making**

Poster presentation | Adult General | Education

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**Background:** Several Canadian occupational therapy programs require applicants to complete pre-requisite courses in order to be eligible for admission. While literature suggests that pre-requisite GPA has no correlation with student success, the research on rehabilitation programs is extremely limited. There is a need for more evidence to support the development of occupational therapy admissions policies and procedures. **Objective:** To determine the relationship between pre-requisite course success and occupational therapy program academic and fieldwork success. **Method:** Retrospective analysis of admissions and program data in one Canadian university. **Sample:** Students admitted into the regular stream of the program between 2012 and 2019 for academic success analysis (n=400), and 2016-2019 for fieldwork success analysis (n=200). **Variables:** Predictor variables are the GPA's of individual pre-

requisite courses and the overall pre-requisite GPA. Control variables include age, sex, admission category, three- or four-year undergraduate degree, and residency at the time of admission. The dependent variables are individual course GPA's, final program GPA, and fieldwork performance. Data Analysis: Descriptive statistics, correlations between predictor and outcome variables, and a series of regression analyses to determine the relationship between pre-requisites and academic and fieldwork success. Results: In addition to presenting the relationship between pre-requisite requirements and student success, we will discuss other predictors that can inform occupational therapy admissions policy and procedure development across Canadian occupational therapy university programs. Conclusion: This study provides an important contribution to the very small body of literature on rehabilitation admissions processes. It will contribute to evidence-based decision-making for Canadian occupational therapy university programs.

**Key words:** Evaluation, Teaching/education

**Experience level:** Beginner

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### **S10 Professional Identity formation processes of disabled healthcare students and clinicians**

Poster presentation | Adult General | Participation and inclusion

Yael Mayer (University of British Columbia | Vancouver) yael.mayer@ubc.ca, Tal Jarus University of British Columbia, Elisabeth Gross University of British Columbia, Laura Yvonne Bulk University of British Columbia, Laura Nimmon University of British Columbia, Terry Krupa Queen's University, Susan Murphy University of British Columbia, Michal Shalev University of British Columbia, Alfiya Battalova University of British Columbia, Michael Lee University of British Columbia

Introduction: Disabled students and clinicians, who are underrepresented within healthcare professions, face unique challenges when developing their professional identity alongside their continuously developing disability identity. They hold dual roles as both service providers and service receivers. Dominant discourses portray disabled people as objects of misfortune while healthcare practitioners are portrayed as capable, active, independent, and competent individuals who assist needy others. This duality is almost unstudied and unaddressed in the healthcare training and employment. Objective: The aim of this study was to explore the multifaceted identity formation processes of disabled healthcare students and clinicians. Method: 27 disabled students and 29 clinicians from five healthcare professions (medicine, nursing, occupational therapy, physiotherapy, and social work), in three Canadian universities/cities were interviewed. Each participant was interviewed between one to three times along one year, for a total of 126 interviews. Study design and data analysis were informed by Grounded Theory. Results: The main findings included (a) the perception of "Disability as a liability" – disability was perceived as incompetence; (b) Healthcare settings contributed to the challenges of professional identity formation; and (c) the varying levels of incorporation between disability identity and professional identity, which ranged from complete separation of the disability and professional identity, to an integration of these two identities. Conclusions: Addressing sources of tension for professional identity formation will support students and clinicians with disabilities in their professional identity formation, their transition to the workforce, and in maintaining their roles as healthcare practitioners.

**Key words:** Occupational justice, Teaching/education

**Experience level:** Beginner

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**S26 Comparing the usability of an adaptive rower to promote inclusion**

Poster presentation | Adult General | Participation and inclusion

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Rationale: Exercise is not only associated with greater physical and mental health (Eitvpart et al., 2019), but is a meaningful occupation for wheelchair users. Wheelchair users engage in less physical activity than able bodied-persons due to various physical, personal and environmental barriers (van den Akker et al., 2019); for example, the lack of accessible cardiovascular exercise equipment specifically designed for this population. Currently, some people use an arm cycle ergometer, but they are not commonly available in community gyms. Given the prevalence of rowing machines, we have developed an aftermarket kit that makes these machines more inclusive. Objectives: Compare the usability of our adaptive rowing ergometer to an arm cycle. Methods: This mixed-methods study uses a concurrent triangulation design. Participants will trial the adaptive rower and the arm cycle . Following each exercise trial (5 min), participants (n= 15) with spinal cord injury will complete the System Usability Scale (SUS), and a semi-structured interview. SUS data will be analyzed using a paired sample t-test and qualitative data will be analyzed through conventional content analysis (Hsieh & Shannon, 2005). Results: The study will provide an enhanced perspective on users' experiences with two potential exercise modalities, anticipated barriers of use, thoughts about inclusion and practicality of the equipment for participation in cardiovascular exercise. Conclusions: Users' perspective will inform modifications of the newly developed adaptive rower to promote inclusion and greater participation in cardiovascular exercise for wheelchair users, whether for health or leisure purposes, which may ultimately enhance their quality of life.

**Key words:** Assistive devices, Evaluation

**Experience level:** Beginner

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**S38 Neuromyelitis Optica Spectrum Disorder: Occupation, pain, fatigue, anxiety, and depression**

Poster presentation | Adult General | Physical health

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Introduction: Neuromyelitis Optica Spectrum Disorder (NMOSD) is a relapse-remitting disease of the central nervous system resulting in debilitating symptoms that significantly impact quality of life. Little is known about the patient experience regarding pain, fatigue, depression, and anxiety in NMOSD and its impact on occupation. Objectives: To determine the prevalence and relationships between pain, fatigue,

anxiety, and depression in a sample of adults with NMOSD and their impact on participation in occupations and overall function. Methods: A total of 28 eligible patients completed self-report questionnaires that measured pain, fatigue, anxiety, and depression. The data was analyzed using correlational, descriptive and dispersion statistics as well as content analysis of text data in order to establish relationships between variables and determine significance and impact. Results: This study's results provide a better understanding of the impact of pain and anxiety and severity of participants' experience as they live with NMOSD. The results illustrate the impact NMOSD symptoms have on occupational participation and overall function and bring further awareness and insight to this rare condition. Conclusion: The vast majority of NMOSD literature is centered around the disease's pathophysiology, signs, symptoms, and worldwide prevalence. This study uses a battery of self-reported tests to provide occupational therapists and other healthcare professionals with a greater understanding of the patient experience with NMOSD symptoms and the impacts on occupation. An understanding of how the participants experience their symptoms is essential to occupational therapists in treating and understanding this population appropriately and effectively.

