



Massachusetts Association for Occupational Therapy, Inc.

Conference 2019

“CommUNITY: Building Local and Global Connections”



Friday, October 25, 2019

7:30 AM - 5:00 PM

Four Points by Sheraton Norwood

A Symposium for Occupational Therapy Practitioners, Students, & Health & Rehabilitation Professionals

MAOT ANNUAL CONFERENCE 2019

“CommUNITY: Building Local and Global Connections”

Friday, October 25

7:30 AM - 5:00 PM

MAOT

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Conference Objectives:

This one-day symposium is designed to provide an opportunity to explore the dimensions of health care and occupational therapy practice. Sessions will focus on a variety of clinical, administrative, management, research-based, practical, and theoretical areas.

At the conclusion of the program, the participants will be able to:

- Appreciate the importance of building local and global connections.
- Discuss strategies for building local and global connections.
- List examples of local and global connections to advance occupational therapy.
- Describe effective strategies to advocate for occupational therapy.
- Identify emerging areas of practice in occupational therapy.
- Understand contemporary issues and trends influencing occupational therapy education and practice.
- Discuss the application of evidence-based research to best practice in occupational therapy.
- Network with colleagues.

Acknowledgments

Conference Committee Co-Chairs:

Karen Jacobs, OT, EdD, OTR, CPE, FAOTA
Jean MacLachlan, OT, PhD, OTR

Conference Committee Members:

Lisa Boyajian, OTA, COTA
Donna Caira, Administrative Manager
Laurie Cecchi, OT, OTR, CAPS
Alissa Conant, OTA, COTA (CE Coordinator)
Elizabeth Craig, OT, OTR
Karen Hefler, OT, OTR
Mary Malone, OT, MS, OTR
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Maureen Nardella, OT, MS, OTR, FAOTA
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Megan Ribak, OT, OTR
Joanna Stumper, OT, OTR
Melissa Tilton, OTA, BS, COTA, ROH

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Daria Rapkin, OT, MS, OTR, CDP, Membership Representative
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Susan Krikorian, OT, OTD, OTR, Special Interest Group Coordinator

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Eleanor Meyer, OT, Public Relations Representative
Alissa Conant, OTA, COTA, Member at Large (Continuing Education
Coordinator/Awards/Nominations)
Melanie Glynn, OTA, COTA, Member at Large (Social Media Coordinator)
Donna Caira, Administrative Manager

Conference Agenda

- 7:30-8:00** Registration/Breakfast/Exhibits
- 8:00-9:15** Welcome & Introduction
- MAOT Business Meeting
Karen Hefler, OT, OTR, MAOT President
- Legislative Update
Lisa Simonetti, MAOT Lobbyist
Sarah McKinnon, OT, OTD, MPA, OTR, BCPR,
MAOT Government Relations Representative
- Awards Ceremony
- AOTPAC
Sarah McKinnon, OT, OTD, MPA, OTR, BCPR,
Board of Directors, American Occupational Therapy
Political Action Committee
- 9:15-9:45** Keynote Address
Tracy Lee-Allard, Actress
- 9:45-10:15** Break/Exhibits
- 10:15 – 10:30** AOTA Boston 2020
Frank Gainer, MHS, OTR/L, FAOTA
American Occupational Therapy Association (AOTA)
- 10:30 – 11:30** Keynote Address
Ellen Cohn, OT, ScD, EdD, OTR, FAOTA,
Boston University
- 11:30 – 12:00** Break/Exhibits

12:00-1:00

Session I

- A. CDC Free Milestones App and WIC Center Collaboration
- B. Doctoral Capstone Experiences: Cultivating Creative Learning Opportunities
- C. Peer Mentoring for Young Adults with Intellectual/Developmental Disabilities and Co-occurring Mental Health
- D. The Feasibility of a Volunteer Group for Patients with Chronic Critical Illness: Practitioner perspectives
- E. Supporting Children During Transitions Between Activities
- F. Spread the Word! OT podcasting for everyone
- G. Professional Communication: A Generational Approach to Professional Development
- H. The Pain Conversation: Using Language to Navigate Experiences

1:00 – 1:45

Luncheon

1:45 – 3:15

Session II

- A. Supervision: OT and OTA Partnership
- B. Anatomy of Student Competence in the Allen Cognitive Disabilities Model
- C. From Routines and Rituals to Outcomes and Advocacy
- D. Occupational Therapy Role with Left Ventricular Assistive Device Candidates
- E. Using the Occupational Therapy Domains of Practice to Change Culture in a Prison Mental Health Facility
- F. AOTA Updates on Occupational Therapy's Role in Postsecondary Transition
- G. Empowered! Impacting Independence and Psychosocial Health After SCI
- H. Poster Session

3:15 – 3:30

Break/Exhibits

3:30 – 5:00

Session III

- A. Occupation-based Treatment Kits for Acute Rehab
- B. Efficiency with School Based Sensory Processing Evaluations
- C. Shifting from Volume to Value in Post-Acute Care
- D. In the Moment Approaches with Challenging Behaviors

- E. Parent-child Challenges with Sensory Processing Disorder and the Role of Occupational Therapy
- F. Debriefing Strategies to Enhance Self-Regulation in Occupational Therapy Education
- G. Linking Trauma and Sensory-Based Interventions in Occupational Therapy
- H. Poster Session

MAOT BUSINESS MEETING 8:00 a.m.–8:15 a.m.

Presenter: Karen Hefler, OT, OTR, MAOT President

Educational Level: All

Learning Objectives: By the end of this program, participants will be able to:

1. Identify MAOT's professional activities over the past year.
2. Learn about professional opportunities available for future participation with MAOT.
3. Enhance awareness of the professional responsibility and benefits of MAOT membership.

LEGISLATIVE UPDATE 8:15 a.m.–8:45 a.m.

Presenter: Lisa Simonetti, MAOT Lobbyist, Sarah McKinnon, OT, OTD, MPA, OTR, BCPR, MAOT Government Relations Representative

Educational Level: All

Learning Objectives: By the end of this program, participants will be able to:

1. Identify legislative issues that affect occupational therapy practitioners in the Commonwealth of Massachusetts and at the federal level.
2. Identify methods to become involved in state legislative issues.

AWARDS CEREMONY 8:45 a.m.–9:05 a.m.

Presenter: Alissa Conant, MAOT Member-at-Large (Awards/Nominations)

AOTPAC: 9:05 a.m.–9:15 a.m.

Presenter: Sarah McKinnon, OT, OTD, MPS, OTR, BCPR, Board of Directors, American Occupational Therapy Political Action Committee

Educational Level: All

The American Occupational Therapy Political Action Committee (AOTPAC) is the policy arm of AOTA, whose purpose is to 1) elect and retain legislators who understand occupational therapy and are supportive of causes of the profession and 2) expand the mission of occupational therapy. Occupational therapy is not fully understood in the political arena where health care decisions are made, and contributions through private donations from association members can increase advocacy presence where these decisions are made.

Learning Objectives: At the end of this presentation, participants will be able to:

1. Understand basic information regarding legislative process affecting federal policy.
2. Identify current legislation and how recent changes affect the future of occupational therapy.
3. Identify opportunities in leadership, advocacy and legislation as a student, new graduate, or seasoned practitioner.

