

SBM'S IMPACT ON UNIVERSITY STUDENTS' OCCUPATIONAL
PERFORMANCE

A Thesis submitted to the faculty at Stanbridge University in partial fulfillment of the
requirements for the degree of Master of Science in Occupational Therapy

by

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Certification of Approval

I certify that I have read *SBM's Impact on University Students' Occupational Performance* by Zachary D'Sa, Melina Ashley Del Mundo, Margarita Francisco, and David Mitchell, and in my opinion this work meets the criteria for approving a thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in Occupational Therapy at Stanbridge University.



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Preface

In today's digital age, screen-based media (SBM) has become an integral part of the lives of university students. This thesis explores the effects of SBM on this specific population, aiming to shed light on the impacts that may arise from their engagement with digital platforms. We hope to provide insight that will help others develop strategies to maximize the benefits, while mitigating any potential challenges associated with the use of SBM.

Abstract

This mixed methods study describes the impact of screen-based media (SBM) on the occupational performance of university students. Ten university students who attend Stanbridge University participated in this study. Semi-structured Zoom interviews, weekly screen-time, the Occupational Self-Assessment Short Form (OSA-SF), and the Media and Technology Usage and Attitudes Scale (MTUAS) were utilized for data collection. Three main themes emerged from qualitative data analysis: (1) Being a Successful Adult, (2) Mental Health, and (3) Self-Control. The findings of this study suggest that occupational balance while utilizing SBM is important to university students. These students are conscious of the negative impact that SBM may have on their occupational performance, but all agree that SBM has a positive impact on their life.

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SBM's Impact on University Students' Occupational Performance

The use of technology has drastically increased in the last decade. Children, adolescents, and adults have more access to electronics and internet-based programs than ever before. Many of them use YouTube, TV, streaming platforms, and social media on phones and laptops. These items can be categorized as screen-based media (SBM). It has been noted by Çimke and Cerit (2021) that “increasing technological developments make daily life easier. Nevertheless, they lead to many negative effects when they are not used consciously” (p. 499). Studies have shown the addictive and stress-related consequences that SBM has on young adults (Malak et al., 2022; Avunduk, 2021). There is also evidence that points to the positive uses of SBM in a learning environment, for academic purposes, or for relaxation and leisure (Avunduk, 2021; Austin-McCain, 2017). However, research on this topic lacks a specific focus on the effects of SBM on university students. The purpose of this study is to conduct assessments and engage participants in interview questions to understand how university students interact with different areas of occupation in response or in cohesion with their relationship with SBM. We anticipate gaining a better understanding of the experience of university students with SBM and its implications on their occupational performance.

Statement of Problem

There have been limited studies on the impact of SBM on university students. However, as research suggests, there are both positive and negative effects on the lives of individuals in this specific population. For the purposes of our study, we want to identify the areas where university students need support in reference to SBM usage.

Additionally, as university students ourselves we want to understand what we can do to maximize our time and find the balance between leisure and technology usage.

Literature Review

Behavioral Addiction

Numerous studies have indicated that SBM carries the potential for addiction (Kattula et al., 2021; Malak et al., 2022). According to the study by Kattula et al. (2021), 90% of participants said they used streaming platforms such as Netflix and Hulu, 75.4% indulged in binge-watching, and 80% reported streaming videos for entertainment to be an important reason for their increase in screen time. The study focused on one form of SBM usage, which is watching television through different streaming platforms. It ultimately showed the increased addictiveness of these platforms among individuals because they are so easily accessible. A study by Avunduk (2021) found that social media addiction resulted in decreased participation in typical leisure activities. A study by Malak et al. (2022) states that the available data shows that teenagers exhibit a higher level of addictive behaviors. This creates more health problems in comparison with adults when it comes to SBM.

Negative Impact on Mental Health

Several studies addressed social media addiction and its negative impact on mental health/wellness. Kattula et al. (2021) focused on SBM addiction due to binge-watching television and its overall impact on mental well-being, and anxiety. The study found that subscriptions to paid streaming platforms and poor mental well-being were associated with problematic streaming use. Considering these findings, it can be reasonably deduced that conscientious use of streaming platforms could mitigate against

problematic streaming use. Malak et al. (2022) revealed that social media addiction had an indirect effect on academic performance. However, it has a direct impact on students' stress and anxiety levels. This stress could influence anxiety levels that directly affect students' academic performance.

Furthermore, students' stress levels had a direct effect on anxiety, which could result in depression. Avunduk (2021) stated, "leisure satisfaction levels and social media addiction changed according to various variables of university students, and a negative significant relationship was found between leisure satisfaction and social media addiction" (p. 507). Social media addiction had a significant effect on mental health because there was lower participation in the typical leisure activities that brought them joy and happiness.

Positive Benefits of Utilizing SBM

While a great deal of literature focuses on the purely negative impacts of SBM use, additional research has indicated that there are also positive associations. SBM use is a part of the daily routine of undergraduate and graduate students which includes relaxation, leisure, social activities, and contentment with one's daily activities (Austin-McCain, 2017). SBM allows the individual space with less pressure and demands on the mind and body than the structured time required for academic coursework and may therefore be relaxing (Austin-McCain, 2017). SBM provides a resource for a broader sense of social engagement. In doing so, it may be used to improve the self-efficacy of college students. Utilizing social media for personal benefits, including restorative relaxation activities, further adds to their satisfaction in day-to-day routines.

Research has found that there are positive correlations between social media use and its benefits in school environments. In a study conducted by Diep et al. (2021), specific educational purposes of social media were used to share learning experiences, supplement knowledge after in-class sessions and search for more information related to disease prevention, treatment, or consultation. This study noted using active learning and its advantages for collaboration, feedback, and engagement can be beneficial for students. Social media can also be used as a tool in a supportive learning environment among their peers. A study conducted by Naidoo et al. (2018) supports this idea, as it aimed to discover how social media is inherent for the professional practice of occupational therapy students. The study also highlighted that the benefits of social media in this context centered around academic purposes, developing skills and knowledge, improving clinical practice, and discussion with other professionals.

Statement of Problem and Clinical Significance

Based on the studies and articles that we examined, there is strong evidence that SBM has shown results in decreased mental well-being and increased depressive symptoms, and moderate evidence for decreased participation in leisure activities, decreased leisure satisfaction, and higher addictive problems resulting in various health problems (Avunduk, 2021; Diep et al., 2021; Kattula et al., 2021). Though there is research indicating the negative effects of SBM, it is important to note the positive implications that are also evident in the literature. The existing literature has found that social media use was prevalent for the purposes of professional development and improvement of the self-efficacy and social engagement of college students; however, there is a need for more research on the positive implications of SBM and its relation to

the field of occupational therapy (Naidoo et al., 2018). Studies do not focus on the effects of SBM on occupational performance, and furthermore, the occupational performance of college students. Overall, the literature supports the notion that SBM negatively impacts the very aspects that encompass overall wellness. With the evidence provided by the current research, we argue that occupational performance is drastically affected by the use of SBM. Furthermore, we argue that SBM harms the occupational performance of college students due to its effect on mental health and overall wellness.

Theoretical Framework

We utilized the Model of Human Occupation (MOHO) frame of reference to guide our research study. MOHO aids in identifying the client's feelings and attitudes towards their behavior and enables them to seek change if desired. The MOHO model holds that clients are motivated to engage in behaviors by receiving feedback from the environment. Through this newfound motivation, the client is ready to engage in behaviors and "develop their own sense of self through establishing meaningful roles, habits, and routines" (Kielhofner, 2008). This study looked at each client's unique situation and used data to show how their SBM usage reflects their performance in other occupations.

Through the MOHO frame of reference, Kielhofner (2008) originally described a healthy functioning person as a person having a sense of order. According to Cole & Tufano (2019), order is a systems theory-based term that reflects a state of equilibrium and balance. Therefore, a person is deemed as displaying order if they are able to explore occupations for their own sake, competently meet the demands of their environment, and successfully achieve occupational performance. In a state of disorder, individuals are

unable to participate successfully in occupations. For example, a client may have the inability to select or perform occupations adequately; show a disruption in role competency; or be unable to engage fully in occupations due to environmental barriers (Cole & Tufano, 2019). When addressing the effects of SBM on the occupational performance of university students, the aspects of order and disorder are relevant, as SBM may disrupt the equilibrium and balance of an individual's performance in school. Despite the positive and negative implications that may be discovered, there is an inherent balance between order and disorder when examining SBM and occupational performance in school. This study aims to find the associations and environmental demands that are influencing the occupational performance of university students.