**Key words:** Clinical reasoning, Evaluation

**Experience level:** Beginner

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### **S39 Cognitive adaptation training for inpatient forensic clients with schizophrenia**

Poster presentation | Adult General | Mental health

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Introduction: Cognitive deficits are present in the majority of clients with schizophrenia and have been shown to have a greater impact on functioning than positive symptoms. Cognitive Adaptation Training (CAT) is an evidence-based compensatory intervention that focuses on improving functioning through the provision of environmental supports. While the majority of evidence supporting CAT is based on outpatient settings, there is preliminary evidence to suggest that CAT may be beneficial to clients with schizophrenia on an inpatient basis. This study would be among the few systematic examinations of CAT as an inpatient intervention, and the first to examine a modified CAT approach in a Canadian and forensic setting. Objective: To understand the feasibility of implementing a modified CAT approach for clients with schizophrenia within an inpatient forensic mental health setting. Methodology: A mixed-methods study will be employed. Inpatient forensic clients with schizophrenia (n=24) will be recruited from a Canadian mental health centre. Outcomes, including room organization, perceived self-care, and goal attainment, will be measured at baseline, posttreatment, and at three-month follow-up. Mixed ANOVA analyses will be used to analyze data. Focus groups will be conducted with participants and staff to understand the impact of CAT on the therapeutic milieu within the unit. Practice Implications: The study will provide mental health clinicians, including OTs, with meaningful information regarding the implementation of CAT within inpatient mental health settings. Conclusions: Findings will contribute to the development of a larger scale trial to be completed in similar mental health settings.

**Key words:** Evidence-based practice, Mental health

**Experience level:** Beginner

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**S37 Occupational outcomes of a physical activity program for mental health**

Poster presentation | Adult General | Mental health

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**Introduction:** Physical activity (PA) is a therapeutic approach to address mental health challenges amongst university students. While there is support for the application of PA to reduce symptoms of mental illness, protect against stressors, and promote well-being, the impact of PA on occupational performance (OP) among this population remains unknown. This pilot study aimed to evaluate whether a PA intervention can improve OP among university students seeking counselling for mental health issues. **Objectives:** The specific objectives were to (1) identify university students' occupational performance issues (OPIs), and (2) assess pre- and post-intervention differences in OP and mental health. **Methods:** University students will be recruited through a university health centre by clinician referrals to a 6-week, 1-hour PA intervention with a certified exercise professional. Eligible participants will self-report a mental health challenge and will be not meeting Canadian PA guidelines (<150 minutes PA per week). Participants will complete standardized self-report measures pre- and post-intervention. OP will be examined using the Canadian Occupational Performance Measure, and mental health will be assessed using the Mental Health Inventory. Data will be analyzed using paired sample t-tests. **Practice Implications:** Results may have practical implications for the integration of PA in occupational therapy practice to improve occupational outcomes, and bring awareness to students' OPIs in the face of mental health challenges. **Conclusions:** Given the widespread consequences of poor mental health for students' ability to fulfill their student roles, it is important to explore the effectiveness of complementary therapies for improving occupational performance outcomes among this population.

**Key words:** Mental health, School health

**Experience level:** Beginner

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**T25 Utilizing occupational therapy expertise to minimize bed entrapment risks**

Poster presentation | Adult General | Advocacy /policy development

Meridith McClenaghan (Sinai Health - Bridgepoint Hospital | Toronto)

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**Introduction:** Occupational therapists (OTs) employ expert clinical reasoning and defined practice processes to minimize bed entrapment risks for vulnerable clients. Key decision-making variables include: pressure redistribution, twenty-four hour postural management, falls risk, client safety, responsive behaviours, personal care needs, and enabling meaningful activities. Clinical demands, client factors, and ethical dilemmas may influence how OTs mitigate these variables to minimize bed entrapment risks while maintaining autonomy and function. Site-specific, clinical decision-making tools for bed entrapment risk mitigation may enable OTs to provide excellent care for all. **Objectives:** 1) Define and identify zones of bed entrapment. 2) Review how therapeutic support surfaces, bed mobility

aids, and positioning strategies may affect bed entrapment risks. 3) Discuss a site-specific, clinical decision-making tool for bed entrapment mitigation. 4) Suggest considerations for future policy development. Approach: A comprehensive evaluation was completed using the Hospital Bed Safety Work Group test methods included in the Health Canada Guidance document. Results were compiled in a Bed – Mattress Compatibility Chart for clinical use by OTs. The bed entrapment risk clinical decision making tool was developed through literature review, vendor consultations, case reviews, and expert analysis. Practice Implications: The above tools provide OTs with concrete mechanisms to identify high-risk clients and to manage bed entrapment variables for several patient populations at a complex care and rehabilitation hospital. Conclusions: The benefits of implementing therapeutic mattresses may outweigh any identified hospital bed entrapment risks. Site-specific bed entrapment tools enable occupational therapy intervention to minimize bed entrapment risks.