Keynote Address: 9:15 a.m.–9:45 a.m.

The Sassy Aspie: Finding me in Neurodiversity

Presenter: Tracy Lee-Allard

Educational Level: All

Tracy Lee Allard is an Actress with Asperger's Spectrum disorder who hopes to change misconceptions about Autism/Asperger's. At the same time, she does acting and public speaking. Tracy got her start public speaking at 8 years old and continues to educate people on Asperger's to this day. She can be seen in Sam and Mattie's Teen Zombie Movie. (2016).

Learning Objectives: By the end of this program, participants will be able to:

1. Discuss current misconceptions about Autism/Asperger's.
2. Discuss the speaker's live experience as a person with Asperger's.

AOTA BOSTON 2020 10:15 a.m.–10:30 a.m.

Presenter: Frank Gainer, MHS, OTR/L, FAOTA, American Occupational Therapy Association (AOTA)

Keynote Address: 10:30 a.m.–11:30 a.m.

Asserting Our Competence and Affirming the Value of Occupation with Confidence

Presenter: Ellen Cohn, OT, ScD, EdD, OTR, FAOTA

Educational Level: All

Throughout the years, leaders in the profession have challenged us to affirm the value of occupational therapy and to substantiate what we do. Occupational therapy practitioners have always focused on what most matters to clients, in what is now called "client-centered" or "patient-centered practice." We have also focused on client function to enable participation in everyday life. In a welcome shift, society's views about health and meaning-making are becoming more congruent with the long-standing ideals of occupational therapy. Now, more than ever, we have a powerful opportunity to communicate our competence. But how do we assert our competence and the complexity of occupation with confidence? This lecture draws on the conceptual foundations of theories about competence and confidence and provides examples from the research literature, a practitioner and client narrative to illustrate the factors that enable us to effectively demonstrate the value of occupational therapy.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe why we need both competence and confidence to communicate the value of occupational therapy to others.
2. Describe that when occupational therapy practitioners enable others to do the ordinary, we are doing the extraordinary.

SESSION I: 12:00 p.m.–1:00 p.m.

A. CDC Free Milestones App and WIC Center Collaborative

Presenters: Anjali Narayan, OT/s, Natalie Rodriguez, OT/s, Carly Evelyn, OT/s, Courtney Heck, OT/s, Marisa Concilio, OT/s, Kate Barlow, OT, OTD, MS, OTR, American International College

Educational Level: Introductory

The CDC's *Learn the Signs. Act Early* program provides free resources for clinicians and families. A brief overview of the program will be provided, along with the current grant initiatives in Massachusetts. Occupational therapy students worked in two WIC sites to educate families on the free CDC Milestone Tracker app and the importance of monitoring milestones in between doctor's visits. The students will demonstrate how to use the app and explain the benefits and applications.

Learning Objectives: By the end of this program, participants will be able to:

1. Gain awareness of the potential to collaborate with local WIC centers to provide occupational therapy and occupational therapy assistant students an opportunity to practice their knowledge of milestones, demonstrate professional behaviors and experience helping marginalized families.
2. Learn about the occupational therapy students' community experience of working in the WIC centers with recommendations for future collaborations, as well as increase their knowledge of CDC's *Learn the signs Act early* website, free Milestone Tracker app and its application for occupational therapy practitioners.
3. Demonstrate competency with free Milestone Tracker app and its applications.

B. Doctoral Capstone Experiences: Cultivating Creative Learning Opportunities

Presenters: Jennifer Kaldenberg, OT, DrPh, MSA, OTR, SCLV, FAOTA, Boston University; Ellen Rainville, OT, OTD, OTR, FAOTA, Western New England University; Mary Alicia Barnes, OT, OTD, Tufts University

Education Level: Intermediate

This presentation will describe the differences between Level II fieldwork and capstone experiences within the entry-level OTD curriculum. We will discuss the key components for a successful capstone experience and help create ideas of how you can collaborate with the entry Level OTD program faculty to support an OTD capstone student in your area of practice.

Learning Objectives: By the end of this presentation, participants will be able to:

1. Describe the differences between Level II fieldwork and doctoral capstone experiences, including the roles and responsibilities of academic faculty, community site mentors, and students.
2. Identify opportunities within their own communities and clinical practices for capstone experiences.
3. Describe the components and benefits of a successful capstone experience in practice, education, advocacy, policy, and research, including the roles and responsibilities of site mentors.

C. Peer Mentoring for Young Adults with Intellectual/Developmental Disabilities

Presenters: Ariel Schwartz, OT, PhD, OTR, Boston University; Jesse Corey, Emma Wu, Timur Gizatullin, Marianne Mahoney, Alix Herer, Young Adult Research Team

Educational Level: Intermediate

We will describe how researchers worked with young adults with intellectual/developmental disabilities and co-occurring mental health conditions (IDD-MH) to develop a peer mentoring intervention for young adults with IDD-MH. We will also report the findings of focus groups with professionals ($n = 39$) and young adults ($n = 24$), and how these findings influenced the design of the peer mentoring program.

Learning Objectives: By the end of this presentation, participants will be able to:

1. Describe ways to include young adults with IDD in research.
2. Identify relationship-driven and outcome-driven actions peer mentors may use to facilitate outcomes.
3. Describe safety, training, and mentor-matching considerations relevant for peer mentoring with young adults with IDD-MH.

D. The Feasibility of a Volunteer Group for Patients with Chronic Critical Illness: Practitioner Perspectives

Presenter: Twyla Fink, OT, OTD, OTR, Salem State University

Educational Level: Introductory

This presentation will share findings of a qualitative study that considers the feasibility of running a volunteer group for patients with chronic critical illness within a long-term acute care hospital. A focus group with occupational therapy practitioners identified perceived benefits, barriers and overall feasibility of offering a volunteer activity for inpatients. Qualitative thematic analysis revealed that the proposed group would offer numerous benefits to patients, however environmental and conceptual barriers need to be addressed. Implications for practice will be discussed.

Learning Objectives: By the end of this program, the participant will be able to:

1. Define chronic critical illness and identify this as a rapidly growing patient population that requires specialized and holistic care to address a wide array of functional deficits.
2. Describe the feasibility of running an activity-based volunteer group for patients with chronic critical illness within a hospital setting as a vehicle to address their complex needs.
3. Identify the main benefits and barriers to providing a proposed volunteer group for patients with chronic critical illness within the hospital setting.

E. Supporting Children During Transitions Between Activities

Presenters: Michelle Denison, OT, MS, OTR; Nicole Saccomandi, OT, MOT, OTR; Angelina Telatovich, , OT, OTD, OTR; OTA the Koomar Center

Educational Level: Introductory

Transitions between activities happen numerous times through the course of a typical day. Many children struggle to make successful transitions between activities, which can greatly impact their ability to participate in occupations. This presentation will examine the contextual elements inherent to transitions, including Ayres Sensory Integration principles. It will further explore how occupational therapy practitioners can facilitate successful transitions between activities for children and their families.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify and define a child's performance skill of transitioning between activities across home, school, and community settings.
2. Successfully list the foundational skills and environmental factors influencing the quality of a child's performance during transitions between activities.
3. Identify and describe 6-8 strategies to support regulation in children as they transition between activities across home, school and community settings.

