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## Posters

## Poster P1

**CAN THERAPEUTIC RELATIONSHIPS PLAY A ROLE IN SUPPORTING SELF-MANAGEMENT SKILLS FOR PEOPLE AFFECTED BY CANCER? AN INTEGRATIVE LITERATURE REVIEW**

**Wilkinson W** Abertawe Bro Morgannwg University Health Board/Swansea University/Wales Cancer Network

Half of people born after 1960 will develop cancer in their lifetime (Ahmad et al., 2015). Cancer rehabilitation needs to articulate how it supports self-management (SM) as more people survive their cancer, living with long-term and late-onset consequences of treatment. Better understanding of therapeutic relationships (TR) may provide an answer. This integrative literature review (ILR) aimed to describe TR research in cancer, synthesise qualitative and quantitative findings, and supplement this with learning from other long-term conditions (LTC). Integrative literature review: Seven databases were searched using a systematic strategy. Grey literature was identified from OTSeeker, hand-search of retrieved papers' references and ETHoS. Primary studies relating to the impact of TR on SM behaviours during rehabilitation for adults in cancer or chronic conditions were included. Results were limited to English language papers, published between 2003 and 2018. The literature was reviewed with support from two independent reviewers as guided by Whittemore and Knafelz (2005). QATSDD and AMSTAR tools were used for quality assessment of the papers and an Excel data extraction spreadsheet was used to synthesise and manage the data. Of the 733 records identified,

136 duplicates and 511 records were excluded after screening. Of the ten publications included, one of six review papers and three of four primary research studies were focused on cancer. Limited research has been undertaken into if/how TR affects cancer populations. Findings from other LTC suggest TR has a positive impact on the development of SM skills. Occupational therapy skills in TR are under-utilised in cancer rehabilitation.

This study received favourable ethical opinion from Wales Research Ethics Committee 6 (15/WA/0331) in April 2016.

**References**

Ahmad AS, Ormiston-Smith N, Sasieni PD (2015). Trends in the lifetime risk of developing cancer in Great Britain: comparison of risk for those born from 1930 to 1960. *British Journal of Cancer*, 112, 943.

Whittemore R, Knafelz K (2005). The integrative review: updated methodology. *Journal of Advanced Nursing*, 52, 546–553.

**Keywords**

Adult physical health, Long term conditions

**Author Information**

Wendy started her Professional Practice Doctorate in 2013 while working as an advanced practitioner occupational therapist in cancer rehabilitation. She started work as Macmillan Lead Allied Health Professional with the Wales Cancer Network in 2016. This research is one of three projects completed as part of her doctoral candidature.

## Poster P2

**IN-PATIENTS' LIVED EXPERIENCE OF THERAPY ON A MAJOR TRAUMA WARD ON EMOTIONAL WELLBEING, DAILY OCCUPATIONS AND READINESS FOR DISCHARGE – AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS**

**Throp J** Leeds Teaching Hospitals Trust

This project aimed to explore and understand the lived experiences of patients who have a major trauma and received occupational therapy intervention as a hospital patient. Using interpretative phenomenological analysis, this study uniquely explored the patients' lived experience of occupational therapy within a hospital major trauma ward. Eight major trauma participants were interviewed over a 4 month period, prior to discharge from the ward. Semi-structured interviews were analysed and then interpreted by the researcher using double hermeneutic techniques to elicit understanding of the participants' experiences and the meaning behind their stories. Five themes emerged: 1) 'Gods and goddesses'; 2) 'Don't just listen to me, hear me'; 3) 'Perceptions of trauma'; 4) 'Getting used to my new sense of self'; and 5) 'Grief and loss'. Participants described how their experiences of pain affected their participation in occupation, their occupational deprivation as an injured person and the emotional impact of being in hospital. Findings revealed the need for occupational

therapists working within a major trauma ward to deliver holistic occupation focused care within an acute environment, returning to the profession's unique understanding of occupation and its influence on health and well-being. The study revealed trauma patients' understanding of the role of occupational therapy and suggested there are opportunities for occupational therapists to use their skills to help further reduce the pain experience, consider strategies to overcome problems in returning to occupations of life, and the value of giving patients time to discuss their anxieties about returning home.

Ethical approval received from NRES Committee Yorkshire & The Humber reference: 15/YH/0050 Protocol number: OT14/11359IRAS project ID: 168253.

**Keywords**

Adult physical health

**Author Information**

Occupational Therapy Clinical Services Manager for MSK specialisms at Leeds Teaching Hospitals Trust. The author manages a large group of staff ranging from trauma, orthopaedics and vascular wards to head and neck surgery and the clinical decisions unit in A&E. The author maintains a clinical role as often as possible.