**Key words:** Assessments, Clinical reasoning

**Experience level:** Beginner, Intermediate

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### **T27 Evaluating occupational therapy outcomes at a community-based life skills program**

Poster presentation | Adult General | General/professional issues

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Introduction: As part of evidence-based practice, outcome evaluation is encouraged in occupational therapy however may be less often realized due to a variety of barriers. Objectives: To detail the process and outcome of a program evaluation undertaken at a life skills program providing individualized occupational therapy services to individuals with intellectual and developmental disabilities. Methods: Exploratory analysis was used to visualize how Canadian Occupational Performance Measure (COPM) scores varied before and after client participation in occupation-focused intervention. Two non-parametric statistical tools were used; the Wilcoxin sign-rank test to examine changes in the outcome of interest as a repeated measure, and the Mann Whitney-U test to look at possible gender differences. The analysis was carried out using R programming language. Results: A total of 15 participants were included in this analysis. No differences in gender were found, and performance and satisfaction scores after intervention were found to be significantly greater than the before intervention, with p-values of 0.00286 and <0.001 respectively. Thus, participants were found to be making meaningful gains in self-selected goals following client-centred occupational therapy intervention. Conclusions: Accrued evidence of the effectiveness of occupational therapy is needed to strengthen the perceived value of occupational therapy services. Integration of the COPM into the practice process at our program, allowed for routinely collected occupational therapy outcome data to be used to track both individual and group outcomes. This study provides an illustrative example of how routine outcome measurement activities can be readily implemented to advocate for occupational therapy funding and services.

**Key words:** Autism, Evidence-based practice

**Experience level:** Beginner

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### **T29 Hand intervention for Multiple Sclerosis: An occupation-focused intervention program**

Poster presentation | Adult General | Rehabilitation

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**Introduction:** Hand impairment is a common challenge for individuals with Multiple Sclerosis (MS). However, no comprehensive intervention tool currently exists to address this problem. The Hand Intervention for Multiple Sclerosis (HIMS) was developed as an occupation-focused hand rehabilitation program. **Objectives:** To improve the HIMS based on feedback from individuals with MS-associated hand impairment and prepare the program for clinical testing. **Methods:** Participants will be recruited from a local MS clinic. Participants in this mixed methods study will complete a questionnaire related to everyday challenges with hand function, and attend a focus group to gather feedback on the HIMS program. Data will be analyzed using descriptive statistics for the questionnaires, and qualitative inductive content analysis for the focus groups. **Results:** Feedback from participants will contribute to a broader understanding of the occupational challenges related to hand dysfunction and develop the HIMS into a comprehensive and applicable program. **Conclusion:** The HIMS is the first intervention tool for occupational therapists that specifically addresses MS-related hand dysfunction. Completion of this study will facilitate future testing of the HIMS in clinical practice for its effectiveness in improving hand function for individuals with MS.

**Key words:** Evidence-based practice, Multiple sclerosis

**Experience level:** Beginner

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### **T38 Functional individualized cognitive intervention program for Multiple Sclerosis**

Poster presentation | Adult General | Rehabilitation

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**Introduction:** Approximately 40-65% of persons with multiple sclerosis (MS) experience cognitive dysfunction, which can affect their ability to function in daily activities and maintain quality of life (Korakas & Tsolaki, 2016). This can lead to difficulty maintaining employment, participating in social activities and completing instrumental activities both at home and within the community. Although there are many assessments to detect cognitive impairment in this population, there is no comprehensive and individualized cognitive intervention program designed to address the impact of MS-related cognitive dysfunction on daily function. The Functional Individualized Cognitive Intervention Program (FICIP) was developed to address this gap by providing therapists with a framework for assessment of cognitive function, as well as categorized intervention strategies. **Objectives:** To test the content validity and clinical utility of the FICIP. **Methods:** The FICIP was distributed to expert occupational therapy clinicians for use in clinical practice. Their feedback on the content and clinical utility was gathered using questionnaires. **Results:** Based on feedback from expert clinicians, changes were made to the FICIP to further improve the use of the FICIP intervention. Additionally, feedback from

clinicians support the content validity of the FICIP. Conclusion: The contributions of expert occupational therapists has improved the usefulness of the FICIP and supported the content validity of the intervention to better serve eventual integration it to clinical practice.

**Key words:** Multiple sclerosis, Teaching/education

**Experience level:** Beginner, Intermediate, Advanced

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**T60 Clients' preferences for occupational therapy: "Meet me where I'm at"**

Poster presentation | Adult General | General/professional issues

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Introduction: Client-centred practice is a foundational concept within occupational therapy practice however, the meaning of this essential approach to practice has not been well documented from the perspective of clients living with chronic conditions. Clients with multiple sclerosis (MS) typically have several occupational therapy interactions across the trajectory of their condition, and have valuable perspectives regarding what creates a successful occupational therapy experience. Objectives: To explore the meaning clients with MS attribute to the occupational therapy experience including the client-therapist relationship and the client's perspective of the facilitators and barriers that impact how they receive occupational therapy services, over time and across settings. Methods: Qualitative interpretive description methodology was used to understand clients' subjective experiences of occupational therapy. Seven participants with MS engaged in semi-structured interviews. Two researchers thematically analyzed the transcripts to develop a coding scheme; codes were subsequently collapsed and the relationships between themes were explored. Results: Four themes emerged from the analysis: "I am the expert of my own experiences"; occupational therapist behaviours and attitudes; occupational therapy practice; and the healthcare system. When these themes come together in a positive and cohesive way, the occupational therapist is able to "Meet me where I'm at". Conclusions: Clients with MS shared critical aspects of their occupational therapy experience. By listening to client's experiences and embracing them as experts of their own condition and lives, occupational therapists can better position themselves to be client-centred therapists for individuals along their multiple sclerosis trajectory.