The MOHO frame of reference utilizes a top-down approach that looks at the individual, their occupations, and the relationship with their environment (Kielhofner, 2008). An individual's occupations are motivated, patterned, and performed within their environment. This study will review how a client's use of SBM will influence their occupational performance. Through interacting with various forms of SBM, individuals receive feedback that may present as a negative or positive factor. We want to understand what the driving factor is into why individuals use SBM and how this is reflected in their daily occupational performance.

Methodology

Study Design

We performed a mixed methods study to explore the associations between SBM and its effects on the occupational performance of graduate students. Qualitative data was obtained by conducting semi-structured interviews. Quantitative data was obtained by

administering the Occupational Self-Assessment Short Form (OSA-SF), the Media and Technology Usage and Attitudes Scale (MTUAS), and through data collection from participants' screen time features on their mobile phones.

Participants

Participants were recruited from an occupational therapy graduate program at Stanbridge University, an allied health university in Southern California. Participants were enrolled in one of three university campuses: Riverside, Irvine, or Los Angeles.

Inclusion criteria for participants included the following:

- Currently enrolled at Stanbridge University
- College-aged students between the age of 18 and 65 years old
- Use screen-based technology in their daily life (cell phone, tablet, video games, television, or computer)

Exclusion criteria included participants whose mobile phones do not have a Screentime feature. The Screentime feature must have had the ability to track the individual's usage of various applications on their phone as well as provide an average time of usage.

The data collection period took place over the span of four weeks. Recruitment began with flyers and an email sent out to students enrolled in the university's occupational therapy graduate program. Our final participant count was nine, consisting of eight women and one man, ranging from ages 22-27.

Setting

Stanbridge University is a Southern California college whose "central purpose is to prepare people for occupations and professions" (Stanbridge University, 2020, para.

2). There are three separate campuses in Los Angeles, Orange, and Riverside counties.

The university offers multiple programs in allied health, such as nursing, physical therapy, and occupational therapy.

Instruments

After signing informed consent, participants were asked to complete the OSA-SF. The OSA-SF is the condensed version of the OSA, which is designed to capture clients' perceptions of their own occupational adaptation (Baron et al., 2006). Participants were provided a list of everyday activities in which they assessed their level of ability and value when participating in these given occupations. OSA is in line with the study's guiding theoretical framework, the MOHO, as the assessment asks clients to rate their own experience and assign values to areas of performance.

Participants were then asked to complete the MTUAS. The MTUAS consists of 60 items that seek to reveal the use of technology through activities performed on mobile phones, computers, televisions, device-free technology, and social networking activities. The MTUAS includes 15 subscales, 11 measuring usage, and four assessing attitudes (Rosen et al., 2015). Responses are recorded by a Likert scale. For our study, we focused on attitudes toward technology as they relate to occupational performance. Some items in the MTUAS include attitudes toward the importance of being able to access the internet at any time, feeling dependent on technology, believing technology will provide solutions to our problems, and believing that technology makes people waste time.

Participants were engaged in semi-structured interviews. The use of the semi-structured interviews was guided by MOHO, which allowed for a better understanding of the participants' interests, roles, habits, values, and overall performance in their

meaningful occupations (Taylor, 2017). The interview consisted of 18 questions, including: “Do you feel that electronic devices hinder or promote your time management?” and “How do your electronic devices make your life easier?”

Data Analysis

Qualitative data was obtained through conducting semi-structured interviews with: and students from Stanbridge University. Questions included both fixed-response questions and open-ended questions to allow for a range of response categories. Interviews were transcribed following the completion of all participant interviews. Transcription allowed researchers to identify themes and patterns to better understand how SBM affects the occupational performance of university students. Additionally, quantitative data was obtained through the use of the MTUAS and OSA-SF and analyzed by researchers on an Excel spreadsheet to allow for an organized overview of the responses.

We utilized triangulation in our mixed methods research study to increase its validity and credibility. Triangulation includes gathering data from various sources, which includes both semi-structured interviews and quantitative surveys. Comparing the results from these two sources of data further enhanced the quality of our research. In addition, audit trails were maintained to allow for confirmability to ensure results are solely based on the responses of the participants.

Ethical and Legal Considerations

Ethical and legal considerations included anonymity and informed consent. Informed consent was obtained before the beginning of surveys, interviews, and data collection. This form contained the Participant Bill of Rights (Experimental Research

Subjects Bill of Rights, 1978), the participant's right to leave the study at any time, as well as any necessary information regarding our study. Any necessary consent was obtained through Stanbridge and emails, as well as a voluntary process of participation. Participants were informed that they would be asked to share their screen-time usage both in the study's flyers as well as the informed consent forms. Lastly, risks to the study were minimal and included the loss of participant confidentiality. Confidentiality was protected by assigning pseudonyms to all participants. Digital recordings of interviews and transcripts were stored in a password-secured computer, separate from the signed informed consent forms.

Results

Data collected from the MTUAS, OSA-SF, and interview questions provided insights into university students' experience in their relationships with SBM. In the MTUAS, participants found agreement in statements that included: "feeling it is important to be able to find information at any time online," "feeling it is important to access the Internet at any time," "feeling anxious when they do not have their cell phones," "feeling dependent on technology," and "feeling they can accomplish more because of technology." Conversely, participants found disagreement in the following statement: "new technology makes life more complicated." Participants were neutral on the statement: "new technology makes people waste too much time."

In the OSA-SF, participants' strengths included: taking care of themselves, managing their basic needs, and working towards their goals. Participants indicated challenges in the following: identifying and solving problems and being involved as a student, worker, and/or family member.

Upon analysis of the MTUAS, the OSA-SF, and the interview, three themes emerged from our mixed methods study: (1) being a successful adult, (2) mental health, and (3) self-control.

Being a Successful Adult

During the interview, each participant was asked, “Can you tell me in your own words what it means to be an independent, successful person?” Though responses varied, there is an existing theme relating to the nature of SBM use, either hindering or promoting the potential for feelings of success. Analysis of participants’ interview responses indicated that the aspect of being a successful adult includes three components of the following: (1) routines, (2) education, and (3) social participation.

Routines

Each participant was asked to describe their typical day, including responsibilities and what was important to them. Participants described their routines as waking up, working out, going to school, engaging in leisure activities either alone or with others, studying and doing homework, and going to bed. Interviews additionally revealed the high presence of SBM use in the participants’ daily routines. Participants were found utilizing forms of SBM to carry out their routines, such as utilizing the alarm clock and calendars on their mobile phones, as well as utilizing streaming applications on their televisions for leisure. Furthermore, participants were found dedicating time aside from other daily engagements to reserve for SBM use. “Julie” shares her routine:

I have my alarm set for 6:30 every morning, so I can get an early start on the day...but more realistically, I scroll on my phone for an hour in bed before I get up. Then I’ll do homework basically for the next eight hours and do some

distracting things to get a break from homework. Then my husband comes home and we usually have dinner together...and we'll watch TV together...

Additionally, "Meg" shares her daily routine:

If it's a school day then I will get ready for that, if not then I'm usually working out or working. Then after that I have a tendency to relax...downtime is probably the prime time when I'm using my phone or the TV...

Participants spoke about frequent use of organization tools within their devices as beneficial to their daily routines. These included various note and calendar applications.

Meg shares the following:

I use the notes and the calendar on my phone, and since it's linked to my Gmail, I can have access through my other devices. I prefer my device over pen and paper...I feel like I'm not as consistent on that so I mainly use my phone.

Regarding sleep routines, participants were found to have similarities regarding the use of SBM affecting sleep. "Sara" shares her daily experience:

Before I go to bed I usually sit on my bed and scroll on my phone...and sometimes that impacts my sleep... I'll stay up too late and then I end up going to bed later than I was planning. I think [SBM use] has definitely impacted my sleep cycle...when my phone is lighting up or buzzing that disturbs me from falling asleep.

"Dana" additionally shares her experience with SBM and sleep, "I go on my phone before I go to bed...it's a habit for me...I'll admit that, I feel like if I didn't go on my phone right before I go to bed I'd probably sleep more than I do."

Participants additionally described the distracting nature of SBM and indicated various ways usage impedes on their daily routines. “Rosy” shares her experience:

Instead of focusing on things I should be doing, I tend to get distracted and then look at my phone or the TV...so in those ways it does become challenging and would be distracting. It’s easier because I have my phone everywhere with me...so I get distracted and just start scrolling...getting on social media when I shouldn’t or texting when I shouldn’t.

