

**Poster P141****AN EXPLORATION OF THE EXPERIENCE PARTICIPATION IN A DANCE GROUP HAS ON THE HEALTH AND WELL-BEING OF STROKE SURVIVORS****Gill E** No organisation stated

In the United Kingdom, over 100,000 people experience a stroke annually (Stroke Association, 2018). Psychological changes post-stroke often result in poor community reintegration due to disengagement in premorbid occupations, loss of valued roles, reduced confidence and difficulty adjusting to a new sense of self (Williams and Murray, 2013). While participation in meaningful occupations is known to positively influence a person's health and well-being, it is important to facilitate meaningful activities into the long-term care of stroke survivors. The purpose of this study was to explore stroke survivors' experience of participating in a dance group within the community. A qualitative phenomenological approach was employed. A dance programme for stroke survivors was carried out within the community by a skilled facilitator. After six weeks of the community sessions, the researcher carried out semi-structured interviews with three participants. Results: The enjoyment gained from the dance classes motivated participants to engage in other purposeful activities throughout their daily lives. Participation in these classes also led to a perceived improvement in self-identity, self-perceived confidence and a sense of belonging gained through the social nature of being part of a group. The use of dance reflects the multifaceted nature in which engagement in a meaningful occupation can promote the health and well-being among stroke survivors (Wilcock and Hocking, 2015). Findings reflect similar research (Carin-Levy et al., 2009; Lewis et al., 2016; Williams and Murray, 2013); however, larger scale studies are warranted to further

investigate the psychosocial factors associated with dance and stroke.

Ethical approval was granted by the University of Cumbria Ethics board committee.

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**Poster P142****THE OCCUPATION OF BEING A STUDENT: WHAT ARE THE BARRIERS AND FACILITATORS TO ACHIEVING MENTAL WELL-BEING?****Short J, Lowe J** Northumbria University

The mental well-being and mental health of students has become an increasingly reported topic across the media in recent years, with news articles completing surveys and reporting the findings that 87% of first year students find it difficult to cope with the academic and social stresses of university (The Guardian, 2017). Similar relevant studies have been carried out around first year students' lived experiences of their first year at university (Porteous & Machin, 2017). There is also a vast amount of evidence around the psychological well-being and stress factors relating to undergraduate student nurses (Smith & Yang, 2017). Smith and Yang (2017) found that there was a positive correlation between stress and psychological well-being. However, there is limited research looking at this from an occupational perspective or around what could be considered as barriers and facilitators to achieving mental well-being from an undergraduate student's perspective. An empirical qualitative study focusing on the experiences of first year occupational therapy students through a questionnaire and semi structured interviews highlighted the key anxieties, facilitators and barriers to achieving mental well-being as an occupational therapy student. These were explored utilising an interpretative phenomenological analysis approach. This poster aims to present the findings and identify key areas where an occupational perspective can improve mental well-being in this population.

Ethical Approval from Northumbria University.

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