F. Spread the Word! OT Podcasting for Everyone

Presenter: Michael Roberts, OT, OTD; Regis College

Education Level: Introductory

Podcasts in occupational therapy are growing dramatically in variety, scale, reach, and impact. This technology represents both a great resource and great opportunities for occupational therapy practitioners. This presentation will identify and evaluate current occupational therapy podcasts, demonstrate how participants can hear, download, record, edit, and produce their own podcast content, and discuss uses for podcast content for

education, practice, and professional development. Presented by Michael Roberts, OT, OTD, author and producer of “The I Love OT Podcast”.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify strategies for the use of podcasts for professional development.
2. Describe resources, benefits, and skills necessary for occupational therapy podcast production.
3. Describe uses of podcast content for educational and practice-based interventions.

G. Professional Communication: A Generational Approach to Professional Development

Presenter: Ryan Whitney, OT, OTD, MA, OTR; Tufts University

Education Level: Introductory

Generational challenges are portrayed and reinforced via media and anecdotal evidence. In a recent study conducted by the presenter, occupational therapy practitioners of the Millennial generation described their professional communication profile and needs, as compared to the perspective of occupational therapy managers. This presentation will discuss the effect of communication stereotypes and perspectives on the professional communication profile and needs of emerging occupational therapy practitioners, as related to strategies for supporting professional development.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe critical components of the communication profile and needs of occupational therapy practitioners of the Millennial generation, including the effect of communication stereotypes.
2. Identify educational and management strategies to support the professional communication needs of emerging occupational therapy practitioners of the Millennial generation.
3. Discuss the implications and need for future investigation related to generational impacts on professional development across the occupational therapy profession, inclusive of all occupational therapy practitioners.

H. The Pain Conversation: Using Language to Navigate Experiences

Presenter: Denise LaRocca, OTD, MS, OTR/L, MS, FAACVP; Principal and Founder of Heartfully Bolder OT, LLC, Boulder, Colorado

Educational Level: Intermediate

Pain is a complicated biopsychosocial phenomenon that can have a significant influence on quality of life and participation. People attempt to communicate their experiences; however, there can be a disconnect between expression and understanding of pain. Occupational therapy practitioners are part of a multidisciplinary community listening to someone else's pain conversation. This qualitative study investigated occupational therapy practitioners' viewpoints on how they utilized language to navigate the complex nature of pain while building therapeutic relationships.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify three theoretical models associated with pain communication and therapeutic relationships.
2. Describe potential common pain communication language and themes among practitioners when describing a person's pain experience.
3. Describe how some occupational therapy practitioners may use collaborative pain communication language during interactions with people experiencing pain.

SESSION II 1:45 p.m.- 3:15 p.m.

A. Supervision: OT and OTA Partnership

Presenters: Laurie Cecchi, OT, OTR, CAPS and Felicia M. Chew, MS, OTR/L, FAOTA, Genesis Rehabilitation Center

Educational Level: Intermediate

This session addresses the role of the occupational therapist and occupational therapy assistant and the shared responsibility of partnership and effective supervision. Session includes overview of scope of practice, regulations, influence of payer rules and possible setting restrictions.

Learning Objectives: By the end of this program, participants will be able to:

1. Understand the supervision role and responsibilities of the occupational therapist and occupational therapist assistant.
2. Understand Scope of Practice and regulations for the occupational therapist and occupational therapy assistant.
3. Understand that a collaborative approach reinforces and supports each team member's role and the benefits for the client.

B. Anatomy of Student Competence in the Allen Cognitive Disabilities Model

Presenter: Allison Sullivan, OT, DOT, MS, OTR, American International College

Educational Level: Intermediate

"One challenge for academic programs is ensuring students' competence in mental health skills and knowledge" (Sullivan and Mendonca, 2017). The purpose of this session is to provide resources and analyze activities and assessment measures that can be used to develop students' ability to competently, comprehensively, and accurately apply principles of the Allen Cognitive Disabilities Model (ACDM) in their clinical reasoning.

Learning Objectives: By the end of the program participants will be able to:

1. Recognize the value of developing students' ability to competently, comprehensively, and accurately applying principles of the ACDM in their clinical reasoning.
2. Identify educational resources for creating lessons to increase meaningful learning.
3. Analyze active learning activities to facilitate deeper student comprehension and competence in applying the ACDM.

C. From Routines & Rituals to Outcomes & Advocacy

Presenter: Joanna Stumper, OT, MS, OTR, JRI

Educational Level: Intermediate

This presentation will highlight routines and rituals as an overlapping foundation in both occupational therapy practice and mental health care and discuss utilizing this link as a means both to promote best outcomes for clients and to advocate for the continued or increased presence of occupational therapy services in residential and community based mental health treatment settings.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe how focusing on routines and rituals provides a niche for occupational therapy practice in trauma-informed mental health care.
2. Identify advocacy strategies to utilize with agency staff and management to promote the role of occupational therapy in the mental health settings.
3. Describe specific intervention methods which draw on routines and rituals to facilitate positive outcomes for clients in mental health settings.

D. OT Role with Left Ventricular Assistive Device Candidates

Presenters: Jessica Asiello, OT, OTD, OTR, Christina Jelenik, OT, MOT, OTR, CKTP; Abigail Rude, OT, MS, OTR; Marissa Spanos, OT, MS, OTR; Massachusetts General Hospital

Educational Level: Intermediate

Left ventricular assistive devices (LVADs) are implantable mechanical pumps used to extend survival and improve quality of life in individuals with advanced-stage heart failure. Occupational therapists (OTs) are in a unique position to assess cognitive/visual and physical functioning required for LVAD management. Acute Care occupational therapists at Massachusetts General Hospital (MGH) perform pre-operative evaluations of LVAD candidates along with the interdisciplinary team. Occupational therapy evaluations include a literature-reviewed assessment battery to assist with pre-operative decision-making and post-operative discharge needs.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe cognitive and physical impairments associated with advanced stage heart failure.
2. Discuss relevant occupational therapy assessments utilized for pre-operative LVAD Candidates
3. Recognize the utility of pre-operative evaluations on the interdisciplinary team's pre-operative decision-making and post-operative patient/caregiver self-care training and rehabilitation needs in preparation for discharge.

E. Using the OT Domains of Practice to Change Culture in a Prison Mental Health Facility

Presenters: Heather Gilbert, OT, MS, OTR, Clubhouse Director, Eliot Community Human Services and Jane Musgrave, OT, MS, OTR, President and Founder of Just Good Sense

Educational Level: Intermediate

The presentation will review an occupational therapy consultation model for expanding occupational therapy programming within an existing mental health corrections facility that previously offered very limited occupational therapy. The outcome has been the establishment of occupational therapy as a valued, requested, and respected part of the treatment team as well as occupational therapy now being a recommended service in a national mental health company specializes in corrections that had not hired occupational therapy practitioners before.

Learning Objectives: By the end of this presentation, participants will be able to:

1. Name three ways to educate non-occupational therapy professionals as to the value and role of including or expanding occupational therapy at their facility.
2. Identify two ways to implement a consultation model of occupational therapy that leads to occupational therapy leadership and culture change, in a forensic /prison mental health facility.