## Poster P3

**EXPLORING THE MEANING OF SUSTAINABLE RELATED OCCUPATIONS**

**Russo Alesi O** University of Cumbria

Background: Human activities and occupations impact on the earth's resources, upon which individuals and societies are dependent. Sustainability is an issue to consider when

contemplating the health impact this has on populations and subsequent generations. The World Federation of Occupational Therapists' (2012) position statement on environmental sustainability supports the profession's ability to develop understanding of sustainable practices as a matter of national and global health. Insight into sustainability-related occupations

was gained from a cohousing community, where communal homes and workspaces are supported by renewable energy technologies such as solar, biomass and hydroelectricity. Method: In-depth, rich qualitative data was gathered from four participants through semi-structured interviews, which were analysed thematically. Findings: Social, environmental, economic and cultural meanings were attached to shared and individual values. These supported sustainable practices and community wellbeing. Conclusion: Various skills, knowledge and abilities are required to negotiate complexities of sustainability-related occupations within the community. Cohousing, however, empowered participants to prioritise occupational engagement according to skill base, knowledge distribution and designated individual ability. This ultimately enhanced collective efficacy and offered opportunities to demonstrate such efficacy to wider communities. The study contributes to ethical debates and emerging occupational science or therapy evidence needed to support cultural and occupational change.

Full ethical approval was sought by the University of Cumbria.

#### References

World Federation of Occupational Therapists (2012). Position statement: Environmental Sustainability, sustainable practice within occupational therapy. Available at: <http://www.wfot.org/ResourceCentre.aspx>. (Accessed 20 November 2016).

#### Keywords

Adult physical health, Children and families, Disadvantaged people, Education and students

#### Author Information

Olivia Russo Alesi is an occupational therapist who currently works in neurosciences but has a particular interest in contemporary issues including mental health, environment and sustainability.

### Poster P4

#### A CURRICULUM REVIEW OF RESEARCH SKILLS AND KNOWLEDGE DEVELOPMENT IN UK PRE-REGISTRATION OCCUPATIONAL THERAPY PROGRAMMES

**Ward G, Watson J** Royal College of Occupational Therapists  
**Temple T** Formerly Project Assistant, Royal College of Occupational Therapists

Feedback gathered via the Royal College of Occupational Therapists (RCOT) Research and Development Review suggests that new graduates lack confidence in research when they move into practice, and that universities are perceived to inadequately prepare them to integrate research into practice. This study aimed to scope research-related curricula within pre-registration occupational therapy programmes and put this into context with (R)COT pre-registration educational standards (COT 2014). Using documentary analysis (Bowen 2009), this desk-based study examined the anonymised documentation of 51 accredited pre-registration programmes in the UK to identify and describe the research-related curricula. 126 modules were categorised according to type, content, weighting, assessment method. Data was analysed using descriptive statistics. Module types included: Research Introduction (32%), Developing Research/Evidence-Based Practice with Project Planning (19%), Project Planning and Execution (36%). Module specifications indicated 27 different content areas, including: Ethics (62%), Data Collection/Analysis (43%), Research Design – qualitative (37%), Quantitative (34%), Literature Searching (34%), Statistics (19%). Credit weightings varied considerably between programmes and modules utilised multiple assessment methods, including: Essay (29%), Presentation/Viva (27%), Research Proposal (21%),

Dissertation/Project (16%). Variations in terminology created some interpretive problems during data collection; however, considerable disparity was found across programmes relating to content, weighting and assessment methods. Some key research concepts (e.g. ethics) were taught frequently, whilst others such as statistics appeared less often in module descriptors. There is an opportunity to review research requirements within education standards (COT 2014) to improve research confidence and capability in occupational therapy graduates and to support more comparable pre-registration research education experiences.

This study was reviewed through the RCOT Research Governance Process and approved on 20th June 2018 (Reference number PE19/2018).

#### References

Bowen GA (2009) Document Analysis as a Qualitative Research Method. *Qualitative Research Journal* 9(2), 27–40.

College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education. London: RCOT.

#### Keywords

Education and students

#### Author Information

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### Poster P5

#### EXPLORING THE EXPERIENCES OF STUDYING OCCUPATIONAL THERAPY FROM THE PERSPECTIVES OF THOSE WITH DISABILITIES: THE APPLICATION OF THE MODEL OF HUMAN OCCUPATION (MOHO) (KIELHOFNER, 1985)

**Rushton T** University of Derby

Whilst undertaking an interpretative phenomenological analysis (IPA) doctoral research study exploring the lived experiences of studying occupational therapy from the perspectives of those with disabilities, data emerged of a dynamic relationship between each participant, their environmental context and the occupation of studying occupational therapy. Viewing each individual participant as a unique occupational being illuminated

a journey of highs and lows, described by two participants as a 'rollercoaster' as they engaged and participated in the occupation of studying to become an occupational therapist. Those who had successfully completed the programme described therapeutic benefits to studying occupational therapy. It became evident that the individual's personal factors, including their volition and the environmental barriers and enablers, were influential in the development of occupational identity, competence and ultimately occupational adaptation. Thus, leading to the theoretical application of a conceptual model of occupational therapy, the Model of Human Occupation (Kielhofner, 1985). The use of an occupation focused model allowed a deeper interpretation alongside a theoretical