**Key words:** Clinical reasoning, Multiple sclerosis

**Experience level:** Beginner

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**T71 Effectiveness of rehabilitation service for veterans of the Canadian Armed Forces**

Poster presentation | Adult General | Rehabilitation

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Introduction. Since 2007, a community based, not-for-profit interdisciplinary clinic has offered an individualized approach to rehabilitation services based on the Canadian Model of Occupational

Performance to Veterans of the Canadian Armed Forces (VCAF), many of whom present with complex needs associated with multiple service-related musculoskeletal, mental health and medical conditions. Objectives. To determine the effectiveness of the interdisciplinary clinic service on VCAF clients. The objective of the intervention is to restore achievable optimum level of function within a 3 to 6-month period. Methods. Retrospective non-experimental exploratory study design. A subsample of the clients' files on the clinic's clinical paper-based database were selected, n= 64 (proportional stratified sample by gender). The outcome variables were divided into four main categories, namely; a) psychosocial risk factors for prolonged disability (catastrophizing, perceived injustice, fear of symptom exacerbation (movement), and perceived disability); b) clinical symptom profile measures of pain, fatigue, and depression, and severity of depression symptoms; c) general health status and satisfaction with life; and d) perceived functional ability and occupational performance. Results. Overall, 66.66% of the outcome variables (22/33) improved after the OPAU personalized intervention, 30.33% (10/33) became worse, and 3.03% remained the same (1/33). Conclusions. At post-test, the personalized intervention was mostly effective in reducing the severity of depression, the fear of moving around, and fatigue, in improving general health status (perceived health status), and in increasing sexual satisfaction and occupational performance.

**Key words:** Assessments, Technology

**Experience level:** Advanced

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### **F38 The effectiveness of water-based interventions in children diagnosed with autism**

Poster presentation | Child/Adolescent General | Rehabilitation

Nikki Reid, Parisa Ghanouni

Rationale: Autism spectrum disorder (ASD) can have a vast impact on a child's meaningful occupations. It is essential that occupational therapists (OTs) provide effective interventions to improve occupational engagement. Water-based interventions (WBIs) such as hydrotherapy, aquatic therapy, and swimming allow the child to engage in an activity that is enjoyable while the therapist facilitates development of desired skills. Furthermore, the natural setting of WBIs may make them more appealing than clinic-based interventions. Objectives: This systematic review examines the effectiveness of WBIs for improving behavior and socialization in children diagnosed with ASD compared to standard treatment. Method: A search of five databases (CINAHL, SPORTDiscus, PsycINFO, ERIC, PubMed) using a wide array of search terms (i.e. "autis\*", "water-therap\*", "social\*") identified 371 articles. 11 articles met the inclusion criteria and were appraised using the McMaster University Critical Appraisal Tool. Results: Most studies were moderate to strong quality. Overall, results show that WBIs significantly improve socialization in children with ASD. Significant improvements were also reported in some other behaviors such as playfulness, sleep, and appropriate use of emotions. Conclusion: Despite the varying WBIs used in the studies, there is moderate to strong evidence to support the use of WBIs to improve social skills and behaviors in children with ASD. WBIs may be used independently or in adjunct to other interventions to help children facing challenges related to socializing and functional behaviors.

**Key words:** Autism, Evidence-based practice

**Experience level:** Intermediate

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## **F42 Engagement in daily-life physical activity reduces symptoms after adolescent concussion**

Poster presentation | Child/Adolescent General | Rehabilitation

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**Introduction:** Symptoms of concussion span domains of somatic, cognitive, physical, and emotional. Importantly, persistent symptoms beyond the typical recovery period in adolescents (e.g., <1month) can limit occupational engagement and participation. Rehabilitation programs including aerobic exercises can reduce persistent postconcussion symptoms. However, it is unknown if participation in self-directed daily-life physical activity can also reduce symptoms. **Objectives:** To investigate whether the level of participation in self-directed physical activity during daily-life reduces postconcussion symptoms in an adolescent population. **Methods:** Participants were ten adolescents aged 11–18 years with a recent concussion (<1 month). Participants self-reported their postconcussion symptoms and level of participation in daily-life physical activity at three timepoints: 1-, 3-, and 6-months after injury. Data was analyzed using a linear mixed model in R, controlling for time postconcussion, age, sex, and parental assessment of the symptoms. **Results:** There was a significant effect (effect size = 0.572) of physical activity on postconcussion symptoms ( $b = -4.842$ ,  $SE = 5.110$ ,  $p = .010$ ), with greater participation in daily-life physical activity associated with fewer symptoms, controlling for other variables in the model. **Conclusion:** These data suggest that participation in daily-life physical activity (e.g., physical education classes, sports, games), can be encouraged by occupational therapists to promote concussion recovery. It is possible that individuals gained a positive recovery framework through engagement in meaningful activities, or that neurological recovery was enhanced by aerobic physical activity. Further research is required to better understand the relationship between daily-life physical activity and recovery.

**Key words:** Brain injury, Community care

**Experience level:** Beginner, Intermediate

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## **F78 Powered mobility wheelchairs among children with disabilities: A scoping review**

Poster presentation | Child/Adolescent General | Participation and inclusion

Kathleen Hogan, Hilary Verhaeghe, Parisa Ghanouni

**Background:** Independent mobility provides children with a means to explore their environment and facilitate development. There are considerable implications for children who cannot functionally ambulate as a result of disability. Early powered mobility (PM) devices can afford children opportunities for occupational engagement, and promote overall development. **Objective:** This narrative review of the literature examines the value of PM devices for children aged six months to six years who are not functional ambulators. **Method:** Six online databases (CINAHL, EMBASE, ERIC, PsychInfo, PubMed, and SPORTDiscus) were searched using key words retrieving 1312 articles. After screening for inclusion criteria nine articles were retained for appraisal using Critical Appraisal Skills Programme tools. **Results:** This review summarizes previous literature about the skills required to use PM, the time required to learn these skills, and the positive impacts early PM has on children, specifically on social skills, play and motor development, which was further supported through parent and caregiver perspectives. Despite

positive outcomes, numerous barriers were identified in the process of accessing PM devices, however modified ride-on cars may be a feasible alternative to standard PM devices. Conclusions: For children who are not functional ambulators, early PM is essential to provide opportunities for occupational engagement. Occupational therapists are positioned to educate children, their families and stakeholders about the benefits of PM devices. Further research is required that incorporate long term follow-up to quantify the effect of using PM devices on childhood development.

