Autism Spectrum Disorders (ASDs) are one of the most prevalent childhood diagnoses, occurring in every 1 in 68 children (Centers for Disease Control and Prevention, 2015). Although ASDs are considered childhood disorders, they persist throughout one’s life and are often more pronounced during common life transitions. For adults with ASDs, this is a time marked by fragmented services, as well as disengagement from services (Baldwin, Costley, & Warren, 2014; Friedman, Warfield, & Parish, 2013; Shattuck, Wagner, Narendorg, Sterzing, & Hensley, 2011; Strickland, Cole, & Southern, 2013). Those with ASDs have skills deemed valuable by employers that include being: reliable, punctual, efficient, and detail-oriented (Howlin, 1997). Often those with ASDs struggle in areas that require soft skills due to their decreased social interaction and communication skills (American Psychiatric Association, 2013). In addition to these soft skills, it is necessary that adults with ASDs have the technical skills and lasting supports to be meaningfully engaged in a work environment (Nicholas, Attridge, Zwaigenbaum, & Clarke, 2015). Currently, literature is limited in regards to occupational therapy’s role in the post-secondary school-to-work transition for adults with ASDs.

**Purpose**

Therefore, the purpose of this scholarly project was to develop a post-secondary school-to-work transitional program for adults with ASDs to assist occupational therapists in providing interventions to this population. The objective of the overall program is for individual members to gain and maintain employment in order to increase quality of life.

**Methods**

The developers of this program conducted an extensive literature review to determine: (1) current transition programs; (2) factors that affect the transition from school-to-work; (3) skills, tools, and supports needed to develop a transition program; and (4) best practice principles for transition service delivery.

**Conclusion**

The results of this aforementioned literature review led to the development of *The Post-Secondary School-to-Work Transitional Program: An Occupational Therapist’s Guide to Service Delivery*. This program serves as a resource to provide the work skills and tools needed for the transition into employment and ongoing supports beneficial for maintaining employment. The program was designed to provide occupational therapists with individual and group sessions that address the skills, with emphasis on soft skills, needed to overcome the job application process and have success in the workplace. There are two sessions that solely address soft skills, but the group setting facilitates acquisition and utilization of these skills even when the session is focused on technical skills. The structure and objectives of the sessions address the employment process holistically while providing an environment that promotes social interaction and communication skills to best meet the needs of this specific population.
Mitchell, Gorelick, Anderson, and Atkins (2014), approximately 3-5 hours or less are spent on prosthetic training, while 85% of respondents felt that it was considered to be “very important”. This scholarly project focuses to bridge this gap even when additional education cannot be provided in school. An extensive literature review was conducted on topics relating to prosthetic guides, Occupational therapy, prosthetics guide for occupational therapy, orthopedic prosthesis, psychosocial, and prosthesis. The search databases used include Pubmed, Google Scholar, cinahl, and psychinfo. The literature review provided the authors with the introductory tools to competently treat an individual with a prosthesis as a novice student/therapist. The finished product is the *Prosthetics Guide for Occupational Students and New Graduates*. This guide includes resources for occupational therapy students and new graduates in regards to, but not limited to, useful assessments, psychosocial components, physical aspects, and care of prosthetics.

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**Dr. Julie Grabanski**

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The rate of single-custodial fathers is increasing (Leininger & Ziol-Guest, 2008). As single-custodial fathers have become more prevalent (Leininger & Ziol-Guest, 2008), programs are needed to provide them with support and information on the skills needed to raise children at all stages of development (Panter-Brick et al., 2014). The purpose of this project is to create a set of group protocols that will provide single-custodial fathers that are living in transitional housing with the skills necessary to raise children at different stages of development.

An extensive literature review was conducted on parenting programs for single-custodial fathers. Families living in transitional housing facilities or homeless families living in shelters were also researched. The literature review revealed that there is limited information regarding parenting programs for single-custodial fathers, specifically for families living in transitional housing facilities. To guide the formation of the protocols, the Model of Human Occupation (MOHO) was also thoroughly researched, to ensure an occupation-based, client-centered and evidence-based product.