F. AOTA Updates on OT's Role in Postsecondary Transition

Presenters: Tee Stock, OT, OTD, MSOT, OTR, MBA, Pediatric OT Services; Jan Hollenbeck, OT, OTD, OTR, Medford Public Schools

Educational Level: Intermediate

Many Postsecondary Transition Planning (PSTP) teams do not include occupational therapy practitioners, even though they are distinctly prepared to assist in PSTP. AOTA supports this expansion of practice and has increased resources for this growing area. This presentation discusses and shares roles, resources, and methods to help occupational therapy practitioners improve their knowledge and leave with ideas to increase their visibility in this growing area of practice. The content includes declarations and resources to advocate for our services in PSTP.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify opportunities and strategies to promote Occupational Therapy Practitioners involvement in Postsecondary Transition Planning.
2. Learn from one another about Postsecondary Transition Planning, occupational therapy roles, resources, and methods, and about successes and barriers to occupational therapy involvement.

3. View the AOTA PowerPoint Presentation on occupational therapy's role in PSTP and provide feedback to members of the AOTA Secondary Transition Community of Practice.

G Empowered! Impacting Independence and Psychosocial Health after SCI

Presenters: Monique Dawes, OT, MS, OTR, Empower SCI; Hannah Mercier, OT, PhD, OTR, Harvard Medical School; Elizabeth Remillard, OT, MS, OTR, Empower SCI

Educational Level: Intermediate

Spinal cord injuries affect every part of an individual's life, presenting new restrictions on occupational performance and participation. Community based programs are uniquely positioned to fill a gap in rehabilitation services and enhance the quality of life and functional outcomes of people with SCI. Empower SCI is one such short-term program that tailors interdisciplinary rehabilitative interventions to significantly impact occupational performance for those with SCI.

Learning Objectives: By the end of this program, participants will be able to:

1. Explain how a short-term community based interdisciplinary rehab program can impact the independence and psychosocial outcomes for SCI.
2. Identify components of short-term community based interdisciplinary rehab program that can impact independence and psychosocial outcomes for SCI.
3. Identify merits of goal attainment scaling and measurement tools that address the challenges to quantifying functional change in SCI.

H. Poster Session

Animal-Assisted Intervention Effectiveness on Children with ASD: Scoping Review

Presenters: Meaghan O'Connell, OT/s; Evan Hunter, OT/s; Kristen Kurihara, OT/s; Sara Heath, OT/s; Nancy A. Baker, OT, ScD, MPH, OTR, FAOTA; Susan Higgins, OT, OTD; Tufts University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the difference between animal-assisted interventions including animal-assisted therapy and animal-assisted activities.
2. Summarize the current state of the science regarding animal-assisted interventions with children with autism.
3. Explain the relevance of animal-assisted interventions with children with autism to the future of occupational therapy.

Acute Care: Functional Cognition and the Cognitive Performance Test

Presenters: Natalie Sadon, OT, MSOT; McKenna Reese, OT, MSOT; Beth Israel Deaconess Medical Center

Educational Level: Intermediate

Learning Objectives: By the end of this program, participants will be able to:

1. Describe the application of the Cognitive Performance Test (CPT) in the acute care setting.
2. Identify when the CPT is appropriate to utilize in discharge recommendations.
3. Identify what level of assistance is required based on CPT results in case examples.

A School-based Sensory-Modulation Program on Children with Behavioral Concerns

Presenter: Kendra Phillips, OT, OTD, OTR, American International College

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Define the term sensory modulation.

2. Describe the sensory modulation program that was used in this study.
3. Identify effective sensory approaches that were used in the study.

Caregiver Training and its Impact on Caregiver Preparedness

Presenter: Courtney Rivest, OT, OTD, OTR; Select Rehabilitation

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand research outcomes collected by presenter.
2. Explain the importance of caregiver training.
3. Utilize the established training protocol within their clinical practice.

Coping Group Intervention for College Students with Depression

Presenter: Olivia Latorre, OT/s, Salem State University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the impact of depression on college students.
2. Describe the impact of coping strategies on depressive symptoms.
3. Describe the coping strategies intervention process utilized for this study population.

Enhancing Collaborative Goal-Setting for Adults with Aphasia

Presenters: Arti Gandhi, OT/S; Anne Escher, OT, OTD, OTR; Boston University

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify barriers to collaborative goal-setting for adults with aphasia.
2. Appraise modifications to PRO's that facilitate comprehension for adults with aphasia.
3. Apply our research findings to clinical practice.

Examining Challenges in School-Based Occupational Therapy

Presenter: Jessica Welcher, OT/R, Le Moyne College

Educational Level: Introductory

Learning Objectives: By then end of this poster presentation, participants will be able to:

1. Distinguish the characteristics of identified themes expressed by the practitioners in school-based settings.
2. Demonstrate an understanding of the identified strategies and how they are used to overcome challenges.
3. Apply personal clinical knowledge and/or experience to describe potential methods which occupational therapy practitioners may use to overcome challenges in school-based settings.

Improving Kindergarteners' Performance of Educational Occupations through Crafts

Presenters: Kimberly Greenberg, OT/s, BA; Mary McLean, OT/s, BA; Boston University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand the role of occupational therapy students in supporting a Response to Intervention approach.
2. Be able to apply Cole's Seven Steps to a group intervention protocol.
3. Recognize the benefits of utilizing mechanisms of actions from multiple theories to drive change.

Keep Calm & Breathe On: Yoga for Asthma Management

Presenters: Anjali Narayan, OT/s; Natalie Rodriguez, OT/s; Bianca Ojiegbe, OT/s; Bhumi Patel, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify the benefits of participation in yoga, breathing techniques, and mindfulness in relation to childhood asthma.
2. Understand the benefits of incorporating parent/caregiver education and participation in programs involving the health status of children.
3. Learn ways to promote continued participation outside of the program as a regular routine.

Muscular Fitness Trends in Youth: A Systematic Review

Presenters: Jasmine Jean, OT/s; Avery Faigenbaum, EdD; Nancy Baker, OT, ScD, MPH, OTR; Tufts University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the effects that decreased muscle function (power, tone, endurance) has on occupational performance in children and adolescents.
2. Explain the changes in U.S. legislation and society that has led to a declining trend in muscular fitness in youth.
3. Propose occupational therapy interventions that address preventative care to counter dynapenia in youth in both their practices and their communities.

Occupational Therapy Practitioners Role for Children with Spinal Cord Injuries

Presenters: Paige Himansu, OT/s; Michelle Smith, OT/s; Caitlyn Jones, OT/s; Luna Zakon, OT/s; Regis College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the current state of research literature for the scope of occupational therapy roles for children with spinal cord injuries.
2. Understand the relevance of informed research on pediatric SCI.
3. Describe new outcomes measures, tools, and strategies occupational therapy practitioners can use to help children with spinal cord injuries address various needs.