In the routine of attending school, participants were asked, “Do electronic devices benefit you or distract you in class?” “Alfred” shares his experience with different SBM devices and how they are used in school:

My laptop is definitely a benefit, because I have the PowerPoint right in front of me and I can follow along...take notes on the side. As for my phone, it can be distracting, but sometimes I have the do not disturb on to prevent me from looking at my phone, because if my phone lights up I’m probably gonna look at it.

Education

Education was found to be highly prioritized among our participants. As evidenced by our demographic questionnaire, six of our participants are currently enrolled in the MSOT program, while the remaining three are enrolled in the Bachelor of Science in Nursing program and the Licensed Vocational Nursing program. The interview portion revealed a common theme of SBM usage being essential for educational purposes. Meg shares her experience, “I feel [SBM] is very beneficial...it benefits my schooling. I utilize my devices most when I’m at school.”

When asked whether she feels that technology has made a positive or negative impact on her academic performance, Meg states,

I would say positive for sure. I find it very beneficial...instead of carrying all these textbooks, I can just pull it up using Google Docs, and I can access my docs from my phone, my iPad, my computer...I feel it has really been helpful in my academics, especially because there's other sources like Quizlet and other ways I can study and retain information a little bit faster than just looking at a textbook.

Alfred additionally shares his experience with both positive and negative impacts on his academic performance:

As a negative, I feel like screen time can take away time for studying...but on the contrary, positive impacts, such as having the study guides on a Google Doc...I can just access it anywhere. It makes it even easier for me to study as well.

Speaking more on both the negative and positive impacts on academic performance,

Dana shares the following:

I feel like it's really easy to take the shortcut...if you don't understand a question, instead of looking through the book, notes, or the PowerPoint, you can just easily look it up. But, in a way, is that really negative? ...because it is a more efficient way of trying to understand...I feel like if you actually try to retain the information and understand why that's the answer in XYZ then maybe that's positive.

Social Participation

A common theme amongst participants was the importance they placed on social participation. Participants included social participation as part of their daily routines.

When asked what is important to her, Sara shares her experiences, “Spending time with friends and family is a very valuable thing. I find a lot of enjoyment out of it and it really helps me decompress. Hanging out with my friends is really a stress reliever.”

Julie additionally shares what she perceives to be important to her, “...progressing my friendships and keeping the friendships that I have strong...and then the relationship with my husband and my family...keeping those relationships strong as well.

When asked, “How do you prefer to connect with others?” results indicated a high preference for in-person communication. However, participants simultaneously indicated circumstances in which SBM use is preferred. “Mae” shares her experience:

I would say that if I’m more comfortable with someone or close to them, then I prefer to speak to them in person...there’s a better connection that way. But, if it’s a work-related task, or someone, like a coworker, then I prefer text messages...it’s more short and brief.

Dana speaks about few reasons as to why she prefers communicating in-person:

I would definitely rather talk to people in person. I’m not the best texter just in general...I feel like I’m really busy throughout the day so I don’t really check my phone...I just really value in-person. You can observe and read their facial expressions versus through text, things may be miscommunicated and not as genuine. [In-person], all my attention is on them.

Sara additionally shares her reasons as to why she prefers in-person communication over SBM use:

I love hanging out with my friends in person. I think it’s very fun and you can get that human connection that you can’t get through the phone [which includes] the

voice, inclination, and emotion that you get when you're around a group of people versus if you're on the phone. I also feed off other people...it just hypes me up, which is not the correct term but you know what I mean...it makes me excited to be around other people.

Despite the high preference for in-person communication, participants indicated utilizing SBM to communicate with friends and family who are currently inaccessible for in-person communication. Mae shares the following:

Electronic devices make life easier because I can easily make calls to connect with people. I am very close to my cousins, but they recently moved out to San Diego, so now I use a lot of FaceTime to communicate with them since they're so far away.

When asked whether she believes devices hinder socializing aspects, "Judy" states the following:

I guess it could go both ways, but personally I think it hinders. If I'm around certain people, and we're out on our phones, then we're not really talking. So I would say in that case, the quality of us hanging out isn't as good.

Mental Health

Participants were asked to describe if SBM has a positive or negative impact on their mood or mental health. During this interview, certain themes emerged regarding their mental health including, (1) self-worth, (2) addiction and dependence, and (3) anxiety and stress.

Self-Worth

In terms of self-esteem, certain participants shared their encounters with utilizing social media on their mobile devices and frequently comparing themselves to what they see online. Meg shares her opinion on how SBM has a positive or negative effect on her mental health:

I would say a little bit more negative, I think on my mental health, because I have the tendency to compare, and then I'll see people in different aspects of their life, and I have this tendency to compare a lot. So when I see that I let it get to my head and get a little more emotional.

Dana also mentions her experience with the effects of social media and comparing herself to others. She explains how comparisons arise due to what others see online:

I think, a lot of comparing happens with like what you see as well as like. I guess, like what maybe a part of you wants other people to perceive you as well. But I feel like, as long as like you realize that it's not that serious in the end as well as like, how like what you do see on people's social media isn't necessarily like the whole story.

Addiction and Dependence

Some participants have found that some applications on their mobile devices have hindered their participation in daily tasks due to them getting distracted and losing track of the time. As a result, this is what causes technology to be challenging to them. Alfred shares his experience:

If I'm kind of just laid up in bed, scrolling on TikTok, and I have a busy day in front of me scrolling on TikTok can be kind of addicting. So yeah, just having

like your motivation there when you have your phone right in front of you, makes you not want to do things as much. but you know you could be scrolling for an hour, and then you realize the time.

While addiction is present in the experiences of some participants, others have found that they are dependent on the usage of SBM as they use it as a tool to accomplish certain daily tasks. Mae explains her reliability and dependency on SBM:

I wouldn't be able to do a lot of stuff right. Like, for example, I use my GPS a lot like Google Maps. So even for places that are pretty local, I'll use it every time to get directions. So in that way I would say I'm pretty dependent, because if I don't have the GPS I just won't know how to get to the place, even if I've been there before.

Meg also shares a similar experience how SBM has been a key component for certain aspects of their day; however, she finds that she has become too reliant on it:

I can't complete my day because I tend to rely on my phone a lot, whether it's like looking at Google Maps to see how long it takes me to get to work or school or listening to music at the gym. And just like I feel like it's my source of communication with people. So I feel like I won't probably get much done. Kind of rely on it a little much.

Anxiety and Stress

Some participants have found that SBM usage has uprooted some negative feelings including stress. This stress may stem from the usage itself or simply not having their phone by their side. Julie shares her experience on how her SBM usage can often bring feelings of frustration and stress when it is not working:

I feel like, if, an entertainment app isn't working. Okay. If music and audio books aren't working. Then I get frustrated because that's usually like when I'm about to start driving somewhere. And I don't want to be late. And I'm like, okay, just to just sit in silence on my track.

She describes how technology can be convenient except for when it is not working, which can have an effect on what her current tasks are at that moment. Another participant, Sara, shares her feelings on how if she were to be without her mobile device, this could cause feelings of stress:

I think I might be a little more stressed, because I haven't gotten that like downtime yet [...] It's the majority of the time on my phone. But it's not always so. I think I would be more stressed without it.

Self-Control

Participants were asked “How does SBM affect your time management and daily routine?” Their responses showed a generalized difficulty with controlling and managing time with SBM. The interviews lead us to three separate but important concepts of self-control that appeared in our study. This includes (1) breaking from social media, (2) deleting social media, and (3) setting limits.

Breaking From Social Media

A constant theme when discussing SBM in this study was the use of social media on participants' phones. Many of them described using social media on their phone as part of their daily routine. Julie gives this response when asked about her ability to transition between tasks while using social media:

Like a lot of times while I eat lunch, I'll scroll, and usually, whenever that happens, I have a hard time getting off of social media. So then I just keep scrolling. And I'm like, Oh, you know, just one more video, just one more like post or whatever. I also do a lot of like checking, even though I know I don't have anything just in case, because I like to distract myself and like have a reason to not work on homework for a second.

Deleting Social Media

Participants described that the use of social media created situations that made them consciously take breaks from it. Meg talks about the negative effect social media had and how she felt the need to momentarily remove it from her life:

So I was off social media for a bit. I felt like that's when I knew I was really on it too much. And then, when it was kind of really not doing so well for me like in the beginning of my graduate program. So I was off it for a while. Well, probably 4 or 5 months I was off of it. So I would say, like, now you don't really have the urge as much to go on social media compared to before your break.