The final product of this project is a set of twelve group protocols, tailored for single-parents living in transitional housing, providing strategies and techniques that address various developmental stages of children. The protocols have overarching parenting themes that address communication styles, discipline, and establishing rules and routines. The protocols consist of step-by-step guidelines for the facilitator and include activities, games and discussion questions for the participants. The protocols were developed with the intention that occupational therapists or certified occupational therapy assistants would implement the parenting groups in community settings.
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<tr>
<th>Dr. Anne Haskins</th>
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<td>Haley Larson &amp;</td>
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<td>Kirsten Marschke</td>
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<tr>
<td>Use of Large Amplitude Movements and It’s Effectiveness with Clients with Neurological Disorders: A Review of Literature</td>
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The Lee Silverman Voice Treatment (LSVT) BIG program is an amplitude-based intervention that has been proven to be effective to reduce motor symptoms, bradykinesia and hypokinesia, of Parkinson’s disease (Farley & Koshland, 2005). Neuroplasticity is a major concept utilized in understanding the effectiveness in the use of amplitude, and is used with other neurological disorders as well during rehabilitation, which leads to the hypothesis that the concepts within the program (amplitude) would be beneficial for a variety of neurological disorders in addition to Parkinson’s disease. The purpose of this scholarly project was to explore the current literature on the use and effectiveness of amplitude-based intervention with individuals with a neurological disorder.

An extensive literature review was then conducted to explore the current evidence of the use of amplitude with individuals with neurological disorders in addition to Parkinson’s disease. Articles were included if they were published in 1995 or later, had an adult population (18 and older), had at least one outcome measure, and were at a level III evidence or above. Articles were excluded based on if they included any disease that had fatigue as a precaution to therapy (i.e. multiple sclerosis, Lyme’s disease, and myasthenia gravis), mental illness diagnoses, a physical agent modality, and use of external tools to elicit amplitude (i.e. treadmill, weights, and computers). Search terms utilized included occupational therapy, physical therapy, amplitude, exercise intensity, motor training, motor learning, intensive therapy, repetitive movement, Parkinson’s disease, cerebral vascular accident, ataxia, apraxia, Huntington’s disease, cerebral hypoxia, muscular dystrophy, Guillain-Barré. All search terms were explored in PubMed, CINAHL, OT Search and AJOT databases.

A total of 21,199 articles emerged from the literature review, with five in total meeting all inclusion/exclusion criteria. A table was developed outlining the current literature supporting the use of amplitude with neurological disorders. It was found that amplitude-based interventions were beneficial for three neurological disorders: Parkinson’s disease, cerebral vascular accident, and degenerative cerebellar disease. However, there is a significant lack of literature highlighting the use of amplitude-based interventions; especially for individuals with apraxia, Huntington’s disease, cerebral hypoxia, muscular dystrophy, and Guillain-Barré syndrome.

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<th>Brittni Danner &amp; Stephanie Rehovsky</th>
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<td>Intentional Integration of Service and Therapy Dogs in an Occupational Therapy Program Curriculum</td>
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This scholarly project involves the intentional integration of Buddy, the service/therapy dog of the University of North Dakota’s Occupational Therapy graduate program. This project contains researched evidence regarding the variety of benefits involved with the implementation of animal assisted therapy (AAT) into the curriculum. The final product contains instructor materials for six existing courses in the graduate and undergraduate program. We have also included future implications for this product including adaptation to other similar graduate occupational therapy programs and future use at the University of North
Dr. Debra Hanson

Brooke Johnson & Hanna Stevenson

Modernizing Leisure Assessment Through Technology Applications

**Purpose:** The purpose of the product was to create an electronic based leisure interest companion for occupational therapists (OT) to utilize when treating clients.

**Methods:** A literature review was conducted using the CINAHL, OTSEARCH, Pub Med, and Google Scholar databases. The literature review results supported the value of leisure, and leisure assessment tools were explored. The UK Modified Interest Checklist was chosen as a focal point for the My Leisure Activities (MyLA) companion tool development. A story board was created by the authors to determine key product features. Representatives of the University of North Dakota (UND) Center for Instructional & Learning Technologies (CILT) were consulted to assist with the selection of design software and provided ongoing consultation throughout product development using the Captivate program. Once completed, the MyLA companion tool was published to a website.

