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Posters

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

Shuttleworth. E. Wilson S. 2016. Outdoor activity holidays as occupations for people with multiple sclerosis: the effects on wellbeing. University of Cumbria.

Keywords

Adult physical health, Long-term conditions, Occupational therapy

Contact Email Address

emnavshuttleworth@googlemail.com

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

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Contact Email Address

roisinrogers@msn.com, julianne.lowe@northumbria.ac.uk

Ongoing research

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