Occupational Therapy Practitioner's Role in Natural Disaster

Presenters: Michela Salvucci, OT/s; Claire Clevenger, OT/s; Natalia Pronchick, OT/s; Andrea Fine, OT/s; Regis College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Outline existing research on occupational therapy involvement with natural disasters.
2. Identify the current and possible role of occupational therapy in natural disasters.
3. Explore the unique skill set of practitioners & the relevance of these skills to natural disaster response and preparedness.
4. Identify gaps in research & future areas of study.

Parent Perceptions of Child Participation in Adaptive Ski and Ride Lessons

Presenters: Gianna Tucker, OTR, Tufts University; Barbara Prudhomme White, PhD, OTR/L, University of New Hampshire; Mary Barnes, OT, OTD, OTR, Tufts University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe parent perceptions of benefits and challenges of participation in adaptive snow sports lessons, which include unexpected results beyond physical and motor benefits, which may generalize to other areas of life.
2. Learn how program evaluation in alternative community-based therapeutic activities can be a role for occupational therapy practitioners and a source of information about the impact of these types of services for families.

Rhythm & Recreation: For Youths with Mental Health Challenges

Presenters: Marisa Concilio, OT/s; Erin O'Sullivan, OT/s; Marygrace Araneta, OT/s; Jojetta Canaria, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe how participating in music as a leisure activity can improve adolescent's psychological well-being.
2. Describe how learning an instrument can prevent, decrease, and replace maladaptive behaviors such as substance abuse.
3. Understanding how engaging a music-based mental health promotion program can foster social participation to further improve psychological well-being and copying behaviors.

Role of OT: Sport Acquired Concussions in Youth

Presenters: Alexandra Jillson, OT/s; Allison McGuinness, OT/s; Riley Morgan, OT/s; Regis College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand current practices and the role occupational therapy practitioners have in supporting the rehabilitation of youth sport acquired concussions.
2. Further understand the need for further research to expand current practices in the emerging area of concussion rehabilitation and its implications in occupational therapy practice.
3. Increase their knowledge on how occupations of youth population are affected after a concussion diagnosis.

Sargent Choice Test Kitchen: A Collaboration Between OT and Nutrition

Presenters: Megan Bartley, OT/s; Karen Jacobs, OT, EdD, OTR, CPE, FAOTA, Boston University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe an interprofessional collaboration between occupational therapy and Registered Dietician Nutritionists.
2. Discuss the role of occupational therapy in a long-term health and wellness program.
3. List three strategies used in the Sargent Choice Test Kitchen cookbook that makes it appropriate for individuals with low literacy skills.

Scourse: The Sensory Obstacle Course for Children

Presenters: Taylor N. Brown, OT/s; Jenna Labbadia, OT/s; Patricia Carpenter, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand the mechanisms of the sensory systems and how they affect children with sensory processing disorders.
2. Identify how to maximize health and wellness in children with sensory processing disorders.
3. Learn ways to provide children with problem-solving opportunities outside the classroom through completing obstacle courses and engaging in team work.

Sensory-Enhanced Sleep Hygiene on College Student's Academic Self-Concept

Presenters: Amanda M. Grimner, OT/s; Meghan Horan, OT/s; Salem State University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Define academic self-concept.
2. Define how sleep impacts college students.
3. List sensory tools that can be used to promote sleep.

Sensory Time for Challenging Behavioral Management in Elementary School Children

Presenters: Amanda Becker, OT/s; Emily Bushway, OT/s; Sarah Goodman, OT/s; Brittney Higgins, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify the importance of increasing access to sensory-based strategies in school systems and the role that occupational therapy practitioners have in providing these
2. Describe how to implement sensory-based strategies in combination with mindfulness for students who exhibit challenging behaviors in the school system.
3. Describe to each student how to use these sensory-based and mindfulness strategies throughout the school day to self-regulate for optimal level of arousal for learning.

SPAN Usability Study: Young Adult Brain Tumor Survivors

Presenters: Miranda Cullen, OT/s; Gary Bedell OT, PhD, FAOTA; Tufts University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand the challenges young adults with a history of brain tumors face in social participation.
2. Describe the purpose of the SPAN web app and website and outline its components.
3. Indicate how SPAN can be useful for young adult brain tumor survivors.

Successful Student Transition to a Hybrid MOT Student Role

Presenters: Colleen Muse, OT, OTD, OTR, Bay Path University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify 2-3 evidence-based strategies to improve student confidence and comfort in the hybrid learning environment
2. Identify 2-3 themes of student concerns and strategies to improve outcomes for successful student transition to hybrid learning platforms.
3. Explain strategies important to consider with hybrid student programming and ways to orient for successful matriculation through programming.

The Development and Application of a Clinical Mentoring Model within a Sensory Integration Clinic

Presenter: Melanie Salort, OT, OTR; The Koomar Center

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify the four main competencies utilized in this clinical mentoring model.
2. Describe the benefits and barriers to mentoring.
3. Consider their own mentoring competencies based on the model presented.

Training Caregivers for the Homebound Population, The Home Able Program

Presenter: Michael Salemi, OT, OTD, OTR; Western New England University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Increase awareness of how to develop and implement a health promotion program.
2. Structure a research design to entice buy-in from stakeholders of a health promotion program.
3. Identify strategies on delivering occupation-based interventions for the homebound population.

Wii™-Based Intervention for Cerebral Palsy: A Scoping Review

Presenters: Miranda Zenni OT/s; Meghan Maloney OT/s; Patricia Mygas OT/s; Caitlin Blaine, OT/s; Jennifer Connors Buxton, OT, MA, ATP; & Nancy A. Baker, OT, ScD, MPH, OTR, FAOTA; Tufts University

Tufts University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the Wii™'s outcomes on upper extremity (UE) and balance for children and adolescents with cerebral palsy.
2. Recognize how the design of the Wii™ relates to balance and UE strengthening
3. Describe the trustworthiness of the articles included in this scoping review.

Yoga and Classroom Behavior for Students with ASD

Presenters: Pamela Hashinsky, OT, MS, OTR; Charlotte Jensen, OT, MS, OTR; Salem State University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Define and compare ASD and off-task behavior.
2. Identify the occupational therapy practitioner's role for students with ASD.
3. Describe implications of yoga intervention and effects for off-task behavior.

Yoga and Executive Functioning in Children with ADHD

Presenters: Mary Gawron, OT/s; Teaghan Fallon, OT/s; Emily Pike, OT/s; Elizabeth Tittle, OT/s; Margaret Morris, OT, OTD, OTR, BCP & Nancy A. Baker, OT, ScD, MPH, OTR, FAOTA; Tufts University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify impacted areas of occupational performance in the daily lives of children with ADHD.
2. Gain knowledge of yoga and how it can be successful, as an alternative method and intervention, to help combat the symptoms experienced by children with ADHD.
3. Explain the state of science on the effectiveness of yoga to improve attention and self-regulation in children with ADHD.

SESSION III 3:30 p.m.- 5:00 p.m.