**Results:** An electronic based leisure assessment companion tool to the UK Modified Interest Checklist was completed. The product, MyLA, allows the client to explore leisure interests through video and virtual technology, develop a realistic action plan, and complete a follow-up review in an accessible electronic format.

**Conclusions:** MyLA, the electronic leisure assessment companion, extends options for leisure exploration and provides easy access for planning and monitoring activity participation. Additional features may be added to enhance product use.

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Dr. Janet Jedlicka

Hana Mattern & Jordan Adolf

Occupational Therapy Feeding and Eating Interventions for Autism Spectrum Disorders and Pervasive Developmental Disorders: A Systematic Review

Due to the limited evidence and lack of methodological rigor regarding feeding and issues in children with Autism Spectrum Disorders (ASD) and Pervasive Developmental Disorders (PDD), clinicians who treat children with these diagnoses rely on the limited amount of information and many are not aware of evidence-based interventions (Ahearn, Castine, Nault, & Green, 2001; Marshall, Hill, & Dodrill, 2013).

The purpose of this scholarly project is to gather, critique, and determine efficacy of occupational therapy feeding and eating interventions for children with ASD and PDD. We systematically reviewed literature for higher-level evidence, as defined by Level III evidence or above, in regards to occupational therapy feeding and eating interventions for children with ASD and PDD in studies that were published between January 2000 and December 2015 and located in PubMed, OT Search, Cumulative Index of
Nursing and Allied Health Literature (CINAHL), and the American Journal of Occupational Therapy (AJOT). Our search yielded a total of 7,189 titles and abstracts that were narrowed through the screening process to 27 articles for review. The secondary review resulted in 11 articles, which received a full-text review. A total of 9 articles were found to meet inclusion criteria and be appropriate for critical appraisal. The results of these articles were compiled in an evidence table and a systematic review manuscript was specifically written for the AJOT.

Our scholarly project highlights the various discrepancies regarding research for occupational therapy feeding and eating interventions for children with ASD and PDD. Recommendations for future research and implications for occupational therapy practice include the need for higher-level evidence to support the practice of occupational therapy practitioners and the development of a specific protocol to standardize occupational therapy treatment for feeding and eating difficulties among children with ASD and PDD.

**Dr. Cindy Janssen**


In recent years, healthcare service delivery has been influenced by one factor that has shown to considerably limit occupational therapy (OT) practitioners’ ability to be mindful in the work setting (Black, 2010). This influential factor involves increased productivity standards resulting in high burnout, empathic fatigue, job dissatisfaction, lack of mindful practice, and distress to the point of clinical effectiveness (Irving, Dobkin, & Park, 2009; Poulsen et al., 2014; Vadnais, 2014). In the midst of high productivity standards, a need surfaced for the production of a tool that assisted OT practitioners to overcome these standards as well as to incorporate a mindful approach in practice; thus, *An Occupational Therapist’s Guide for Mindful Practice Under High Productivity Standards* was created.

The methodology of this guide included an extensive process. First, the authors of the guide reflected upon personal values, interests, and areas that inspired further exploration in the field of OT. Once the topic of mindfulness was collaborated upon, the authors of the guide utilized literature to reveal the literature gap and justify the need of this scholarly project. Then, the authors of the guide synthesized all of the research information into a detailed literature review. The gap guided from the research illustrated that the topic of mindfulness needed to address how OT practitioners may utilize mindful techniques within their practice in order to face high productivity demands in fast-paced health care settings.