Setting Limits

The analysis of their interviews suggests that participants find a middle ground more often than not with their phones by limiting it as a distraction. A common theme that was noted is use of the do not disturb tool on their phones. Meg shares her experience with self-control and how she sets limits for social media:

I've also learned that when I study, kind of put the do not disturb, and you utilize it as a way to stay off of it. And yeah, I would just say like, those are like the most

common [social media notifications] because I know. If I still get the notification, I have the tendency to want to check it, so just eliminating that completely.

Dana shares a similar relationship with SBM as a distraction during class time and how she manages it:

I would say that my devices would probably distract me just because, like, if I get a message and like. I'm not fully invested in the lecture. Then I catch myself responding. My phone is on do not disturb so I feel like, if I'm like really invested in like the lecture, then I kind of don't really pay attention to my phone. But I feel like the days of like I'm tired, and I'm just kind of like out of it. Then I just catch myself just naturally going to my phone as like another outlet, so I don't have to take notes and pay attention, which is bad.

Discussion

This mixed-methods study aimed to explore the experiences, challenges, and motivations of university students and their relationships with SBM. Though each participant held unique viewpoints on SBM, participants also demonstrated similarities when indicating the ways in which SBM affects their daily lives. As there are limited studies that seek to explore the impact of SBM on the occupational performance of university students, the purpose of this study was to establish a reference for occupational therapists looking to expand their knowledge on the various impacts SBM has on university students. The results of our study indicate that SBM impacts university students in the domains of (1) being a successful person, (2) mental health, and (3) self-control.

Data collected from the MTUAS, OSA-SF, and interview questions, provided insight into each participant's unique perspectives and experiences regarding SBM use.

The OSA-SF revealed the strengths and challenges of each participant as it applies to the unique roles they assume in their everyday lives. Strengths included taking care of themselves, managing their basic needs, and working towards their goals. Results from the MTUAS revealed that participants found importance in being able to find information online, importance in accessing the internet at any time, feeling anxious when they do not have their cell phones, feeling dependent on technology, and feeling like they can accomplish more because of technology.

Limitations

The first limitation of our study is the small sample size. Initial participants who had expressed interest did not maintain participation throughout the entirety of our study, thus resulting in a final sample size of nine. The small sample size of our study may impede accuracy in representing the wider perspectives of university students and their relationships with SBM. Low retention rate affected our screen-time data collection. Table 4 represents the discrepancies in our data emerging out of participant retention issues. As a result of this discrepancy, our ability to understand the data usage within the four-week data collection period was affected. Within this sample size, we interviewed eight females and one male. This poses a limitation, as gender-specific differences can affect one's attitudes, experiences, and perspectives on SBM. Another limitation includes data collection from only one university. Results may be limited in range based on the university's programs.

Conclusion

Overall, the findings of our study highlighted that SBM plays a pivotal role in the occupational performance of university students. Based on our results, we concluded that

there are more negative impacts prevalent compared to the positive aspects of SBM. We believe that SBM has influenced the daily participation, mental health, and self-control of the participants within our study.

The findings from our study helped build a perspective on the services needed for this specific demographic. With these results, occupational therapists can create and aid other health professionals in devising an intervention program tailored to addressing the needs of university students. Such programs would include time management, coping strategies to promote mental health well-being, and techniques for limiting usage. The findings of this study may additionally be used to further understand and foster more supportive environments in both the school setting and at home.