A. Occupational-based Treatment Kits for Acute Rehab

Presenter: Kate Burke, OT, OTR, Southeast Rehabilitation at Charlton Memorial Hospital

Educational Level: Intermediate

Occupational therapy is founded on the belief that people develop and re-gain function through occupations. Occupational therapy practitioners on acute rehab often gravitate toward peg boards, cones and arm bikes due to time limitations and a lack of appropriate supplies and equipment. Implementing treatment kits provides low-cost, time-efficient and convenient means for occupational therapy practitioners to include occupation-based interventions in their treatment plans. Three self-contained activity kits were established for use on a 20-bed acute rehabilitation unit. Utilization of the kits was assessed via frequency tracking logs and participant surveys. Development of a treatment kit is also utilized as a Level II Fieldwork project on this rehab unit.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify common barriers to occupation-based interventions in acute rehabilitation.
2. Identify strategies for designing and implementing treatment kits for use in rehabilitation settings.
3. Identify techniques for assessing therapists' and patients' perceptions of utilization of treatment kits.

B. Efficiency with School Based Sensory Processing Evaluations

Presenter: Jennifer Papasodoro, OT, OTR, Melrose Public Schools

Educational Level: Introductory/Intermediate

This presentation will review practical strategies that can be used by the school based occupational therapist, to efficiently carry out the sensory processing portion of a student's initial evaluation. A breakdown of the most relevant sensory systems will be reviewed as well as their impact on school functional tasks. Efficient methods of gathering information via classroom observation, parent and teacher intake, and clinical observations will be discussed.

Learning Objectives: By the end of this program, participants will be able to:

1. Design a parent and teacher questionnaire that will allow them to efficiently gather developmental and academic information about the student prior to a sensory based clinical evaluation.
2. Design an efficient sensory classroom observation checklist to help supplement their clinical observations for evaluation purposes.
3. List at least three ways to efficiently access the integrations of three primitive reflexes related to school functions.

C. Shifting from Volume to Value in Post-Acute Care

Presenters: Elaine C. Adams, OT, MPPA, OTR, FAOTA; Laurie Cecchi, OT, OTR, CAPS; Genesis Rehab Services

Educational Level: Intermediate

Post-acute care providers in inpatient and home-based settings are experiencing evolving changes toward a system that supports value-based care and improved quality of care and away from a system driven by volume and payment rules. This session will provide an overview of those changes and through discussion and case examples, look at occupational therapy practitioners' role in supporting and managing the changes, as well as the role and value of occupational therapy in post-acute care.

Learning Objectives: By the end of this program, participants will be able to:

1. Discuss the impact of the evolving changes in post-acute care assessment, quality reporting, and payment systems on occupational therapy service delivery.
2. Explain the connection between the post-acute initiatives and updates, and ways in which to support and manage the changes
3. Identify resources and ways in which occupational therapy practitioners may support and promote the role and value of occupational therapy in post-acute care settings.

D. In the Moment Approaches with Challenging Behaviors

Presenters: Karen McCarthy, OTA, LPN, Salmon VNA & Hospice; Noreen Shea, PTA, BS, Dementia Awareness Advocate

Educational Level: Introductory

This interactive session is based on Teepa Snow's, **Positive Approach to Care**¹ In this session, the occupational therapy practitioner will review brain changes that occur with dementia and how those changes can impact developing person-centered interventions for challenging behaviors. Utilizing PAC technique, the participants will have a better understanding of how it might feel to live with dementia related brain changes.

Learning Objectives: By the end of this program, participants will be able to:

1. Recognize the changes that occur when the brain is experiencing stressful situations in both the resident and the occupational therapy practitioner and the impact on delivering optimal interventions during challenging behaviors.
2. The occupational therapy practitioner will demonstrate the Positive Approach to Care technique that could be utilized to safely manage presenting behaviors.
3. The occupational therapy practitioner will be able to identify and categorize behavioral symptoms as annoying, risky or emergency to assist in developing strategies to prepare and prevent behaviors.
4. By utilizing the ABCD approach, the occupational therapy practitioner will be able to identify the triggers to a challenging behavior.

E. Parent-Child Dyad Challenges with Sensory Processing Disorder and the Role of OT

Presenters: Melanie Salort, OT, OTR, the Koomar Center; Erin Flynn, OT; OTA the Koomar Center and Educational Coordinator at the Spiral Foundation

Educational Level: Intermediate

Children with sensory processing challenges present with a variety of functional and behavioral challenges, impacting the parent child relationship. Parents of children with sensory challenges often present with higher levels of stress and decreased sense of parental competency. By understanding relationship-based models, occupational therapy practitioners can better support the parent and child within intervention and identify appropriate additional resources.

Learning Objectives: By the end of this program, participants will be able to:

4. Describe how challenges in the parent child relationship impact the role of occupational therapy.
5. Consider how relationship-based theories support the role of occupational therapy practitioners with parents.
6. Identify three indicators when the parent and/or child would benefit from other support interventions in addition to occupational therapy.

F. Debriefing Strategies to Enhance Self-Reflection in Occupational Therapy Education

Presenters: Meredith Grinnell, OT, OTD, MS, OTR; Mary Barnes, OT, OTD, OTR; Tufts University

Educational Level: Intermediate

Simulation-based learning is growing within occupational therapy education. Debriefing following simulation or client interaction during fieldwork has the potential to enhance students' clinical reasoning and self-reflection. Debriefing strategies can vary across settings. By exploring strategies, educators can select the most appropriate approach.

Learning Objectives: By the end of this presentation, participants will be able to:

1. Describe the role of the debriefing process in simulation and fieldwork education.
2. Create a series of debriefing questions to use with students.
3. Discuss the impact of debriefing strategies on learning and reflective practice.

G. Linking Trauma and Sensory-Based Interventions in Occupational Therapy

Presenters: Allison Sullivan, OT, DOT, MS, OTR; American International College; Tina Champagne, OT, OTD, OTR, FAOTA, Cutchins Programs for Family and Children

Educational Level: Intermediate

The purpose of this session is to increase practitioners' ability to accurately link and apply principles of trauma-informed care and sensory-based intervention to their practice. This interactive presentation will include lecture, lab, and clinical case explorations to provide participants with resources, sample treatment plans, and recent research regarding intervention activities and assessment measures that can be used to by occupational therapy practitioners to competently and comprehensively increase the quality of care delivered in their practice settings.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify supporting research, neuroscience and related assessment, to link trauma and sensory-based approaches to treatment for best practice in occupational therapy across a wide variety of practice settings.
2. Apply principles of trauma-informed and client-centered practice in case-study examples to enhance their clinical reasoning and improve effectiveness of treatment planning, and accuracy of goal setting.
3. Describe steps they can take to implement trauma-informed and sensory-based approaches to care at the organizational level and with their clients individually.

H. Poster Session

Addressing Fitness to Drive as an OT Generalist

Presenters: Brittany Adams, OT, OTD, MS, OTR; Makayla Beaudoin, OT/s; Melanie Hall, OT/s; Nicole Sliva, OT/s; Mollie Torrey, OT/s; Western New England University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Recognize that all generalist occupational therapy practitioners have the basic knowledge and skillset to address fitness to drive.
2. Understand the relevance of addressing fitness to drive across nearly all practice settings.
3. Understand how to address fitness to drive with clients across multiple practice settings at a generalist level.

Closing the Gap: Reframing the “-Ism”

Presenters: Vanessa Coste, OT/s; Megan Bartley, OT/s; Kimberly Chan, OT/s, Meriel Conroy, OT/s; Clare Emmert, OT/s; Boston University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand the mechanisms of the visual model and how they reinforce and challenge the “-ism” (racism, ageism, sexism, etc.).
2. Describe one's role in the cycle of the “-ism” as occupational therapy practitioners.
3. Apply an understanding of one's role in the “ism” to client interactions.

Creating Educational Videos for Women with Cancer and Illiteracy

Presenters: Courtney Heck, OT/s; Carly Evelyn, OT/s; Zach Cross, OT/s; Kevin Greenfield, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand the importance of educational videos for symptoms management.
2. Strengthen their sensitivity to, and aware of, other cultures.
3. Learn about the use of educational videos to reach a larger population of individuals globally.

Cumulative Trauma Injuries and Occupational Therapy Practitioners: An Ergonomics Program

Presenter: Erin Murray, OT, OTD, OTR, Western New England University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Recognize common therapeutic activities that contribute to work-related injuries of occupational therapy practitioners.
2. Learn principles and techniques to promote wellness and minimize risk factors for pain and injury among occupational therapy practitioners.
3. Educate fieldwork students and co-workers on strategies to decrease work-place injuries.

Dance, Cognitive Outcomes, and Parkinson's Disease – Scoping Review

Presenters: Harshada Agawane, OT, MS, OTR; Jinali Thakker, OT, MS, OTR; Amruta Ulman, OTR/L, MS; Saloni Solanki, OT, MS; Linda Tickle-Degnen, OT, PhD, FAOTA; Nancy Baker, OT, ScD, MPH, OTR, FAOTA; Tufts University

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the effectiveness of dance intervention to improve cognition in people with PD and the dance protocol to follow, number and duration of sessions and overall intervention.
2. Describe the different dance forms used for intervention and their effectiveness.
3. List the different aspects of cognition, such as memory, attention, executive functions, visuospatial processes or others, that improve with dance intervention.

Disaster Preparation for Homebound Seniors

Presenter: Michael Salemi, OT, OTD, OTR, Western New England University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the components of a disaster preparation program for community dwelling seniors.
2. Apply strategies to develop written educational materials in alignment with senior learning styles.
3. Describe the Center for Medicare and Medicaid Services (CMS) regulations governing disaster preparation for home health agencies.

Extending the Scope of Occupational Therapy beyond Traditional Roles

Presenters: Lynn Blaney, OT, MS, OTR; Sarah McKinnon, OT, OTD, OTR, BCPR, MPA; Spaulding Rehabilitation Hospital and Partners Healthcare

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Discuss the evidence-based literature and resources supporting the role for occupational therapy in care management in a clinical liaison role.
2. Identify effective strategies for promoting occupational therapy in care management process following discharge from an acute care setting.

E-mOTion: Engaging in Movement for Mind and Body

Presenters: Melissa Braun, OT/s, Melanie Gomes, OT/s, Jamie Tam, OT/s; Boston University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Discuss the key steps of a group wellness intervention and provide examples of activities that may be implemented within each step.

2. Describe how mechanisms of social cognitive theory and behaviorism can be effectively integrated into an occupation-based wellness intervention to improve client motivation and self-efficacy in physical activity.
3. Articulate the distinct value of promoting physical activity and health education in community-based mental health settings.

Fall Free Senior Center Program for Older Adults: An Occupational Therapy Approach

Presenters: Victoria Lehr, OT/s, Ashley Montoya, OT/s, Nicole Salmon, OT/s, Abigail Sullivan, OT/s, Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe how physical activity can benefit older adults who are at risk for falls.
2. Describe the cognitive and social benefits of the program.
3. Describe the need for individualized, client-centered exercises for improving members overall health and wellness.

Feasibility of Stroke Motor Outcomes in Acute Care

Presenters: Jennifer Ranford, OT, MS, OTR; Natasha Frazier, OT, MS, OTR; Massachusetts General Hospital

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Discuss efficient data collection.
2. Outline interdisciplinary communication that best supports research within the acute care setting.
3. Review data collection procedures including test training for inter-rater reliability, incorporating testing while maintaining a full caseload, and patient acceptability.

How Influential is VR when Incorporated into OT for Stroke?

Presenters: Channon Barnes, OT/s; Taylor Bunkley, OT/s; Nicole Chaet, OT/s; Makenzie Ryder; Regis College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Obtain knowledge of the influence of virtual reality (VR) when incorporated into occupational therapy interventions for stroke rehabilitation.
2. Discuss current occupational therapy interventions for stroke rehab.
3. Highlight impact of VR on functional mobility.

Hydro Heal

Presenters: Azania Brodeur, OT/s; Shanae Beckford, OT/s; Carly Eichler, OT/s; Brianna Baldes, OT/S; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the effects of aquatic therapy on an older adult population.
2. Describe the performance factors that limit independence activities of daily living.
3. Understand the focus of aquatic therapy program and implement the ideas in their own practice.

Interprofessional Experiences: Home & Community Participation in Bogotá

Presenters: Lucy Tamberrino, OT/s; Kimberly Greenberg, OT/s, Karen Jacobs, OT, EdD, OTR, CPE, FAOTA; Boston University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Become aware of the environmental, social, and personal factors that influence participation in home and community environments for adults with disabilities in Colombia.
2. List the benefits and limitations of the current forms of assistive technology for mobility (i.e. canes, walkers, and wheelchairs) in Colombia.
3. Reflect on how occupational therapy practitioners can collaborate with other professions.

Introducing Occupational Therapy in a Primary Care Setting: Establishing a Community Partnership Between a Doctor of Occupational Therapy Academic Program and a Primary Care Organization

Presenters: Cathy A. Dow-Royer, OT, Ed.D, OTR; Stephanie Charleron, OT/s; Roazena Miller, OT/s; Julie Pieciak, OT/s; Kirti Rajput, OT/s; Nancy Vang, OT/s; Western New England University

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify the policy and legal foundations for the importance of primary care organizations in the health care marketplace.
2. Understand the significance of having occupational therapy as part of the interprofessional primary care team, and the unique value that occupational therapy brings to community-based primary health care.
3. Recognize the value of participatory action research in exploring the mechanism of a collaborative partnership between a university and a primary care organization, that is aimed at introducing occupational therapy as a new provider service.

Maximizing Social Participation and Leisure Activities in Adults with Intellectual Disabilities at Adult Day Care Center Utilizing an Occupational Therapy Approach

Presenters: Brittney Lutz, OT/s; Kara Kruszewski, OT/s; Andrew Crimmins, OT/s; Kyle Barrett, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify leisure activities with clients to enable better social participation.
2. Understand how clients will be given the opportunity to participate in social interaction tasks amongst their peers.
3. Understand how clients will choose activities to participate in thus replacing downtime and points of boredom with leisure activities to enhance area of occupation leisure participation and social participation.

Occupational Therapy in Oncology: Teaching Resourcefulness to Women with Cancer

Presenters: Said Nafai, OT, OTD, OTR, CLT; Danielle Mauro, OT/s; Brittany Light, OT/s; Rachel Massone, OT/s; Eddy Rojo, OT/s; American International College

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the role of occupational therapy in oncology.
2. Understand the areas that are most impacted in women diagnosed with breast cancer.
3. Understand holistic approaches to treatment that are more beneficial for women diagnosed with breast cancer.
4. Understand how the women will receive and be able to participate in these therapeutic activities to improve their quality of life.

Occupational Therapy Practitioners' Role in Prevention of Hospital Acquired Delirium

Presenter: Kristin David, OT, OTR; St. Vincent Hospital

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify the definition of delirium and describe how it differs from dementia.
2. Describe how occupational therapy practitioners can help prevent patients from developing hospital acquired delirium through meaningful activity.
3. Describe how cognitive and sensory strategies provided by occupational therapy practitioners can reduce the use of antipsychotics and restraints in a hospital setting.

Occupational Therapy Practitioner's Role in Sled Hockey: Therapist or Teammate?

Presenters: Brittany Adams, OT, OTD, MS, OTR; Laura Graves, OT, OTD, OTR; Terry Eischens, OT/s; Roazena Miller, OT/s; Western New England University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the rules, concepts, and player requirements for the sport of sled hockey.
2. Understand the value of the unique role of occupational therapy practitioners as sled hockey teammates.
3. Explain the concepts behind developing a sled hockey focused on promoting athletic ability rather than compensating for disability.

Potential of Occupational Therapy Groups with Domestic Violence Survivors

Presenters: Charlotte Davis, OT/s; Lindsey Hoffman, OT/s; Natalie Dillon, OT/s; Mary Alicia Barnes, OT, OTD, OTR; Meredith Grinnell, OT, OTD, OTR; Tufts University

Education Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Articulate the barriers to and supports needed to effectively collaborate with a population that has experienced trauma and an agency with frequent staff turnover.
2. Explore and reflect on therapeutic use of self-including the flexibility required to implement effective group sessions with this population in this context.
3. Identify action steps needed to communicate the value of occupational therapy to an underserved population/agency to establish new OT roles within these contexts.

Psychosocial Interventions with Dialysis Patients: A Scoping Review

Presenters: Anaïs Lugo-Guercio, OT/s; Annie Pierce, OT/s; Ramya Ramakrishna, OT/s; Amelia Wilson, OT/s; Nancy A. Baker, OT, ScD, MPH, OTR, FAOTA; Keren Ladin, PhD, MSc; Tufts University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify the assessments reflected in the existing literature to measure quality of life for adults undergoing dialysis treatment.
2. Identify areas of dysfunction in the daily lives of ESRD patients on dialysis.
3. Gain knowledge of psychosocial interventions used in treatment of ESRD to inform quality of life, which will advance the role of occupational therapy practice in this area.

Quality Improvement: Assessing Cognition in Acute Care

Presenters: Sarah Norris, OT, OTD; Jessica Ranford, OT, OTR; Massachusetts General Hospital

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand the application of the Quality Improvement framework in acute care occupational therapy practice.

2. Describe key components of acute care cognition assessment.
3. Articulate the relationship between cognitive assessment and safety recommendations for discharge.

The Reintegration Wellness Program for Former Inmates

Presenters: Jenna Wozniak, OT/s; Marcelle Walker, OT/s; Maggie White, OT/s; Alyssa Szymczyk, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Understand some of the issues former inmates face in their communities.
2. Learn about how OT practitioners can facilitate former inmates integrating back into the community.
3. Identify some of the benefits and the importance of integrating former inmates back into the community.

The Role of Occupational Therapy in Primary Care Chronic Disease Management

Presenter: Minna Levine, OT, PhD, OTR, Western New England University

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe OT interventions for chronic disease management that can be delivered in primary care.
2. Describe technologies that may assist in the provision of OT in primary care setting.
3. Describe ways to address the challenges of integrating OT into primary care.

The Strum Assistant

Presenters: Marisa Concilio, OT/s, American International College; Anthony DeFrancesco, Berklee College of Music

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the importance of incorporating an affected upper extremity in daily occupations.
2. Describe the current literature supporting potential improvements to an individual's quality of life by incorporating music into daily occupations.
3. Describe how the Strum Assistant operates in the instrumental of picking a guitar.

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Registration Information

Contact Hours:

Conference attendees/learners will be eligible for a total of 7 contact hours based on attainment of learning objectives. Participants must be present for entire workshop or panel session as only full credit will be awarded. Participants will not be allowed entrance into a session after the presenter has completed initial review of learning objectives. The learner is responsible for completing his/her assessment of attained learning objectives on the contact hour/CEU tracking form, signing his/her name on the contact hour/CEU tracking form, and then obtaining the convener's signature and/or stamp after each session. This tracking form will be included in each learner's conference packet and must be turned in at the registration desk prior to exiting the conference. Official contact hours will be kept on file at the MAOT office and an official verification certificate will be emailed to the participant within 60 days of the conference.

Registration:

The conference/workshop fee may be paid by personal check, Master Card, or Visa.

\$100.00 MAOT Primary Presenter Fee

\$195.00 MAOT Member before 10/17/19 and \$225.00 after 10/17/19

\$275 Non-Member before 10/17/19 and \$325.00 after 10/17/19

\$125.00 Student/Retired Practitioner MAOT Members before 10/17/19 and \$150.00 after 10/17/19

Space for the conference/workshop is limited. No registration accepted without payment. On-site registration accepted on a space available basis at a 5% increased rate.

The conference/workshop fee includes a continental breakfast, luncheon, exhibits, and conference sessions.

Confirmation & Cancellation:

Registrants who complete their registration online at www.maot.org will receive a confirmation via email. Registrants who mail in their registration are welcome to confirm their registration, or obtain additional information, by contacting MAOT at (781) 647-5556. Fees are refundable only if notification of cancellation is received two weeks prior to the conference. There will be a \$ 25.00 charge for a returned check.

Continuing Education Accessibility Policy:

MAOT is committed to providing equal access and reasonable accommodations for all participants in this continuing education offering in accordance with the ADA. Please indicate your need for ADA accommodations on the registration form and contact MAOT at least two weeks before the conference so that arrangements can be made.



Conference 2019 October 25th Registration Form

Please type or print clearly:

Name _____

Daytime Telephone _____

Professional Degree __OT__OTA __ Student __ Retiree_ Other__

Job Title: _____

Employer/School _____

Home Address _____

Email Address: _____ Telephone: _____

Conference/Workshop Fee:

- \$100.00 MAOT Presenter Fee
- \$195.00 MAOT Member before 10/17/19 and \$225.00 after 10/17/19
- \$275.00 Non-Member before 10/17/19 and \$325.00 after 10/17/19
- \$125.00 Student/Retired Practitioner before 10/17/19 and \$150.00 after 10/17/19

Credit Card Number: _____ MC/VISA/American Express
Expiration Date: _____ 3 digit number on back of card _____

Register online at www.maot.org

Please make checks payable to, and mail registrations to:

MAOT, 57 Madison Road, Waltham, MA 02453-6718

MAOT has the right to add collection fees and court cost accrued during the perusal of payment for conference fees

Concurrent Sessions:

Session I	A B C D E F G H	1 st Choice _____	2 nd Choice _____
Session II	A B C D E F G H	1 st Choice _____	2 nd Choice _____
Session III	A B C D E F G H	1 st Choice _____	2 nd Choice _____

Special accommodations needed, please specify: _____

I would prefer not to be contacted by vendors