*An Occupational Therapist’s Guide for Mindful Practice Under High Productivity Standards* utilized the concepts of andragogy (Knowles, 1984) and the Person-Environment-Occupation model (Law et al., 1996) as organizational frameworks to match the learning needs of the intended readers. The guide included quotes, figures and tables, worksheets, case studies, and mindfulness techniques and strategies that may be incorporated into the workplace setting for OT practitioners. Specifically, the information outlined in the guide related to the OT process of evaluation, goal-setting, and intervention. Ultimately, the purpose of the guide was for the practitioners to experience a transformative process that enhanced their personal and professional well-being, their surroundings to promote efficiency and efficacy within their workplace environment, the quality of care they provided, and the satisfaction received from their role as an OT.

| Grant Mitchell & Kyle Nelson | Virtual Reality: An Evidence-based Guide for Occupational Therapy |

**Problem:** Virtual reality (VR) is an emerging technology that serves to position the user in control of a virtual environment to maximize interest and function. VR is a context for intervention included in the Occupational Therapy Practice Framework: Domain and Process 3rd edition (OTPF-3; AOTA, 2014). It is crucial that occupational
therapy (OT) practitioners enhance their knowledge about VR technology used by their clients to provide effective client-centered practice (AOTA, 2010). There is a lack of organization of the literature and research evidence regarding the use of VR as an intervention modality. While there has been a significant increase in recent literature supporting the use of VR in OT, there is a need for manuals and resources to guide clinicians in using VR as a therapeutic modality (Levac & Miller, 2013; Proffitt & Lange, 2015).

Methods: An extensive literature review for articles regarding the use of the Xbox Kinect and Nintendo Wii within OT was conducted using five databases. Relevant data was extracted from each article related to the use of the Xbox Kinect or Nintendo Wii in intervention to synthesize the findings into charts. The construction of the charts followed the organization of the OTPF-3 (AOTA, 2014).

Product: The authors of this product created an evidence-based resource to guide OT practitioners' use of VR. The intended purpose of this product, Virtual Reality: An Evidence-Based Guide, is to assist OT practitioners' adaptation and/or modification of VR activities to address individual client needs. Using this product as a guide to current knowledge and evidence regarding intervention in the context of VR, OT practitioners will be better equipped to make safe and effective choices. To further support development of literature regarding VR, the authors of this product recommended areas for future research.

Alyssa Briggs & Nicholle Clouse

A Resource Manual for Occupational Therapists to Use with Parents of Infants Transitioning Home from the NICU

One of the many challenges facing health care professionals practicing in the neonatal intensive care unit (NICU) is providing appropriate care and support for parents throughout the transition process from hospital to home. Because the families are often the ultimate advocates and caregivers for infants it is important that they are well equipped with the skills and knowledge needed to take part in their infant’s care. Therefore, by providing clear and easy to use resources that address parental confidence, skills, knowledge, roles, routines, and the environment, professionals can help alleviate parental stress and uncertainty throughout the transition process.

An extensive review of literature was completed in order to determine the unmet needs of parents and their infants as they transition home from the NICU. During this review of literature, programs that address this population were reviewed; however, the programs in place only address the unmet needs of the infants. There is a lack of programs that address the unmet needs of parents whose infants are transitioning home from the NICU. We also visited with a local occupational therapist who works with this population in order to find out more about the unmet needs of parents. It was concluded that parents may benefit from the provision of a user friendly resource manual that can be utilized by occupational therapists when working with parents as their infant transitions home.

A resource manual was developed to provide occupational therapists with an easy to understand guide to help address the unmet needs of parents. The manual starts out by providing a brochure that can be given to parents to describe the role of occupational therapy. Initial and discharge evaluations are then included for the occupational therapist to measure the parents needs before and after use of the manual. The remainder of the manual is divided into sections and includes information about: developing confidence and self-efficacy, adjusting to new roles and routines, developing caregiving skills and knowledge, as well as tips to address the environment. Each section provides easy to use handouts and worksheets for occupational therapists to use in order to address the unique unmet needs of parents.
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<th><strong>Professor Breann Lamborn</strong></th>
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<td><strong>Lauren Herbert &amp; Melissa Hoffman</strong></td>
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The National Youth Sports Program/Belcourt Youth Activities Program (NYSP/BYAP) is offered to children ages 7-17 at the Turtle Mountain Band of Chippewa Indians Reservation for 4 weeks in the summer to educate children on health and wellness topics, as well as career opportunities. The physical activities that the children participate in are volleyball, basketball, floor hockey, track and field, strength and conditioning, yoga, weightlifting, kickball, softball/moshball, flag football, and swimming. Currently, the physical activities are not adapted for children with physical disabilities to be able to fully participate. Therefore the purpose of this scholarly project is to adapt several of the physical activities currently offered by the NYSP/BYAP in order for children with disabilities on the Turtle Mountain Band of Chippewa Indians Reservation be able to participate in these tasks with other children of their age group. This will be achieved by adapting several of the physical activities currently offered by the NYSP/BYAP.