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Table 1

OSA-SF

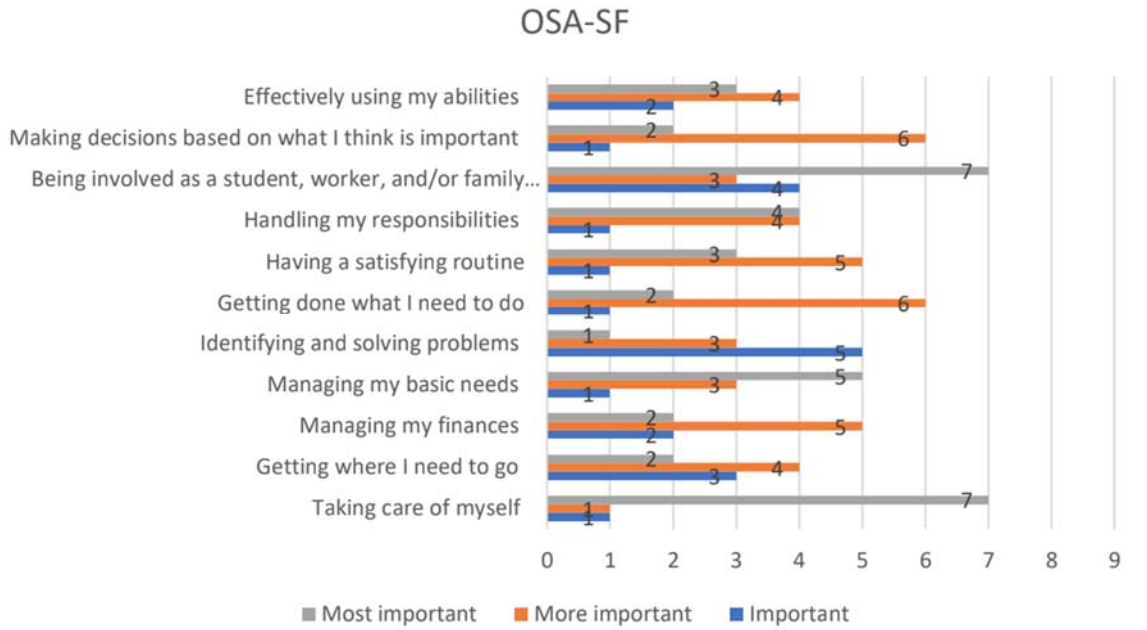


Table 2

MTUAS

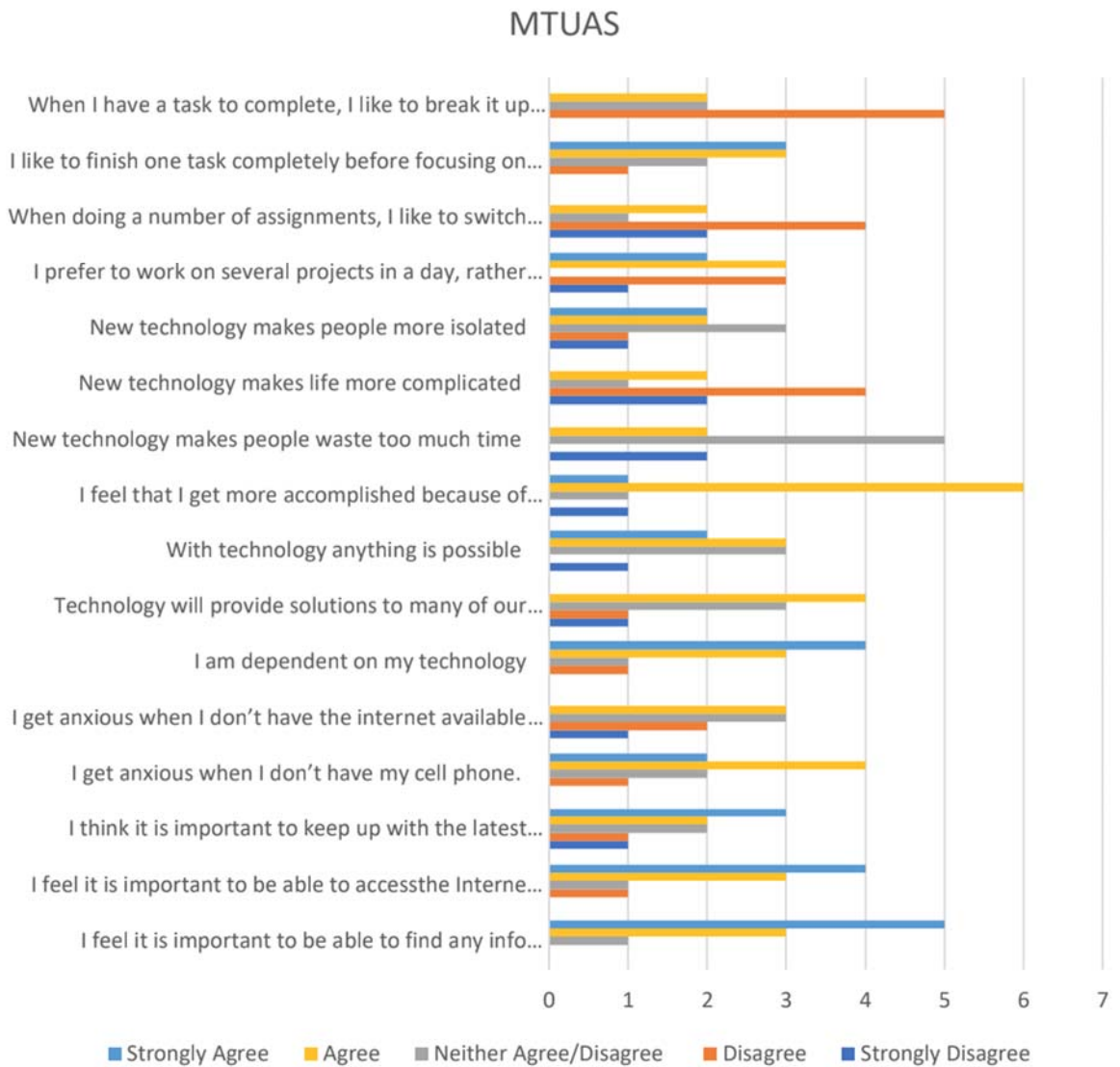


Table 3*Demographics of participant's*

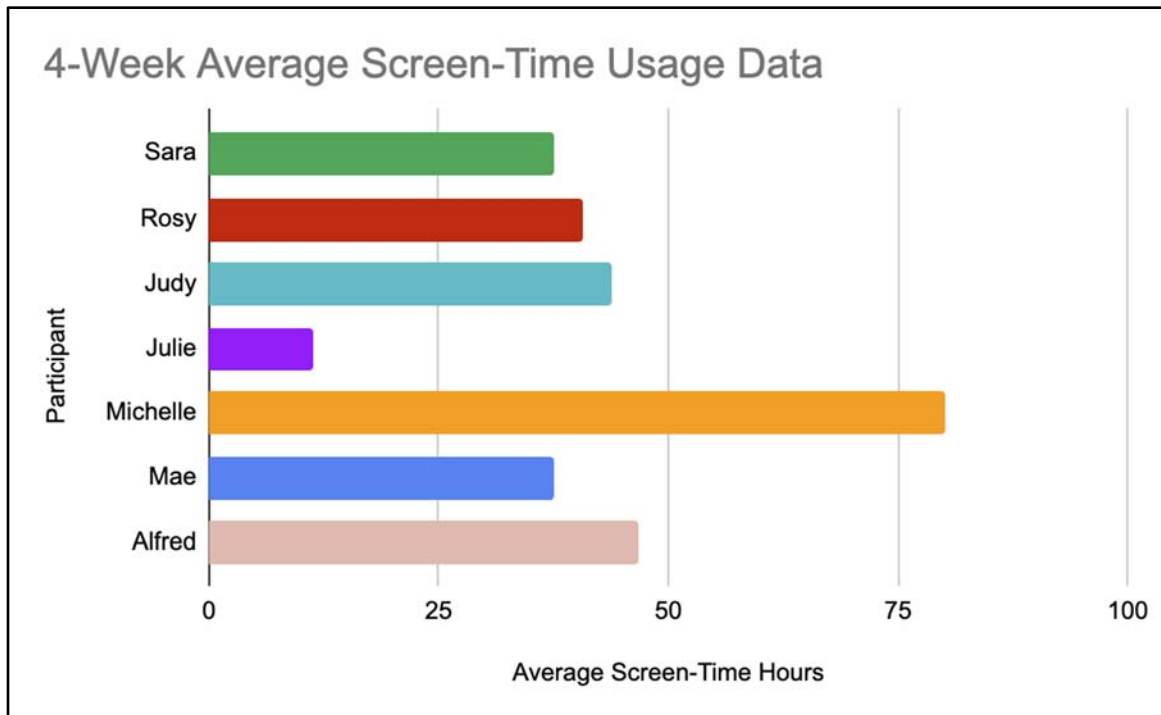
Demographics of participant's <i>N</i> = 9								
Pseudonym	Gender	Age	Children	Primary Language at Home	Race/Ethnicity	2 Most used SBM	2 Most used website/app	Educational Program
Alfred	M	24	0	English	Asian/Pacific Islander	Phone and laptop	Tik tok and Instagram	MSOT
Meg	F	26	0	English	Hispanic/Latino	Phone and laptop	Email and Instagram	MSOT
Dana	F	22	0	English	Asian/Pacific Islander	Phone and laptop	Youtube and Instagram	BSN
Mae	F	27	0	Spanish	Hispanic/Latino	Phone and laptop	Google and Tik tok	MSOT
Sara	F	23	0	English	Caucasian	Phone and Tablet	Tik tok and Instagram	MSOT
Judy	F	25	0	Spanish	Hispanic/Latino	Phone and Tablet	Tik tok and Instagram	MSOT
Rosy	F	26	0	Spanish	Hispanic/Latino	Phone and laptop	Tik tok and Instagram	MSOT
Julie	F	26	0	English	Caucasian and Native American/American Indian	Phone and laptop	Tik tok and Overdrive	BSN
Janet	F	27	0	English	Asian/Pacific Islander	Phone and laptop	YouTube and Twitter	LVN

Note: MSOT = Masters of Science in Occupational Therapy, BSN = Bachelors of Science in Nursing, LVN = License in Vocational Nursing

Table 4*Demographics of participant's continued*

Demographics of participant's cont. *N* = 9

Pseudonym	Religion	Employment	SBM used for Communication	Live with	Campus
Alfred	Christian	Student	Cellphone and Social Networking	Significant Other	Riverside
Meg	Catholic	Education	Cellphone and Social Networking	Parents	Riverside
Dana	Other	Student/Other	Cellphone and Social Networking	Parents	Riverside
Mae	Catholic	Student	Cellphone and Social Networking	Parents	Riverside
Sara	Christian	Student	Cellphone and Social Networking	Mom	Irvine
Judy	Catholic	Student	Cellphone and Social Networking	Mom	Riverside
Rosy	Catholic	Healthcare	Cellphone and Social Networking	Parents	Riverside
Julie	Other	Healthcare/Student	Cellphone and Social Networking	Spouse	Irvine
Janet	Prefer not to say	Healthcare/Student	Cellphone and Social Networking	Parents	Los Angeles

Table 5*4-Week Average Screen-Time Usage*

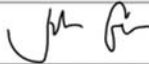
Note: A discrepancy between the number of participants in our study and the number of participants for screen-time data collection is present due to inconsistent participation.

Appendix A

Institutional Review Board Approval

Dear Dr. Shane Gemoto and Students,

The Stanbridge University Institutional Review Board has completed the review of your application entitled "Screen-Based Media's Impact on University Students' Occupational Performance." Your application (#05MSOTRS001) is approved and categorized as Expedited.

IRB Application Number	#05MSOTRS001
Date	04/14/2023
Level of Review	Expedited
Application Approved	X
Conditional Approval	
Disapproved	
Comments	The requested Minor changes have been reviewed and confirmed as completed by the IRB. (04/14/2023)
Signature of IRB Chair	

Please note that any anticipated changes to this approved protocol requires submission of an IRB Modification application with IRB approval confirmed prior to their implementation.

Sincerely,
 Julie Grace, M.S., M.A.
 IRB Chair

Appendix B

Site Approval Forms

Research Site Agreement Form Stanbridge University

AGREEMENT

Research Site: Stanbridge University

Research Site Address: 1325 Spruce St Suite 500, Riverside, CA 92507

Title of Proposed Research: Exploring the Impact of Screen-Based Media on the Occupational Performance of University Studer

RESEARCH STUDY INFORMATION

Student Investigator(s) Name(s):

1. Zachary D'Sa
2. David Mitchell
3. Melina Ashley Del Mundo
4. Margarita Francisco

Principle Student Investigator Name: Dr. Shane Gemoto

Email address: sgemoto@stanbridge.edu Phone Number: (909) 222-3523

Duration of the study: 16 weeks

Authorization Effective Date: April 10, 2023 Authorization Expiration Date: July 31, 2023

Allowed Number of Contact Hours: 1 hour and 45 minutes The study will be completed by (date): July 31, 2023

Description of Research:

We aim to analyze the impact that screen-based media (SBM) has on the occupational performance of university students through both qualitative and quantitative measures. For the purpose of this study, screen-based media is defined as technological devices including mobile phones, laptops, televisions, and gaming devices. We anticipate to discover positive and negative correlations between SBM usage and the occupational performance of university students. Previous studies have found that the use of screen-based media has an addictive nature and impacts the mental health of users. The addiction to social media has shown to decrease participation in one's leisure activities. Regarding performance in school, there is a direct affect on stress and anxiety due to social media addiction, thus indirectly affecting academic performance. Additionally, studies have found that there is a positive association present between SBM and one's satisfaction with daily routines related to relaxation, leisure, and social participation. Screen-based media usage can be used to improve the self-efficacy of university students and be implemented into their structured routines. Students can utilized SBM for educational purposes toward supplemental knowledge and as a supported learning environment for productive collaboration.