**Key words:** Assistive devices, Evidence-based practice

**Experience level:** Intermediate

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**S50 Play-therapy for children with attention deficit hyperactivity disorder: A review**

Poster presentation | Child/Adolescent General | Participation and inclusion

Marina Flatman, Parisa Ghanouni

Introduction: Children with Attention Deficit Hyperactive Disorder (ADHD) usually demonstrate difficulties with social interactions and attention. Play-based therapy is a child centered approach that aims to improve the social and behavioural skills. The necessity of this review is uncovering the current outcomes of play-based therapy on children with ADHD, with hopes of broadening the applications of play therapy for families and occupational therapists. Objective: This scoping review examines the literature for the effects of play-therapy on children with ADHD and its implication for occupational therapists. Method: We searched several databases, including CINAHL, PsychINFO, ERIC and MEDLINE resulted in 727 articles. After applying the inclusion/exclusion criteria, 11 quantitative articles remained for review. Results: Play-therapy has been shown to have long-term, positive effects on improving the behaviour, academic skills, and family dynamics of children with ADHD. Play-therapy can improve language skills and communication among children. These outcomes were shown to be significant across the home, classroom and play environments. Conclusion: These findings have strong clinical implications for occupational therapists working with children with ADHD in the schools, home or a clinic environment. Play is a major occupational engagement for children and can be used as a medium to facilitate development of positive outcomes.

**Key words:** Community care, Evidence-based practice

**Experience level:** Intermediate

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**S59 Operation Oasis: Students providing respite for children with disabilities**

Poster presentation | Child/Adolescent General | Participation and inclusion

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Introduction: Operation Oasis (OO) is a unique respite program that matches rehabilitation science students with families of children with disabilities. Having operated for more than 20 years, OO must ensure it is meeting current stakeholder needs, and develop a more sustainable model. Objectives: This study aimed to examine the needs of families and students related to OO and key characteristics

important for sustainability. Methods: Online surveys were developed and conducted to explore needs. Participants included families of children with disabilities, and past, current and prospective student OO respite providers. Recruitment occurred via email, flyers and online program portals. An environmental scan was also conducted through a web-based search to identify local respite programs. Interviews were conducted to examine program characteristics and methods of sustainability. Results: Surveys were completed by 82 respondents, across all surveys. Families indicated satisfaction with OO respite services, however expressed need for more services. Student respite providers identified gaining valuable experience through OO and typically provided weekly respite. All respondents recommended development of a website and coordinator role for matching and ongoing support. The environmental scan identified few respite options offering services for individuals across age-ranges with diverse diagnoses. Programs identified a coordinator and a fee-for-service model as key to sustainability. Conclusions: Findings described the needs of families and students for the success of OO, and informed recommendations to improve its sustainability. This study may provide a model for other interested universities and respite programs to follow.

**Key words:** Autism,Community care

**Experience level:** Beginner

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**T28 Early intervention for infants and toddlers with Autism Spectrum Disorder**

Poster presentation | Child/Adolescent General | Rehabilitation

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Introduction: The Infant-Toddler Pilot Program at Society for Treatment of Autism, was a six month pilot program based on the Early Social Interaction Project (ESI). It was developed and adapted to increase engagement and skills in daily routines. Objective: To determine if a toddler model, based on active engagement from family with support from a multidisciplinary team was successful and needed.

Methods: A Canadian Occupational Performance Measure and Measure of Active Engagement and Transactional Supports from a fifteen minute video recording, were conducted at regular intervals to measure child and caregiver progress and parent satisfaction in identified priorities and daily routines. Collaborative coaching took place within the home, during daily routines, in which team members demonstrated how to use strategies and provided guided practice for caregivers. Results: Preliminary results indicate individual child and family progress in active engagement and improvement in skills in daily routines. Specific results will be determined and shared. A collaborative coaching model appears to be successful for child and family learning and engagement. Conclusions: Pilot project results indicate a need to continue and expand programming.

**Key words:** Autism,Interprofessional

**Experience level:** Intermediate

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**T67 Supporting resiliency among families of children with disabilities**

Poster presentation | Child/Adolescent General | Mental health

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**Introduction:** Families of children with disabilities usually experience higher levels of stress and anxiety compared with families of typically developing children. Such distress may place families of children with disabilities at increased risk of mental and physical health conditions. Despite these challenges, most families of children with disabilities demonstrate coping strategies and adaptation to their situations, and have developed some level of resilience. **Objectives:** As far as we know, no study has investigated barriers and facilitators in delivery of health-related programs among families of children with disabilities to support their resiliency. This study highlights underlying mechanisms on what services may advance their resilience, help them to confront challenges they may face. **Method:** Participants of the project include 30 families of children with disabilities (age below 13 years) and health care providers working in rehabilitation settings, such as occupational therapists, speech language pathologists, or psychologists (> one year working experience) across Canada. They participated in an online survey to identify barriers in services and how to facilitate resiliency. **Practice Implications:** The anticipated knowledge generated from this study helps enhance family's resilience as well as quality of health care services, education, and policy. This knowledge will be applicable to a broad range of health disciplines to help improve mental health and resilience of families of children with disabilities. **Conclusion:** Resilience as an attribute to adversity plays a protective factor that allows individuals to deal with challenges. Without the support services to enhance resiliency, children with disabilities might be susceptible to mental problems.

**Key words:** Advocacy, Mental health

**Experience level:** Intermediate

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**T79 Addressing the vocational needs of youth with juvenile idiopathic arthritis**

Poster presentation | Child/Adolescent General | Participation and inclusion

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**Rationale:** Those living with juvenile idiopathic arthritis (JIA) report restrictions in participation in meaningful vocational activities compared to peers, however relevant interventions remain understudied. **Objectives:** The aim of this scoping review was to describe interventions facilitating socio-professional integration in the context of transition from pediatric to adult care for young people with juvenile idiopathic arthritis (JIA). **Methods:** Electronic databases (Medline, Embase, PsycInfo, CINAHL) were searched for articles published between January 2000 to June 2019. Articles were retained if they described interventions addressing or having an effect on the socio-professional integration (e.g. work, school, interpersonal relationships and independent living) of young people and adults living with JIA aged between 8 and 40 years. **Results:** One thousand and thirty-four articles were found through electronic and reference search. Forty-one full articles were reviewed to assess for eligibility. Eighteen articles met inclusion criteria and findings were reviewed. Interventions found to potentially facilitate socio-professional integration were grouped into 3 distinct types: self-management, transition from pediatric to adult care, and occupational performance and participation. Most interventions addressed aspects of socio-professional integration but none made it their primary focus. A number of positive effects were reported: improved socio-professional integration, less school absenteeism, greater presence in physical education classes, and more favorable work experiences. **Conclusion:** Findings

demonstrate that socio-professional integration is often not the main intervention goal in transition care in JIA. Our research emphasizes the importance of setting up an intervention adapted to the needs of young people with JIA and their families.