An extensive literature review and communication with the Program Director of the NYSP/BYAP led to the creation of a manual for the program staff to utilize. The manual begins with a description of the need to make these adaptations, the importance of inclusion for children with disabilities, and specific considerations for disabilities and adaptation. Next, a list of the adapted tasks include, step-by-step directions/suggestions on how to modify yoga, strength and conditioning, weightlifting, volleyball, and swimming. Pictures are also provided with each of the tasks. Lastly, resources are included at the end of the product to educate staff about what assistance is available for children with disabilities, helpful organizations and websites on education about adapted sports, where to find adaptive equipment, and where to seek out financial assistance for purchasing adaptive equipment.

The primary goal of this product is to ensure that all children will participate in the adapted tasks in the NYSP/BYAP to improve health and wellness among this population. The manual will be given to Dr. Shane Martin, CSCS, to be distributed to the staff. Dr. Martin will then decide whether or not to implement the adaptations. Occupational therapy students will be able to provide assistance in carrying out these tasks for this program and make additional suggestions for adaptations to the tasks. This scholarly project may also lead to the development of an emerging fieldwork site with the NYSP/BYAP.

| **Danielle Nielsen & Janine James** | **Curriculum Development for Occupational Therapy Programs: Integrating Inter-professional Education and the Use of Simulation Laboratories** |

The Scholarly Project titled Curriculum Development for Occupational Therapy Education: Integrating Collaboration and the Use of Simulation Laboratories by Janine Albert and Danielle Nielsen advised by Nicole Harris, MOTR/L and Breann Lamborn, MPA was developed to meet the demands of collaborative education in the field of occupational therapy. A literature review was completed to determine the need of collaborative education between Occupational Therapy education and Occupational Therapy Assistant education and the use of simulation laboratories. From the literature review there was a gap found linking the use of simulation laboratories, the occupational therapy process and occupational therapy education. Following the literature review a program was developed creating an opportunity for occupational therapy programs and occupational therapy assistant programs to learn together in a facilitative environment and incorporating the occupational therapy process. The product includes a series of lesson plans to be integrated through both the Casper College OTA program and the UND OT program. The product includes a course syllabus, session outlines, class materials, performance evaluations, assignment rubrics, discussion questions, and a course evaluation form.
**Dr. Mandy Meyer**

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<th>Stephanie Carlson &amp; Ashley Waller</th>
<th>Happy Hearts: A Caregiver's Guide to Assisting Patients with Heart Failure</th>
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The purpose of this scholarly project was to develop a holistic guide that could be provided by occupational therapists (OTs) to caregivers of individuals with heart failure (HF). A thorough literature review was completed on the impact that caregiving for individuals with HF has on mental, physical and environmental aspects of the caregiver and their role as a caregiver. The literature revealed that there is a significant number of individuals with HF and the role of caregiving is on the rise. As the need for caregivers’ increases, the demands associated with caregiving responsibilities increases accordingly. Activities that caregivers assist HF patients with are: bathing, dressing, toileting, feeding, medical health, home care, financial assistance, and medication assistance. The current literature lacks information pertaining ways caregivers received and utilized resources to improve quality of life while caring for an individual with HF. Based on the unmet needs of caregivers of individuals with HF, Happy Hearts: A Caregiver Guide to Assisting Patients with Heart Failure was created.

Guided by the Person-Environment-Occupation Model, this guide addresses the transactive interaction between the person, environment and occupation and strives to achieve the best fit between those components. The Adult Learning Theory was also considered in the creation of this guide as it presents concepts that assist with the most effective methods of learning for adults. By using this model, it provided a way for the information to be followed and easily understood by caregivers of various educational levels.