**Research Site Agreement Form
Stanbridge University**

Intellectual Property Statement:

Stanbridge University reserves the right to use, publish, and disseminate the results of the research findings. The University shall provide the research site with a copy of the final research product at the earliest practicable time.

Thesis Advisor Contact Information:

Name: Dr. Shane Gemoto

Email address: sgemoto@stanbridge.edu Phone Number: (909) 222-3523

RECRUITMENT PLAN

Means by which the researcher(s) will contact and/or recruit participants:

Recruitment will begin through handing out flyers on the university's campuses as well as sending out flyers to the university students via email. Potential participants will be recruited from any of the nine academic programs at Stanbridge University. Exclusion criteria will include participants whose mobile phones do not have a screentime feature. We anticipate having a sample size of 20 participants and informed consent will be obtained as our study requires two meetings via Zoom. Communication with participants will be maintained through email and providing reminders as necessary. Screening of participants will occur through speaking with potential participants, utilizing our verbal script. Potential participants will be made aware of the two 30-45 minute meetings we will schedule with them in order to complete the MTUAS and OSA-SF. They will be informed of our criteria which requires them to provide data from their screen time feature on their mobile phones. Consent forms will be given to participants willing to participate in our study. Forms will then be signed with a copy being provided to participants.

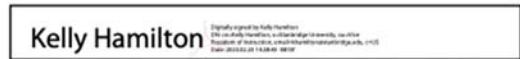
SITE REPRESENTATIVE AGREEMENT

I agree to the recruitment and data collection methods to be used in this study, and I authorize the investigator to conduct research at:

Facility Name/Research Site Name: Stanbridge University (Irvine, Orange County, and Riverside Campus)

Representative authorizing agreement: Dr. Kelly Hamilton

Title: Vice President of Instruction, Stanbridge University

 Kelly Hamilton
Digitally signed by Kelly Hamilton
DN: cn=Kelly Hamilton, o=Stanbridge University, ou=Office
of Instruction, email=kelly.hamilton@stanbridge.edu, c=US

Signature

2/23/2022

Date



**Research Site Agreement Form
Stanbridge University**

STANBRIDGE UNIVERSITY AGREEMENT SIGNATURES

I/We accept the terms of this agreement.

Student Investigator 1: Zachary D'Sa Title: MSOT Student



Signature

2/7/2023

Date

Student Investigator 2: David Mitchell Title: MSOT Student



Signature

2/7/2023

Date

Student Investigator 3: Melina Ashley Del Mundo Title: MSOT Student



Signature

2/7/2023

Date

Student Investigator 3: Margarita Francisco Title: MSOT Student

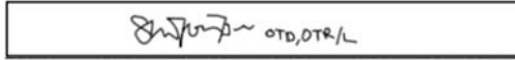


Signature

2/7/2023

Date

Faculty Thesis Advisor: Dr. Shane Gemoto Title: Faculty Thesis Advisor/Site Coordinator



Signature

2/17/2023

Date

Program Director: Dr. Myka Persson Title: MSOT Program Director

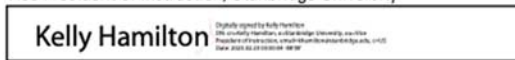


Signature

2/22/2023

Date

Dr. Kelly Hamilton
Vice President of Instruction, Stanbridge University



Signature

2/23/2023

Date



Appendix C

Sample of Demographics Form

Name (Pseudonym): _____ Male Female

1. **What is your age?** _____
2. **How many children do you have?** 0 1 2 3 or more
3. **What is the primary language spoken in your home?** _____
4. **Who do you live with? (Check all the applies)**
 - Mom Dad Grandparents
 - Spouse Other: _____
 - Siblings. If so, how many?
5. **Which Stanbridge University campus are you attending?**
 - Irvine Riverside Los Angeles
6. **What program are you enrolled in at Stanbridge University?**
 - MSOT BSN OTA
 - PTA LVN Other: _____
7. **What is your religion?** Christian Buddhist Hindu
 - Muslim Jewish
 - Other: _____ Prefer not to say
8. **What is your primary area of employment?**
 - Health Care Education Finance Business Services Retail
 - Student Retired Unemployed Other: _____
9. **Race/Ethnicity? (Check all that applies if applicable)**
 - Caucasian Black/African American
 - Hispanic/Latino Asian/Pacific Islander
 - Native American/American Indian
 - Other: _____ Prefer not to say
10. **What 2 electronic devices do you use the most?**
11. **What 2 websites/applications do you use the most?**
12. **How do you stay in touch with people? (Check all that apply)**
 - Cellphone Email
 - Social Networking: Pinterest Facebook Twitter Snapchat
 - Instagram BeReal TikTok
 - Other: _____

Appendix D

Sample of MTUAS Form

Name (Pseudonym): _____ (assigned after completion)

For each of the questions below, circle the response that best characterizes how often you do each of the following e-mail activities on any device, where 1 = Never, 2 = Once a month, 3 = Several times a month, 4 = Once a week, 5 = Several times a week, 6 = Once a day, 7 = Several times a day, 8 = Once an hour, 9 = Several times an hour, 10 = All the time.

	Never	Once a month	Several times a month	Once a week	Several times a week	Once a day	Several times a day	Once an hour	Several times an hour	All the Time
1. Send, receive and read e-mails (not including spam or junk mail).	1	2	3	4	5	6	7	8	9	10
2. Check your personal e-mail.	1	2	3	4	5	6	7	8	9	10
3. Check your work or school e-mail.	1	2	3	4	5	6	7	8	9	10
4. Send or receive files via e-mail.	1	2	3	4	5	6	7	8	9	10
5. Send and receive text messages on a mobile phone.	1	2	3	4	5	6	7	8	9	10
6. Make and receive mobile phone calls.	1	2	3	4	5	6	7	8	9	10
7. Check for text messages on a mobile phone.	1	2	3	4	5	6	7	8	9	10
8. Check for voice calls on a mobile phone.	1	2	3	4	5	6	7	8	9	10
9. Read e-mail on a mobile phone.	1	2	3	4	5	6	7	8	9	10
10. Get directions or use GPS on a mobile phone.	1	2	3	4	5	6	7	8	9	10
11. Browse the web on a mobile phone.	1	2	3	4	5	6	7	8	9	10
12. Listen to music on a mobile phone.	1	2	3	4	5	6	7	8	9	10

	Never	Once a month	Several times a month	Once a week	Several times a week	Once a day	Several times a day	Once an hour	Several times an hour	All the Time
13. Check the news on a mobile phone.	1	2	3	4	5	6	7	8	9	10
14. Record video on a mobile phone.	1	2	3	4	5	6	7	8	9	10
15. Use apps (for any purpose) on a mobile phone.	1	2	3	4	5	6	7	8	9	10
16. Search for information with a mobile phone.	1	2	3	4	5	6	7	8	9	10
17. Use your mobile phone during class or work time.	1	2	3	4	5	6	7	8	9	10
18. Watch TV shows, movies, etc. on a TV set.	1	2	3	4	5	6	7	8	9	10
19. Watch video clips on a TV set.	1	2	3	4	5	6	7	8	9	10
20. Watch TV shows, movies, etc. on a computer.	1	2	3	4	5	6	7	8	9	10
21. Watch video clips on a computer.	1	2	3	4	5	6	7	8	9	10
22. Download media files from other people on a computer.	1	2	3	4	5	6	7	8	9	10
23. Share your own media files on a computer.	1	2	3	4	5	6	7	8	9	10
24. Search the Internet for news on any device.	1	2	3	4	5	6	7	8	9	10
25. Search the Internet for information on any device.	1	2	3	4	5	6	7	8	9	10
26. Search the Internet for videos on any device.	1	2	3	4	5	6	7	8	9	10

	Never	Once a month	Several times a month	Once a week	Several times a week	Once a day	Several times a day	Once an hour	Several times an hour	All the Time
27. Search the Internet for images or photos on any device.	1	2	3	4	5	6	7	8	9	10
28. Play games on a computer, video game console or smartphone BY YOURSELF .	1	2	3	4	5	6	7	8	9	10
29. Play games on a computer, video game console or smartphone WITH OTHER PEOPLE IN THE SAME ROOM .	1	2	3	4	5	6	7	8	9	10
30. Play games on a computer, video game console or smartphone WITH OTHER PEOPLE ONLINE .	1	2	3	4	5	6	7	8	9	10

Do you have a Facebook account? If the answer is “yes,” continue with item 32; if “no”, skip to the *Attitudes subscales* below.