**Key words:** Arthritis

**Experience level:** Beginner

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**T86 The impact of treatment adherence in pediatric concussion rehabilitation**

Poster presentation | Child/Adolescent General | Rehabilitation

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Introduction. Current best practice of concussion in youth consists of a brief period of physical and cognitive rest followed by gradual return to activity. There is evidence to support that active rehabilitation approaches, involving low-intensity sub-symptomatic exercise, may be helpful in promoting concussion recovery in youth. However, there is limited research regarding the relationship between treatment adherence and functional recovery in youth who participate in active rehabilitation programs. Objectives. The purpose of this study is to explore the relationship between treatment adherence to a prescribed active rehabilitation program and functional recovery in youth. Methods. A descriptive exploratory design will be used to analyze data from a prospective repeated measures study that used a six-week active rehabilitation intervention. Participants are youth (10-18 yrs.) diagnosed with a concussion by a physician who continue to experience symptoms at least two weeks post injury, and who completed the full six-week active rehabilitation program. Study measures include demographic data forms, daily treatment logs and the Canadian Occupational Performance Measure. Data will be analyzed using descriptive statistics. Practice implications. Findings from this study may improve our understanding of how treatment adherence to active rehabilitation programs impacts concussion recovery in youth. Conclusion. Results may serve to inform future research and care in determining the most effective dosages of active rehabilitation programs and to support individualizing interventions for youth to promote concussion recovery.

**Key words:** Brain injury, Evaluation

**Experience level:** Beginner

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**T98 Mental health of youth with physical disabilities: A scoping review**

Poster presentation | Child/Adolescent General | Mental health

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Introduction: Youth with childhood-onset of physical disabilities face multiple challenges in transitioning to adulthood and may be at risk of developing a mental illness; however, limited efforts have been made to synthesize knowledge about the co-occurrence of mental health problems in this population.

Objectives: 1) to better understand the co-occurrence, impact, and type of mental health problems

experienced by youth with childhood-onset of physical disabilities; and, 2) to better understand their access to mental health services. Methods: A scoping review based on Arksey and O'Malley's framework was used. Four databases (Medline, PsycINFO CINAHL, Embase) were consulted. The search was limited to French or English articles from 2007 to 2019. Studies were included if they addressed: 1) young people between the ages of 13 and 24 with a childhood-onset of physical disability (e.g., cerebral palsy, spina bifida, juvenile idiopathic arthritis, and Duchenne's muscular dystrophy) and 2) the topic of mental health assessment, treatment, or access to services. Results: 33 peer-reviewed studies were included. Preliminary results indicate that the most common mental health problems were symptoms of depression, followed by attention deficit disorders, autism spectrum disorder, and anxiety. A significant proportion of these youth did not have access to mental health services. The impact of co-occurring mental and physical problems on functioning will be described. Conclusions: The findings highlight the importance for occupational therapists working in physical rehabilitation to be aware of, and be able to address, the mental health needs of young people with childhood-onset physical disabilities.

**Key words:** Community care, Mental health

**Experience level:** Beginner

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#### **T64 Cognitive rehabilitation group interventions for military members with cognitive dysfunction**

Poster presentation | Community/population | Rehabilitation

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Introduction: Canadian Armed Forces (CAF) Service Members (SMs) experience higher rates of mild traumatic brain injuries (mTBIs) and psychosocial risk factors such as mental health diagnoses, sleep disturbances, alcohol consumption, and post-concussion symptoms than Canadian civilians.<sup>1</sup> Associated challenges with executive cognitive functioning (ECF) can significantly impede their performance, engagement, and deployability.<sup>2</sup> To address challenges with ECF, an Occupational Therapist created and delivered Brain Bootcamp — an integrated behavioral health intervention for CAF-SMs who sustained mTBI or traumatic brain injuries (TBI) and experienced ECF. Brain Bootcamp's impact on ECF in individuals with mTBI/TBI and/or mental health diagnoses has not been determined. Objective: To determine if Brain Bootcamp improves cognitive performance, reduces mTBI/TBI-related symptoms, and increases external aid utilization among CAF-SMs with reduced ECF. Method: A quasi-experimental study was conducted of clinical outcomes collected from 65 participants who participated in Brain Bootcamp. Measures used to determine changes in client ECF prior to and following the intervention included the Montreal Cognitive Assessment (MoCA),<sup>3</sup> Rivermead Post-Concussion Symptom Questionnaire (RPQ),<sup>4</sup> Global Resilience Questionnaire (GRQ),<sup>5</sup> Depression Anxiety and Stress Scale (DASS-21),<sup>6</sup> External Aids Utilization Survey (EAUS).<sup>7</sup> Result: Statistically significant changes pre/post-intervention were observed, including improved cognitive performance, reduced self-reported mTBI/TBI symptoms, and increased external aid utilization. Conclusion: Brain Bootcamp appears to have a positive effect on ECF. Such improvements can enable CAF-SMs to be operationally ready for military service and have greater overall well-being. Brain Bootcamp appears to be a promising ECF-enhancing intervention.