Within this caregiver guide, the following areas are addressed: the definition and stages of HF, the role of the caregiver, the role of healthcare professionals, the physical and mental factors that influence caregiving, optimizing the caregiver’s environment, and maximizing efficiency in the caregiver role. A supplemental guide was created to demonstrate how OTs can educate and assist caregivers of HF in their everyday lives. Overall, this guide was created to find the best fit between the caregiver’s health and caring for the individual with HF.

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**Purpose:** The purpose of this scholarly project was to develop an easy to use resource guide to aid occupational therapists in working with those aging with a spinal cord injury (SCI) that have endured a secondary complication and advocating to other healthcare professionals the usefulness of occupational therapy in treatment of these individuals.

**Method:** An extensive literature review was conducted using Cinhall, OT Search, PubMed, PsycInfo, various medical journals, OT course textbooks, and documents obtained from the American Occupational Therapy Association (AOTA) website. Information was gathered about aging with SCI, common secondary complications in SCI, OT’s role in SCI, OT’s role in pressure ulcer care, OT’s role in bladder and bowel dysfunction, and OT treatment for cardiovascular complications.

**Results:** The Model of Human Occupation assisted in creating *An Occupational Therapist’s Guide: Aging with a Spinal Cord Injury: Secondary Complications*. The role of the occupational therapist was incorporated along with the Model of Human Occupation’s core components of volition, habitation, performance capacity and lived body, environment, dimensions of doing, and lifespan perspective as well as important findings from the literature review.

**Conclusions:** The document created includes a thorough review of the three most common secondary complications in individuals aging with a SCI. The document addresses occupational therapy’s role in all areas of occupation for individuals aging with a SCI that have endured a secondary complication for both the occupational therapist as well as the ability to advocate to other healthcare professionals about the profession.
**Professor Sue Morrison**

| Morgan Voss & Molly Schmitz | The Occupation of Driving: A Guide for Occupational Therapists Working with Adolescents Who Have ADHD |

**Purpose:** The purpose of this scholarly project was to develop an easy to use resource guide to aid occupational therapists in working with those aging with a spinal cord injury (SCI) that have endured a secondary complication and advocating to other healthcare professionals the usefulness of occupational therapy in treatment of these individuals.

**Method:** An extensive literature review was conducted using Cinahl, OT Search, PubMed, PsycInfo, various medical journals, OT course textbooks, and documents obtained from the American Occupational Therapy Association (AOTA) website. Information was gathered about aging with SCI, common secondary complications in SCI, OT’s role in SCI, OT’s role in pressure ulcer care, OT’s role in bladder and bowel dysfunction, and OT treatment for cardiovascular complications.

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**Conclusions:** The document created includes a thorough review of the three most common secondary complications in individuals aging with a SCI. The document addresses occupational therapy’s role in all areas of occupation for individuals aging with a SCI that have endured a secondary complication for both the occupational therapist as well as the ability to advocate to other healthcare professionals about the profession.

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| Rachel Gromek & Emily Hermanson | A Resource Manual to College and University Academic Return for Young Adults with a Mild Traumatic Brain Injury |

**Purpose:** Reportedly, in the United States 75% of traumatic brain injuries that occur each year are referred to as mild (Centers for Disease Control Prevention, 2010). Traumatic brain injury is the leading cause of disability each year with the highest prevalence being between ages 15-24 years (Willmott, Ponsford, Downing, & Carty, 2014). The greatest deficits experienced by college or university students with a mild traumatic brain injury (mTBI) are cognitive, psychosocial, and physical (Kennedy, Krause, & O’Brien, 2014; Marschark, Richtsmeier, Richardson, Crovitz, & Henry, 2000). The purpose of this project was to address the limited resources available to individuals with the diagnosis of mTBI as they reintegrate back into the college or university environment.

**Methods:** An extensive literature review was conducted to understand the most prevalent deficits an individual experiences after sustaining a mTBI. The information obtained from the review of literature was then analyzed with the utilization of the Ecological Model of Human Performance (EHP) (Turpin & Iwama, 2011). The areas of need were identified through the literature review, which found: a lack of accommodation services, cognitive deficits, physical deficits, emotional deficits, and a gap in the delivery of services. In addition, previous intervention strategies used with this population were also noted.