NOTE: The word “social media” may be substituted for Facebook in the question stem above and in items 32–34.

	Never	Once a month	Several times a month	Once a week	Several times a week	Once a day	Several times a day	Once an hour	Several times an hour	All the Time
31. Check your Facebook page or other social	1	2	3	4	5	6	7	8	9	10
32. Check your Facebook page from your smartphone.	1	2	3	4	5	6	7	8	9	10
33. Check Facebook at work or school.	1	2	3	4	5	6	7	8	9	10
34. Post status updates.	1	2	3	4	5	6	7	8	9	10
35. Post photos.	1	2	3	4	5	6	7	8	9	10

	Never	Once a month	Several times a month	Once a week	Several times a week	Once a day	Several times a day	Once an hour	Several times an hour	All the Time
36. Browse profiles and photos.	1	2	3	4	5	6	7	8	9	10
37. Read postings.	1	2	3	4	5	6	7	8	9	10
38. Comment on postings, status updates, photos,	1	2	3	4	5	6	7	8	9	10
39. Click "Like" to a posting, photo, etc.	1	2	3	4	5	6	7	8	9	10

Please answer the following questions about your Facebook and other online friends, where 1 = 0, 2 = 1-50, 3 = 51-100, 4 = 101-175, 5 = 176-250, 6 = 251-375, 7 = 376-500, 8 = 501-750, 9 = 751 or more

NOTE: In items 41 and 42 the words "social media" (or any specific social media site) may be substituted for Facebook.

	0	1-50	51-100	101-175	176-250	251-375	376-500	501-750	751 or more
40. How many friends do you have on Facebook?	1	2	3	4	5	6	7	8	9
41. How many of your Facebook friends do you know in person?	1	2	3	4	5	6	7	8	9
42. How many people have you met online that you have never met in person?	1	2	3	4	5	6	7	8	9
43. How many people do you regularly interact with online that you have never met in person?	1	2	3	4	5	6	7	8	9

Attitudes

Please circle the number that represents how you feel about the particular item.

1. I feel it is important to be able to find any information whenever I want online.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
2. I feel it is important to be able to access the Internet any time I want.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
3. I think it is important to keep up with the latest trends in technology.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
4. I get anxious when I don't have my cell phone.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. I get anxious when I don't have the Internet available to me.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
6. I am dependent on my technology.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
7. Technology will provide solutions to many of our problems.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8. With technology anything is possible.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
9. I feel that I get more accomplished because of technology.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

SCREEN BASED MEDIA AND OCCUPATIONAL PERFORMANCE

10. New technology makes people waste too much time.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
11. New technology makes life more complicated.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
12. New technology makes people more isolated.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
13. I prefer to work on several projects in a day, rather than completing one project and then switching to another.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
14. When doing a number of assignments, I like to switch back and forth between them rather than do one at a time.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
15. I like to finish one task completely before focusing on anything else.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
16. When I have a task to complete, I like to break it up by switching to other tasks intermittently.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Appendix E

Sample of OSA-SF Form

Occupational Self Assessment - Short Form (OSA-SF)

Name: _____

Date: _____

Step 1: Below are statements about things you may do in everyday life. If an item does not apply to you, select N/A. For each item that does apply, select how well you do that activity.	Does not apply	A lot of difficulty	Some difficulty	Well	Extremely well	Important	More important	Most important	I would like to prioritize			
1. Taking care of myself	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
2. Getting where I need to go	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
3. Managing my finances	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
4. Managing my basic needs (food, medicine)	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
5. Identifying and solving problems	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
6. Getting done what I need to do	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
7. Having a satisfying routine	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
8. Handling my responsibilities	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
9. Being involved as a student, worker, volunteer, and/or family member	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
10. Working towards my goals	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
11. Making decisions based on what I think is important	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
12. Effectively using my abilities	N/A <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				

Competence total
(Range 0-48) **0**

Value total:
(Range 0-36) **0**

Appendix F

Interview Questions

1. Right now, what is important to you?
2. Can you describe what a typical day looks like for you?
3. What activity makes you feel the most accomplished?
4. What are 3 different words you would use to describe your experience with technology?
5. How are you at managing your time? How do you keep track of appointments? Do you
6. feel that your electronic devices hinder or promote your time management?
7. Which electronic device is a necessity in your daily life? Why?
8. What would you say is the electronic device you utilize the most? (A specific app, video games, etc.) What would you say is your personal reason for using this outlet the most?
9. When do you use your electronic devices the most? The least? Why?
10. Has streaming applications affected your daily routine? How?
11. How do your electronic devices make your life easier? How do they make your life challenging?
12. What devices do you use when spending time alone? Others?

13. How do you prefer to connect with others? Why?
 1. Do you have a preference for talking to people online or talking to people in person? If so, explain.
 2. How do you connect with others using your devices? (apps, texting, calling, games)

13. Are you involved with your family? How do your devices contribute to this part of your life?

14. Can you tell me in your own words what it means to be a successful independent person? How do your electronic devices hinder this, or promote this?

15. Do you feel that SBM has a positive or negative impact on your mood or mental health? Why? How?

16. Do you feel that technology has a negative or positive impact on your academic performance?

17. Does your electronic devices benefit or distract you during class? Why?

18. Is there anything else you would like to share with me?

Appendix G

Verbal/Email Script

Hello! My name is _____, and I'm an occupational therapy student at Stanbridge University. I am doing research through the Department of Occupational Therapy at Stanbridge University under the supervision of our principal investigator, Dr. Shane Gemoto. I am interested to see how SBM like cell phones, computers, and social media applications impact university students. The study title is: "Exploring the Impact of Screened-Based Media on the Occupational Performance of University Students." Our study aims to look at the daily experiences of university students who use screen-based technology. Is this something you might be interested in? You qualify for this study if you use screened-based technology like a cellphone, computer, or video games. We will also ask you for your consent to share results from your screen time feature.

If you agree to participate, you will be asked to meet with me for two separate 45-minute zoom meetings. During the first meeting, you will complete a demographic questionnaire and two assessments: Occupational Self-Assessment - Short Form (OSA-SF) and the Media and Technology Usage Attitude Scale (MTUAS). The OSA-SF will help identify any challenges you may have in your daily life. The MTUAS will explore your feelings about technology and how much you use it. At the second meeting, you will be asked to complete an interview to further understand your successes and challenges when using technology in your daily life. This will be done over zoom and at an agreed-upon time. We will also be asking for you to share your screen time data at the end of each week. This data will be collected through the use of a Google form. The information that you share will help us find what more can be done to help other university students succeed as you take on more responsibilities once you graduate while using technology. You will:

- Be scheduled to meet at your convenience.
- Be given a pseudonym (fictitious name) to protect your identity and maintain confidentiality

Do you have any questions? Would you like to participate in this study? If so, I will need to go over a consent form with you and schedule a time to meet for our sessions.

Student researchers:

Zachary D'Sa; zachary.d'sa@my.stanbridge.edu

David Mitchell; david.mitchell@my.stanbridge.edu

Melina Del Mundo; melina-ashley.del-mundo@my.stanbridge.edu

Margarita Francisco; margarita.francisco@my.stanbridge.edu

Faculty advisor:

Dr. Shane Gemoto; sgemoto@stanbridge.edu

Thank you for your time,

Appendix H

Recruitment Flyer

*The Department of Occupational Therapy at Stanbridge University
invites you to participate in a Research Study:*

Screen-Based Media's Impact on University Students' Occupational Performance

Our objective:

We want to understand how **screen-based technology** (i.e phones, laptops, video games, television, etc) impacts the **daily performance** of university students

Description of study:

- Two 45-minute Zoom meetings:
 - o **First meeting:** Complete a demographic questionnaire, Occupational Assessment Short Form (OSA-SF), and The Media and Technology Usage and Attitudes Scale (MTUAS)
 - o **Second meeting:** Interview with researchers discussing the challenges in their daily activities while using screen-based-media
- Participants will be asked to share their screen time data at the end of each week for four weeks total through a Google form provided

Who can join?