**Key words:** Brain injury, Evidence-based practice

**Experience level:** Intermediate

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**T89 Experiences of becoming a mother in the Neonatal Intensive Care Units: A review**

Poster presentation | Community/population | Mental health

Olivia Citter, Parisa Ghanouni

Background: Only 38% of mothers who deliver babies admitted to the Neonatal Intensive Care Unit (NICU) are able to hold them within the first hour following birth. For the majority, this separation leaves women feeling responsible for their child's ill health and powerless in their recovery. Exploring how these feelings and becoming a mother in the NICU impacts one's occupational role of mothering may assist occupational therapists in better supporting mothers during their child's NICU stay and following discharge. Objective: To examine mothers' lived experiences of their child's NICU stay and how it may impact their occupational role of mothering. Method: Six online databases (CINAHL, PubMed, PsycINFO, Gender Studies Database, Sociological Abstracts, Social Services Abstracts) were searched using key words retrieving 352 articles. A total of 12 studies were retained for appraisal after screening title, abstract, and full text reviews. Results: Thematic analysis identified three themes: (1) struggling to claim the maternal role, (2) lack of "psychological readiness", and (3) seeking connection with one's child. Conclusions: This review offers a valuable new perspective to the research base, as there are currently no other articles or reviews on this topic, written from an Occupational Therapy point of view. This simple shift in perspective may allow Occupational Therapists working in the NICU to enable women to engage more fully in the occupations associated with becoming a mother. There is strong quality evidence outlining women's experiences of mothering in the hospital, however there is very little outlining women's experiences following NICU discharge.

**Key words:** Community care, Mental health

**Experience level:** Intermediate

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**F19 Exploring client-centred care in inter-provider relationships: A qualitative secondary analysis**

Poster presentation | Non-specific to Client Group | General/professional issues

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Introduction: Occupational therapists have been researching the client-centred relationship between clients and therapists for many years. However, client-centred care (CCC) is commonly delivered in an interprofessional context and less research has focused on how CCC impacts inter-provider relationships and teamwork. Objectives: To produce a theoretical understanding of how CCC is used in the context of inter-provider relationships in Shared Mental Health Care teams in Manitoba. Methods: A previously collected data set formed the basis of qualitative secondary analysis using constructivist grounded theory. Focus group transcripts from five teams with providers from two or more professions were analyzed using constant comparison methods. Coding, memoing and diagramming were used to inductively derive major categories and themes. Results: Providers understood CCC at two levels, as individual providers and as a team. Working with each other and with the same clients over time, these

providers developed a shared identity, termed “the Collective Provider” in this analysis, and embodied in the phrase working together “makes us a better provider”. Teams in this study were characterized by well-functioning inter-provider relationships and an organizational context that supported collaboration. In these conditions, CCC was mobilized in a relationship-enhancing rather than dissenting manner within the team, and in a way that was thought to advance collaboration and best care. Conclusions: Attention to the quality of relationships between providers in addition to with the client may be important in realizing a positive, teamwork-facilitative function of client-centred rhetoric.

**Key words:** Community care, Interprofessional

**Experience level:** Beginner

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**F55 Earth, wind and fire!! Clients prepare disaster and emergency plans.**

Poster presentation | Non-specific to Client Group | Primary care/population health

Mary Evert (San Diego) evertmary@gmail.com

Rationale: Occupational therapists have a unique knowledge of an individual’s capacity and needs to assure that their clients and families have a current, safe and effective personal emergency and disaster preparedness plan. Objectives: Create audience dialogue exploring tools useful in emergency and disaster management frameworks in order to devise a plan relevant to clients and to themselves. Provincial and Federal agencies associated with emergency and disaster response training programs to become certified disaster responders will be discussed. Approach: It is critical that OTs will routinely assess these I-ADL skills with each client, their families/caregivers and their community. Participants explore logistics of preparations, needs for situational awareness of the safety of physical and social environments, making and having a “go” bag with them, communication and personal information necessities, prioritization of needs in case an immediate crisis, and mental health components and partnerships for surviving various emergencies. Occupational therapy personnel best prepare for facilitating effective client interventions by having their own personal emergency plan and by compelling stories that motivated them to assist clients and families cope with worst case scenarios. Practice implications: Working with personal and client situations, OT personnel will gain a better understanding of needed insights, competencies and ethical imperatives to anticipate preparedness and responses for possible emergency situations and disasters that might affect their clients, their OT worksite, themselves, and their communities. Conclusions: How therapists incorporate this life saving client treatment strategy is critical to aid advocacy for OT interventions, quality of life and public health/safety.

**Key words:** Community care, Mental health

**Experience level:** Beginner

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**T70 Health equity approaches in occupational therapy: current practices and challenges**

Poster presentation | Non-specific to Client Group | General/professional issues

Charlène Rochefort-Allie (Dalhousie University | Halifax) charlene.rochefort@dal.ca

Rationale: There is an ongoing discussion within the profession on the roles of occupational therapists in addressing the social determinants of health and health equity. However, although practitioners

generally recognize inequities that impact the occupational realities, health, and well-being of their clients, many remain uncertain about how to address these issues in their clinical role. Objectives: This study describes how equity-oriented approaches are currently understood and enacted in daily clinical practice among Canadian occupational therapists and documents perceived barriers and needs to foster the integration of these approaches. Methods: Over 250 Canadian occupational therapists completed an online questionnaire based on current equity indicators in health care (see Browne et al., 2015). Descriptive statistics and content analysis were used to analyze survey responses. Correlation analysis was used to explore potential associations between factors related to practice contexts. Results: Therapists most commonly reported facilitating access to health and social services and advocating for individual clients; a range of actions to modify process aspects of occupational therapy services were described in qualitative responses. Organizational factors, including funding, time, and institutional culture, as well as systemic and intersecting aspects of inequities were common reported barriers. Supportive management, competence training programs, and collaboration with other professionals and communities were identified as valued supports. Conclusions: These results provide valuable insights on opportunities for interventions, existing barriers, and enablers that will help occupational therapists and organizations develop their capacity for health equity actions.