**Results:** Based on the methodology described above, the researchers developed A Resource Manual to College and University Academic Return for Young Adults with a Mild Traumatic Brain Injury for college or university students who have acquired a mTBI and are returning to the academic environment.
Intervention strategies were created based on the EHP model to facilitate their return. The intervention strategies utilize the EHP interventions of; create, prevent, alter/change, adapt/modify, and establish/restore. This resource manual is intended for immediate use upon the return to the academic environment, however, can be referred to throughout the college or university experience.

**Conclusion:** Several barriers may limit the implementation of this resource manual, such as: the lack of previous implementation, the classification of a mTBI, and the focus solely on academic return. Several areas of strength for this manual include; the variety of resources that are offered for student use, the manual builds upon the most challenging areas for an individual with a mTBI, and the strategies utilized are self-empowering. It is recommended further research be conducted in continuing research based off the needs of this population.

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**Dr. Sarah Nielsen**

Kamela Kelsch & Kaci Miller

Occupational Therapy Interventions for ADHD: Systematic Review

**Background:** ADHD can have a negative impact on occupational performance of a child, interfering with ADLs, IADLs, education, leisure, and play. However, at this time, a cumulative review of evidence based occupational therapy interventions for children with ADHD do not exist.

**Purpose:** The purpose of this scholarly project was to complete a systematic review of what occupational therapy interventions are effective for school-aged children with ADHD.

**Methods:** An extensive systematic review for level I, II, or II research articles was completed using CINAHL and OT Search. Inclusion, exclusion, subject terms, and words or phrases were determined with assistance from the librarian at the Harley French Library at the University of North Dakota.

**Results:** The systematic review yielded 13 evidence-based articles with interventions related to cognition, motor, sensory, and play. Upon completion of the systematic review, articles were categorized based upon an initial literature search understanding common occupational therapy interventions for children with ADHD. Specifically, level I, II, and III occupational therapy research is available for interventions addressing cognition, motor, sensory, and play.

**Conclusion:** Implications for practice and education include the need for foundational and continuing education opportunities reflecting evidenced-based interventions for ADHD. Further research is needed to solidify best practices for children with ADHD including more rigorous studies across interventions.

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**Dr. Jan Stube**

Anna Peinovich & Jessica

Occupational Therapy Health, Well-being, and Social Participation
As of 2010, 19.3 percent of America’s total population resided in rural regions. Research has revealed that the rural population in America has increased rates of illness and decreased overall health compared to the urban population. Furthermore, older women and men living in rural areas of the United States experience different challenges and health needs. The health needs of older women in rural areas are not typically individually addressed. This existing problem indicates a need for occupational therapists to intervene in order to address the health promotion needs of older women residing in rural areas. The purpose of this scholarly project was to research and develop guidelines for occupational therapists to utilize while working with older community-dwelling women in rural areas.

A literature review, using narrative review methodology, was conducted in order to identify the primary challenges women residing in rural areas face. Extensive analysis of the literature showed the need to address the challenges of women in rural areas while also pointing towards the main themes of: activities of daily living (ADLs) difficulties, loneliness, preference toward aging in place, connectedness with the land, loneliness, physical health and well-being, and transportation concerns. These themes helped to guide the creation of a group protocol in which each group session addressed a need for older rural-dwelling women identified within the literature. The person-environment-occupation (PEO) model was utilized to guide the creation of the group program plan as well as to help create the best “fit” between the older women, their rural environment, and their occupations. Research findings indicated that group interventions were more successful than individualized treatment, leading to the creation of a six-week group program, thus supporting social participation among the rural older women participants.

The group protocol created is entitled, Providing the Best Occupational Fit for Older Women in Rural Areas: A Group Protocol, is intended to be facilitated by an occupational therapist living within or traveling to the rural area. The group protocol consists of seven weekly sessions addressing topics of: ADL participation, physical and mental health, cognition, and social participation. Limitations of this product are that the product is designed for only older rural women. Also, the product has not yet been implemented, but a pilot study is recommended to determine its effectiveness. This program, delivered by an occupational therapist, is designed to enhance the fit between the rural older women, their rural environment, and their meaningful occupations to promote health, well-being, and increased occupational performance.

