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**Poster P1**

**Outdoor activity holidays as occupations for people with multiple sclerosis: the effects on wellbeing**

Shuttleworth E: University of Cumbria

Introduction: Outdoor activity holidays have long been known to facilitate personal development for children and young people. Building on this knowledge, this study aims to investigate the effects of outdoor activity holidays for people with multiple sclerosis.

Method: The data for this qualitative research was generated through a focus group, comprising seven individuals from a regional multiple sclerosis support group who had attended an outdoor activities holiday approximately two months prior.

Findings: Four key themes were found which address the research question: empowerment, peer support, coping mechanisms and challenges to wellbeing. The participants believed that the outdoor activities holiday had a positive impact on their wellbeing, reporting effects related to overcoming challenges and experiencing the holiday as a support group. The holiday had an ongoing effect on the wellbeing of the participants, through the development of coping mechanisms. However, participants also discussed challenges to their wellbeing which were linked to the nature of multiple sclerosis and the risk posed by engaging in outdoor recreational activities.

Conclusion: This study shows that through attending an outdoor activity holiday, people with multiple sclerosis can experience a positive impact on wellbeing.

Ethical approval was received through the University of Cumbria ethical procedure.

References

Keywords
Adult physical health, Long-term conditions, Occupational therapy

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**Poster P2**

**An occupational perspective on recovery within Borderline Personality Disorder: a qualitative synthesis**

Rogers R, Lowe J: Northumbria University

There is currently a paucity of research exploring the meaning of recovery within Borderline Personality Disorder. It is important to occupational therapy practice to explore the meaning of recovery from the perspective of the service user, in order to ensure holistic, recovery-focused practice.

This study aimed to explore service user perspectives of the meaning of recovery within Borderline Personality Disorder, and to present the findings within an occupational therapy framework.

A systematic search strategy was employed to identify published research papers relevant for inclusion within this systematic appraisal. Papers identified for inclusion focused on service user perspectives of the meaning of recovery within Borderline Personality Disorder (Falklof and Haglund, 2010; Katsakou et al., 2012; Lariviere et al., 2015).

Themes emerging from the qualitative data synthesis were recovery, concepts of self, and occupational performance, within an overarching theme of interpersonal relationships. These themes were explored in relation to current understandings of personality disorder, and the importance of this within recovery narrative frameworks in occupational therapy practice.

These themes were framed within the occupational therapy constructs of ‘doing, being, becoming and belonging’ in order to better understand the impact of Borderline Personality Disorder on the ability to achieve sustainable, long-term, holistic recovery. Recommendations for practice are presented in order to provide a better understanding of how to support and empower long-term recovery within this disorder, with regards to utilising meaningful occupation as a vehicle through which social integration and self-actualisation can be achieved.

Ethical approval for this project was obtained through Northumbria University.

References

Keywords
Long-term conditions, Mental health, Occupational therapy

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**Poster P4**

**Informal interprofessional education on placement: the views and experiences of postgraduate (pre-registration) occupational therapy students**

Quinn P, Morris K: University of Cumbria

While the College of Occupational Therapists (2013) supports interprofessional education (IPE) at the pre-registration level, a review of existing literature has indicated a variety of barriers to achieving this, particularly for post-graduate level Occupational Therapy students (Pollard et al., 2004; Howell, 2009).

While IPE is addressed informally by many students on placement, little is known about this phenomenon (Pollard, 2009). Therefore, the research question seeks to discover the views and experiences of postgraduate (pre-registration) Occupational Therapy students towards informal IPE on practice placement.

The research aims to:
- discover how IPE may occur on student placements
- determine the value students place upon IPE
Occupational Therapy dissertation module. with doctoral researchers and leads the MSc (pre-registration)
the Department of Health, Psychology and Social Studies at
Karen Morris is the Principal Lecturer for Rehabilitation in
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Keywords

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Keywords
Occupational therapy, Students

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with doctoral researchers and leads the MSc (pre-registration)
Occupational Therapy dissertation module.

identify any barriers to effective IPE for students on placement,
and how these are negotiated.
The research question shall be addressed using a convenience
sample of 4–6 MSc (pre-registration) Occupational Therapy
students. Research participants shall be asked to complete a
short questionnaire, followed by a focus group surveying
their views and experiences of IPE on placement. Data shall be
analysed using an interpretative phenomenological approach,
capitalising upon the researcher’s recent practice placement
experience (Shaw, 2010).
The completed research article is due to be completed by 8
May 2017. It is anticipated that research findings will inform
occupational therapy educators and practice placement
providers when arranging and evaluating student practice
placements.
The research has been approved by the University of Cumbria
ethics committee.

References

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Briefing: Interprofessional education in pre-registration
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Classification of Functioning, Disability and Health. Geneva.

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