**Key words:** Advocacy, Occupational justice

**Experience level:** Beginner

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**S60 Feasibility and acceptability of Self-Management for Amputee Rehabilitation using Technology**

Poster presentation | Older Adult General | Education

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Introduction: Individuals with lower limb amputation (LLA) face challenges pertaining to mobility and activities of daily living. Providing an online education platform may help these individuals maintain independence and improve mobility. Objectives: To assess the feasibility and acceptability of Self-Management for Amputee Rehabilitation using Technology (SMART), an online self-management program, among individuals with unilateral LLA. Methods: Using a mixed-methods approach, a single group of individuals with LLA will be exposed to the SMART intervention. Participants are 50 years or older, use a prosthetic limb daily, and have internet access. Participants will be assessed at baseline (T1), and after 4 weeks of intervention (T2). Pilot educational modules will focus on skin care, residual limb management, functional use of their prosthetic limb, and falls prevention. The primary outcome measure is the 2-Minute Walk Test. Secondary outcomes include the Ambulatory Self-Confidence Questionnaire, Patient Activation Measure, and the Activities Specific Balance Confidence measure. A semi-structured interview about the acceptability of SMART will be conducted post-intervention. Data will be analyzed using a single group t-test. Interviews will be transcribed verbatim and analyzed using thematic analysis. Feasibility indicators will be classified as binary (successful/unsuccessful). Results: We anticipate SMART will be feasible (with regards to process, resource, management, and treatment issues) and acceptable. Conclusions: Provision of online modules could improve access to education and support for people living in remote communities, or those with difficulty accessing in-person services.

This platform could augment current rehabilitation resources to improve daily activities for individuals with LLA.

**Key words:** Teaching/education,Technology

**Experience level:** Beginner

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**T34 Understanding balance using rim-mounted grab bars during bathing transfers**

Poster presentation | Older Adult General | Environment

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Rationale: Grab bars address fall risk during bathing transfers and support healthy aging-in-place. Temporary rim-mounted grab bars are recommended when installation of permanent grab bars is not feasible. However, the safety and effectiveness of rim-mounted grab bars is unknown, including effects on balance and postural requirements during transfers. Objectives: Examine how using a rim-mounted grab bar during bathing transfers affects balance control and postural requirements in older adults with bathing difficulty, compared to standard permanent grab bars. Methods: Older adults with bathing difficulty stepped in and out of a wet/soapy bathtub. Bathtub entry and exit were completed: (1) while using a high and (2) low rim-mounted grab bar, (3) using a permanent vertical grab bar (mounted on side wall in line with bathtub rim), and (4) using wall-only support. Force plates beneath and adjacent to the bathtub permitted the determination of center of pressure measures (displacement range, variability, peak velocity) to quantify balance control. Frontal and sagittal plane trunk and lower-limb kinematics (peak trunk, bilateral hip and knee angles) were collected via 3D motion capture to quantify postural requirements. Results: Nine participants completed the study. Additional data collection is ongoing. We expect the rim-mounted grab bar will elicit poorer balance control and greater trunk flexion compared to the permanent grab bar condition, and these differences will be more pronounced for the low rim-mounted grab bar. Conclusions: Findings may inform bathroom design standards, clinical recommendations, and development of assistive technology to support healthy aging-in-place and reduce fall risk in bathing environments.

**Key words:** Falls,Technology

**Experience level:** Beginner

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**T37 Developing technology for aging-in-place: a developmental research design**

Poster presentation | Older Adult General | Environment

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Introduction. Developing technologies to cope with falls and responsive behaviours is promising to support aging-in-place. Detecting multiple unusual and dangerous events such as falls and responsive

behaviours (e.g. aggressiveness) is a challenge and few technologies are ready for doing it in the “real” context (eg. at home). Objectives. This communication presents the development of a new technology to address unusual events: falls and responsive behaviours. Methods. A developmental research design (8 phases) was conducted: from the exploration of the potential users’ needs to the implementation at home, including the technological development. According to each phase, qualitative research methods (eg. individual interviews, focus groups, multiple case studies) or simulation (eg. simulating falls or responsive behaviours in an apartment-laboratory) were performed. From the first to the last phase, the technology was tested in both contexts: laboratory and apartment-laboratory (controlled contexts) and home environment (real context). Results. Potential users are in favor of this new technology: older adults (83%), caregivers (92%) and also professionals and managers from the health care system. The technology specificity and sensitivity range from 91% to 100% for fall and responsive behaviours detection. The implementation at home (fall detection) has shown its feasibility and its acceptability. The potential users’ perception (eg. nurses) about using this new technology in a long term care unit, for detecting falls and responsive behaviours, was also positive. Conclusion. This project illustrates a method for developing technology considering the needs/opinion of the potential users from the first phase to its implementation.

**Key words:** Falls, Technology

**Experience level:** Intermediate

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#### **T47 Understanding friendship transitions in older adults living in rural Ontario**

Poster presentation | Older Adult General | Participation and inclusion

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Introduction: Friendships are vital relationships that provide social support and connectedness for older adults [2]. Changes in friendships have significant impacts on participation, engagement, health, and wellbeing in later life [3]. For older adults living in rural communities, changes in friendships are influenced by factors such as geographical location and cultural differences [1]. There is limited research looking at changes in friendships for older adults living in rural areas and the role occupational therapists (OTs) can play to facilitate smooth friendship transitions for this population. Objectives: The objectives of this study are two-fold. 1) to understand the experiences for older adults living in rural Ontario as they navigate through transitions in their friendships and 2) to understand how older adults living in rural Ontario perceive the role OT can play in these transitions. Methods: This qualitative study uses a narrative inquiry design. Community-dwelling older adults aged 65+ living in rural Ontario are recruited to engage in a semi-structured walking or sit-down interview. The resulting narratives are analyzed using the Life Course Perspective and themes related to management and experience of changes and transitions in friendships and social relationships are identified. Practice Implications: The findings from this study will help OTs understand their roles in enabling friendships for older adults living in rural Ontario. Conclusions: This study provides a deeper understanding of the experiences of older adults living in rural Ontario as they navigate through transitions in their friendships.

**Key words:** Community care, Evidence-based practice

**Experience level:** Beginner