Problem: The Center for Disease Control Prevention (CDC, 2010) reports that 2,611,129 individuals visit the Emergency Room each year due to a traumatic brain injury (TBI). In addition, approximately 50% of individuals who have a TBI report visual inefficiencies (Bulson, Jun, and Hayes, 2012; Lew et al., 2009; McKenna, Cooke, Fleming, Jefferson, & Ogden, 2006). Researchers have identified the effects these diagnoses have on ADLs and IADLs. Yet, there is a further need for understanding the experiences of persons post-TBI who have visual inefficiencies, including their coping in everyday life.

Aims: This qualitative research study is aimed at determining the challenges that individuals with a dual diagnosis of a TBI and visual inefficiencies are faced with throughout daily life; and, secondly, to identifying common coping strategies used to approach these challenges.

Methodology: Following a review of literature, semi-structured interview questions were designed using the model of Occupational Adaptation (OA) (Schkade and Schultz, 1992). After IRB approval, a list of potential participants was obtained from an area optometrist. A sample of three individuals consented to two approximately one-hour long interviews. Using a phenomenological research design and analysis process, coding was utilized to support theme development and synthesis.
Findings: The qualitative findings show that participants commonly experience challenges in regards to their occupational performance in the areas of driving, education, sports/exercise and social participation. These occupations were made difficult by a variety of symptoms which complicate participation. TBI and visual inefficiencies impact relationships and support systems. The participants also experienced changes in ability to adapt and cope. Overall, there is a lack of awareness about brain injury with visual inefficiencies among research participants.

Conclusion: These findings suggest that people with brain injury and visual inefficiencies do experience daily challenges and could benefit from healthcare services to promote education, preparedness, and coping strategies to enable a smoother return to participation in life activities. We plan to publish these findings and disseminate the information to improve the quality of tertiary healthcare for this population. Healthcare professionals, such as occupational therapists, have the opportunity to make a positive impact on this population’s recovery.

Dr. Sonia Zimmerman
Brie Van Valin & Elizabeth Large

Interdisciplinary Mental Health Approach to Equine Assisted Therapy for Veterans

Purpose: The purpose of this program plan, Veteran Equine Therapy Services: An Interdisciplinary approach (VETS), is to provide an interdisciplinary, theory-driven structure to increase veterans’ occupational performance in the community using equines as a therapeutic medium.

Methods: A thorough literature review was completed focusing on current PTSD treatment options for veterans, beneficial effects of using animals and equines in treatment, and interdisciplinary team effectiveness. Scholarly articles were retrieved through databases found on the Harley E. French Library website located at the University Of North Dakota School Of Medicine and Health Sciences including PubMed, Google Scholar, Sociological Abstracts, CINAHL, and PsycInfo. Key terminology used included: case manager, equine, equine assisted activities and therapy, equine facilitated psychotherapy, hippotherapy, interdisciplinary team, occupational performance, occupational therapy, post-traumatic stress disorder (PTSD), social worker, therapeutic riding, and veterans. The literature revealed a need for interdisciplinary programming using equines as a therapeutic medium when working with veterans with posttraumatic stress disorder (PTSD). The Model of Human Occupation (MOHO) was selected and used to guide the development of occupational therapy interventions.

Results/Conclusion: Veteran Equine Therapy Services: An Interdisciplinary Approach (VETS), was developed as a practice guide for professionals interested in interdisciplinary programming addressing the needs of veterans with PTSD. VETS is meant to be used as a best practice guide for occupational therapists. Social workers and therapeutic riding instructors interested in running an interdisciplinary program that works with veterans with PTSD. Occupational therapy is identified as the main form of treatment. The program plan consists of a best practice approach to help ease veterans’ transition from military life back into civilian life. The structure of VETS includes individual and group sessions to address isolation and individual goals of the veteran. The specialized equine facility provides an atmosphere intended to reduce the stigma commonly associated with traditional mental health treatment. Outcome measures to collect data on the use of equines in therapeutic practice are recommended.