- **Current** Stanbridge University students between the ages of 18-65 years old
- Daily technology users
- Mobile phone users who have a **screen time tracker feature**

Benefits:

You will help Occupational Therapists, Healthcare Professionals, and Universities gain insight into the challenges university students experience as they use screen-based technology

Participants will be entered into a raffle resulting in 3 winners of a \$10 Starbucks gift card. If the 30 anticipated participants are present in this study, you will have a 1 in 10 chance of winning

Thesis Students:

Zachary D'sa: zachary.d'sa@my.stanbridge.edu
Melina Ashley Del Mundo: melina-ashley.del-mundo@my.stanbridge.edu
Margarita Francisco: margarita.francisco@my.stanbridge.edu
David Mitchell: david.mitchell@my.stanbridge.edu






For more information
or to sign up, please
contact us!

Faculty Advisor:
Dr. Shane Gemoto



E-mail:
sgemoto@stanbridge.edu



Approval to use Assessments

Approval for MTUAS:

LR Larry Rosen <lrosen@csudh.edu>     

To: Zachary D'Sa Fri 2/17/2023 12:13 PM
 Cc: David Mitchell; Melina Ashley Del Mundo; Margarita Diaz Francisco; Dr. Shane Gemoto <sgemoto@stanbridge.edu>

 The_Media_and_Technology_... 251 KB  USING%20THE%20MEDIA,%... 248 KB

2 attachments (499 KB)  Save all to OneDrive - Stanbridge University  Download all






Here you go! Feel free to use the MTUAS in any way you choose. The attached document provides information on ways that others have used the MTUAS. Best of luck with your research.

All best from sunny San Diego
 LR

Dr. Larry D. Rosen
 Professor Emeritus
 California State University, Dominguez Hills

<http://DrLarryRosen.com>

Approval for OSA-SF

AY Alve, Yeasir <yalve@uic.edu>     

To: Zachary D'Sa Sat 2/18/2023 8:31 AM
 Cc: Taylor, Renee R <rtaylor@uic.edu>; David Mitchell **+2 others**

Hi Zachary D'Sa,
 Greetings. Thank you for your email. I can help with the question you have asked. You can administer OSA and OSA-SF in your clinical or research setting if you are an OSA license user, and the licenses can be purchased from the [MOHO web](#) per user basis. If you have five users who want to administer the OSA in your research data gathering, five OSA assessments (5X\$40) are necessary to purchase.

Feel free to reach out if you have any questions.
 Kind regards,
 Yeasir

Yeasir Alve, Ph.D. (He/Him/His)



Purchase Receipt

Date: 1/27/2023 5:07:40 PM

Order Number: 3832558427012

Vendor Information:	Customer Information:
University of Illinois at Chicago Occupational Therapy-CAHS (MC 811) Attn: MOHO Clearinghouse 1919 West Taylor Street Chicago, Illinois 60612-7250 USA	Gemoto, Shane sgemoto@stanbridge.edu

Title of Publication	Price	Quantity	Amount Due
Occupational Self Assessment (OSA) Version 2.2, 2006 - Digital License	\$40.00	1	\$40.00
Total Cost USD			\$40.00
Amount Paid			\$40.00

The product(s) you have purchased can be accessed electronically via your [MOHO-IRM Web account](#). This charge will show up on your credit card statement as [University of Illinois Web Urbana, IL](#).

Thank you for your order!

Appendix J

Google Form for Participant Data

Screen-Time Usage (Week 1)

This is a screen-time check-in for week 1. Thank you for your continued effort in participating in our study!

Name *

Short answer text

Email *

Short answer text

Screen-time hours *

Short answer text

Please upload a screenshot of your screen-time usage!

[View folder](#)

Appendix K

Consent Form and Video/Photo Release Form



Appendix C: Consent Form Master of Science in Occupational Therapy

STANBRIDGE UNIVERSITY RESEARCH CONSENT FORM

Description: You are invited to participate in a research study on the impact of screen-based media on the occupational performance of university students. We are occupational therapy students at Stanbridge University conducting research through the Department of Occupational Therapy. We will be under the supervision of our principle investigator, Dr. Shane Gemoto. We are interested in how screen-based media like cell phones, computers, and social media applications impact university students. The study title is: "Screen-Based Media's Impact on University Students' Occupational Performance." The purpose of our study is to conduct a needs assessment for university students university students who use screen-based technology.

You will be asked to:

Participate in 2 Zoom meetings. The first Zoom meeting will consist of a few assessments that will take approximately 45 minutes. The second meeting will be an interview at the end of the study that will take approximately 45 minutes. Participation in this study will require participants to submit Screen Time tracking data from their mobile phones; data will be collected at the end of each week (4 data submissions total) via Google form.

Your Time Involvement: 1 hour and 30 minutes

Risks and Benefits:

The risk involved with this study is sharing information about screen time usage. Some questions asked may make you feel uncomfortable sharing; you may choose not to answer or stop participation at any time. Risks may include a breach of privacy and confidentiality, given that data is transmitted online. Steps to protect data transmission include transmitting data through two-factor authentication-protected emails of the student researchers. Psychological risks may arise from questions conducted in the semi-structured interview, in which the participant may decline in answering any given question.

There will be no direct benefit to you from participating in this study. However, the information you provide when participating in this study may help further understand one's usage of screen-based media and if it impacts their daily occupations or activities. By using the Model of Human Occupations (MOHO), changes will be made if one feels their occupational performance is not up to their standard. There is a potential for subjects to benefit directly from participation in the study through self-reflection as a result of the completion of the study that later leads them to make beneficial changes in their habits or behavior.

Payment: There is a raffle at the end of the study where three participants will be randomly selected to receive a \$10 Starbucks gift card. If the anticipated 30 participants participate in this study, you will have a 1 in 10 chance of winning.

Participant Rights: If you have read and signed this form, you consent to participate in this study. Participation in this study is voluntary, and you have the right to withdraw at any point

without penalty. Your alternative is to not participate in this study. You have the right to refuse to answer specific questions. As a Stanbridge student, your participation is completely voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time or skip any questions during data collection without penalty or loss of benefits to which you are otherwise entitled. Your data will not be shared with your instructors, program, or the University. Your identity will not be disclosed at any time, and you will be given a pseudonym. If you do not meet the eligibility criteria or choose not to enroll in the study, then your screening data (demographics) will be removed from the study and destroyed within 48 hours.

The results of this study: May be disseminated to future researchers who will continue this study.

Contact Information: If you have any questions about this research, you may contact the Faculty Advisor: Dr. Shane Gemoto: sgemoto@stanbridge.edu; (949) 529-2155

Thesis Students: Zachary D'Sa: zachary.d'sa@my.stanbridge.edu

David Mitchell: david.mitchell@my.stanbridge.edu

Melina Del Mundo: melina-ashlev.del-mundo@my.stanbridge.edu

Margarita Francisco: margarita.francisco@my.stanbridge.edu

Independent Contact: If you are in some way dissatisfied with this research and how it is conducted, you may contact the Stanbridge University Vice President of Instruction at VP.instruction@stanbridge.edu or the Stanbridge University IRB Office at irb@stanbridge.edu.

Resources:

Considering the potential psychological risks associated with participating in this study, counseling resources are provided below:

Students may contact the **Stanbridge Student Assistance Program (SSAP)** by dialing (888) 977-7728 or by visiting <http://stanbridgesoar.acisoar.com/>. The SSAP is free and available 24 hours, 365 days a year. It is designed to help students manage a wide range of difficult situations and overcome personal challenges.

Students may also seek *outside* support through the **Office of Student Assistance and Relief (OSAR)** by dialing (888) 370-7589 or by visiting <https://osar.bppe.ca.gov/>. OSAR is designed to advance and promote the rights of students in private colleges. This program is committed to assisting students who are experiencing economic loss due to unlawful activities or the closure of a private college.

(If applicable, complete the following)

Indicate Yes or No:

I give consent to be audio taped during this study.

Yes No

Please keep a copy of this signed and dated consent form for yourself.

Signature

Date

Appendix D: Video/Photo Release Form
Master of Science in Occupational Therapy

Any person taking a video or still photograph for Stanbridge University related research dissemination must obtain a signed release form from all persons who are visibly recognizable in the video or photograph. Crowd scenes are exempt where no single person can be identified.

PARTICIPANT CONSENT

I am 18 years of age or older and hereby grant the researcher designated below from Stanbridge University permission to photograph and/or video, my voice and likeness and to use my voice and likeness in photograph(s)/video for data collection. I understand that my name will not be used in any publication/dissemination. I will make no monetary or other claim against Stanbridge University for the use of the photograph(s)/video.

 Signature

 Date

 Printed Name

Stanbridge Researcher(s):

 Signature

 Date

 Printed Name

Address and Contact Information:
