

Program
for the Thesis Presentation Seminar of the
European Master of Science in Occupational Therapy

Thursday September 14th 2017

Seminar program
and
Abstracts

The seminars will take place at
University of Brighton at Eastbourne
Robert Dodd Building
RD203 and RD216

Graduation ceremony
Room RD203
At 12.45

(see Map on last page)

Welcome to these thesis presentations
regarding occupational therapy and occupational science issues.
Come and listen, learn and ask questions!



University of Brighton

University of Brighton
Eastbourne, United Kingdom



Amsterdam University
of Applied Sciences
Amsterdam, the Netherlands



Zurich University
of Applied Sciences
Winterthur, Switzerland



University College Absalon,
Næstved, Denmark



Karolinska Institutet
Stockholm, Sweden



Seminar program Thursday, September 14th 2017

09.00 to 09.30 Place and time for graduates to gather and prepare
in rooms RD203 and RD216

Time	Seminar A Room: RD203		Seminar B Room: RD216	
09.30–10.10	Student: Opponent: Chair:	Sussi Assander Ines Wenger Line Lindahl	Student: Opponent: Chair:	Katrin Kugler Ylena Zumbrunn Debbie Kramer-Roy
Break and oral feedback to students				
10.25–11.05	Student: Opponent: Chair:	Ulrike Rathauscher Sussi Assander Ann-Helen Patomella	Student: Opponent: Chair:	Ines Wenger Katrin Kugler Mette Andresen
Break and oral feedback to students				
11.20-12.00	Student: Opponent: Chair:	Ylena Zumbrunn Ulrike Rathauscher Lee Price		
Break and oral feedback to students				
Tea/coffee and biscuits at 12.00 at Greynore Restaurant for the presenters and their families				
12.45-13.45	Graduation Ceremony Room: RD203			
13.45-14.30	Celebration, Drinks and Snacks Room: Greynore Restaurant			

Meeting room for the examiners (internal and external): Room: RD120 with Coffee and Tea



Abstracts

(in alphabetical order of last names)

Sussi Assander

Measuring self-reported and observed ability to use everyday technology in persons with cognitive impairment and dementia: A correlation study

Background: Everyday Technology (ET) is included in several instrumental activities in daily life (IADL). To assess how the ability to perform IADL is affected by ET, two assessment tools were developed, the self-perceived tool “Everyday Technology Use Questionnaire” (S-ETUQ) and the performance-based tool “Management of Everyday Technology Assessment” (META). However, there are contradicting opinions regarding the need to combine self-reports and performance-based assessments to gain rich and substantial information about a person's ability.

Aim: The aim of this study is to explore if there is a relationship between perceived and observed ability to use ET in a sample of people with Cognitive Impairment (n=35) and Dementia (n=30) when using S-ETUQ and META.

Material and Methods: A cross-sectional, non-experimental design was applied. Data was transformed with Rasch-analysis, followed by independent t-test, Pearson Chi-square and Pearson Correlation tests.

Results: A small significant correlation (.251, $p=0.044$) was found between self-reported and observed ability to use ET.

Conclusions: The results indicate that S-ETUQ and META do not provide similar outcomes. Hence, it is recommended to use both tools when assessing patients with cognitive impairments and dementia to gain rich data about their ability to use ET in everyday life.

Keywords: Correlation coefficient, Discriminating validity, Occupational Therapy, Observation tool



Katrin Kugler

Occupational Balance in mothers and fathers of preterm infants

The gender-specific meaning of occupational balance for mothers and fathers of preterm infants

Aim: This study investigates the lived experience of mothers' and fathers' occupational balance in the situation of having a preterm infant. It is part of a bigger project the "Occupational balance in informal care givers study" (OBI-care) (Dür, Brückner, Mattner, Kugler, & Berger, 2015).

Method: This study uses pre-collected focus group data and the Empirical Phenomenological Psychological Method for the analysis. The purpose is to describe and understand the mothers' and fathers' lived experience of balancing daily occupations after the birth of a preterm infant in more depth and to investigate their gender specific meaning of occupational balance.

Results: The following five main components emerged from the analysis: 1) change of occupations 2) being actively involved in occupations 3) being a parent 4) living and experiencing the phenomenon together with loved ones 5) finding a new rhythm. This study did not detect clear gender-specific components of occupational balance, however differences in the specific meaning of single occupations and in the way the parents went through the phases of the process of re-establishing an occupational balance.

Conclusions: The results emphasise the importance of being able to make self-determined occupational choices opposed to being other-directed in order to develop an occupational balance. The findings suggest that being other-directed in the choice of one's occupations hinders and delays the process of finding a new occupational balance after a life transition, such as becoming a parent of a preterm infant.

Keywords: Balance of occupations, parents, premature infants, EPP, focus group



Ulrike Rathauscher

A Survey about school-based occupational therapy in the Austrian education system

Current state of provision and financing

Aim: The aim of the study was to explore provision and financing of school-based interventions in Austria.

Method: Data was collected by means of a web-based survey among Austrian occupational therapists (n=72) applying descriptive statistics.

Results: Outcomes demonstrated that more therapists offered contact to schools rather than to providing direct interventions and that there were differences between school types. Occupation-based interventions were mainly provided through consultation. The majority of interventions are financed by health insurance and one fifth of the occupational therapy interventions are not financed at all.

Conclusion: This leads to the conclusion that the current financial situation does not give all children access to school-based occupational therapy.

Keywords: occupational therapy, school-based, Austria, education system, survey



Ines Wenger

Applicability of the German Version of the Pediatric Evaluation of Disability Inventory (PEDI-G) in German-Speaking Countries in Europe

Aims: The study investigated if the normative standard scores of the Pediatric Evaluation of Disability Inventory (PEDI) are applicable to the German version of the Pediatric Evaluation of Disability Inventory (PEDI-G) in Germany, Austria and Switzerland, and whether there are differences in the applicability of the PEDI-G between the three countries.

Methods: 75 normally developing children (35 girls, 40 boys) from Germany (n=17), Austria (n=16), and Switzerland (n=42) aged between 0.9 month and 7.3 years (SD 2.03) participated in the study. Descriptive statistics, independent samples t-tests and chi-square tests were applied.

Results: No significant differences between the normative scores of the German-speaking children and the normative standard scores were identified. Even though the German-speaking sample showed higher scores for the domain social functions in both scales and in the Caregiver Assistance Scale self-care. Lower scores were identified in the Functional Skills Scale mobility.

Conclusions: The results support that the normative standard scores of the PEDI are applicable to the PEDI-G and for Austria, Germany and Switzerland, as no significant differences between the countries were identified. However the generalizability of the results is limited due to sample size and recruitment procedures.

Keywords: Activities of daily living, child, child preschool, caregivers, reference values



Ylena Zumbrunn

Exploring the psychometric properties of the Danish version of Management of Everyday Technology Assessment

Background: The management of everyday technology assessment (META) has been developed and evaluated in Sweden, but there is scarce evidence regarding the psychometric properties of the Danish META.

Aim: The aim of this study was to explore the psychometric properties of the 11 performance skill items of the Danish version of the META. Furthermore, the item hierarchy of the Danish META version was compared with that of the Swedish META version.

Methods: Within a cross-sectional design, data of 47 community-dwelling older adults with and without chronic obstructive pulmonary disease (COPD) were collected and analysed with the Rasch rating scale model.

Results: One of the 11 performance skill items demonstrated unacceptable goodness-of-fit to the Rasch model. Of the total sample, 14% showed misfitting response patterns. The separation index did not allow identification of different ability levels within this sample. The 4-category rating scale worked consistently across the items and the assessment was recognised as unidimensional. The item hierarchy of the Danish and the Swedish META version is similar.

Conclusion: The results provide mixed evidence of validity of the META when applied to the present sample. Further research is needed in order to provide better evidence of the Danish META for this population and context.

Keywords: everyday technology (ET), chronic obstructive pulmonary disease (COPD), Management of Everyday Technology Assessment (META), validity



Finding your way around the University of Brighton

The University of Brighton is based on five campuses in the coastal towns of Brighton, Eastbourne and Hastings.

The Thesis Presentation Seminar will take place at the Eastbourne campus, at Robert Dodd Building, in rooms RD203 and RD216.

Room numbers provide information on both the building and floor level. The number is prefixed by the name of the building e.g. Aldro, Greynore 3 and Queenwood. Robert Dodd is abbreviated to RD and Robert Dodd Annexe to RDA. Ground floor rooms begin with G; first floor rooms with 1, and second floor with 2.

