



## 2023 MAOT/RIOTA Poster Presentations

### Poster Session 1 - 9:45 a.m. - 10:15 a.m.

#### **Advocacy to Promote the OT Profession to High School Students**

**Presenter(s):** Michael Salemi, OT, OTD, OTR, Western New England University; Brittany Adams, OT, OTD, MS, OTR, Western New England University; EllaGrace Brunton, OT/s, Western New England University; Jordan Fazio, OT/s, Western New England University; Emily Labrie, OT/s, Western New England University; Brooke McKeon, OT/s, Western New England University; Leo Readey, OT/s, Western New England University

**Educational Level:** Introductory

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

1. Implement an occupational therapy advocacy program targeting underserved communities in their geographical region.
2. Describe the current typical demographic profile of occupational therapy practitioners.
3. Understand the benefits of integrating OT/OTA students into the delivery of an occupational therapy advocacy campaign.

#### **Barriers Individuals with Disabilities Encounter Using Smartphones**

**Presenter(s):** Nia Monteiro, BS, OT/s, Johnson & Wales University; Andrea D. Fairman-Lafferrier, Ph.D., MOT, OTR/L, CPRP, ATP, Johnson & Wales University

**Educational Level:** Introductory

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

1. Understand common barriers individuals with disabilities encounter when using their smartphone device.
2. Understand how available smartphone accessibility features can address these barriers and support common device uses for this population.
3. Understand the importance of future research, accessible technology, and formal device use training.

### **Community Mental Health Level is Through Integrated Partnerships**

**Presenter(s):** Olivia Freeman, MBA, OTR/L, MCPHS University; Andrea Desimone, OT, OTR, LMT, CDP, MCPHS University

**Educational Level:** Introductory

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

1. Identify the connections between Level I mental health fieldworks and curriculum at occupational therapy educational programs and discuss how to develop sustainable community partnerships, consistent fieldwork educators, and positive student learning experiences.
2. Analyze how this OT Educational Program's fieldwork and curriculum model has been duplicated thus far and examine how Service and Experiential Learning Through Engagement in the Community (SELTEC) model could be implemented within other occupational therapy programs.
3. Identify possible community partners in participants' areas and develop action steps for establishment of nontraditional fieldwork experiences in the mental health setting.

### **Developing & Implementing Robotic Pet Interventions for Adults with Dementia**

**Presenter(s):** Lisa Benson, OTD; Johnson & Wales University; Shannon Strate, OTR/L, OTD, Johnson & Wales University

**Educational Level:** Student

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

1. Describe the application of robotic pet intervention (RPI) to client care for adults living with dementia.
2. Identify modifications of RPI for clients at different cognitive levels.
3. Identify research opportunities on the effectiveness of occupational therapy-based interventions involving RPI for adults living with dementia.

### **Discovering Best Practice in Robot Assisted Therapy for Pediatric Hemiplegia**

**Presenter(s):** Casey Rabideau, OT, MSOT, OTR, Boston Children's Hospital; Allison McGuinness, OT, MSOT, OTR, Boston Children's Hospital

**Educational Level:** Introductory

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

1. Articulate the therapeutic benefits of integrating robot assisted therapy (RAT) modalities into a neurorehabilitative plan of care for pediatric clients with hemiplegia.
2. Identify some of the key motor targets, RAT ingredients and functional objectives involved in upper extremity robotic rehabilitation.
3. Describe practical strategies to improve efficacy of and protocols for RAT within their individual clinical settings.

### **Effects of SPAN-Dog for Adolescents with Social-Anxiety**

**Presenter(s):** Zachary Gould, OT, OTD, MS, OTR, Tufts University

**Educational Level:** Intermediate

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

1. Understand the details of a briefer version (4 weeks) of the Social Participation And Navigation virtual coaching program for adolescents with social anxiety and the adaptations made to incorporate pet dogs.
2. Understand the person-centered approach to goal planning, strategy development, and its effect on self-rated confidence and involvement across social participation domains.
3. Recognize the relevance and importance of the professional value bridging the practices and research between fields of occupational therapy and human-animal interaction.

### **Emerging Practice Fieldwork at a Residential Recovery Program**

**Presenter(s):** Brynn Speroni, OT, MOT, OTR, Tufts University; Lauren Crasner, OT, OTD, OTR, Tufts University; Ryan Whitney, OT, OTD, OTR, Tufts University; Heather Gilbert, OT, OTD, OTR, Tufts University

**Educational Level:** Introductory

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

1. Describe the critical components of role emerging Level II Fieldwork in occupational therapy.
2. Articulate the distinct values, beliefs, and perspectives of the occupational therapy profession in residential recovery programs.
3. Discuss future implications and professional impact of role emerging occupational therapy fieldwork in residential recovery programs for students, educators, organizations, and clients.

### **Evidence-Based Strategies for Inclusive Care of Transgender Clients**

**Presenter(s):** Catherine Leslie, OT, PhD, MOT, OTR, CEIS, MGH Institute of Health Professions; Taylor Matthews, OTD, OT/c, MGH Institute of Health Professions; Mason Munson, OTD, OTR/L, Bold Pediatrics, Beaverton Oregon School District; Hannah Schaupp, OTD, OT/c, MGH Institute of Health Professions

**Educational Level:** Introductory

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

1. Participants will be able to state three evidence-informed strategies occupational therapy practitioners (OTPs) can implement during the process of delivering occupational therapy services to improve transgender patients' healthcare experiences in the occupational therapy setting.
2. Participants will describe the components of an evidence-informed professional development workshop to increase OTPs knowledge of best practices when providing occupational therapy services for transgender patients.
3. Participants will have increased awareness of healthcare disparities for transgender individuals and the impact of these disparities on health outcomes.

### **Improving Participation in Daily Occupations Using Myofascial Decompression**

**Presenter(s):** Kaeli Serafino, OT/s; Michaela Gallagher, OT/s; Justin Murata, OT/s, t; Morgan Lukasik, OT/s; Erin Murray, OT, OTD, OTR; Kimberly Gross, OT, OTD, OTR, CHT, Western New England University

**Educational Level:** Introductory

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

1. Describe 3 overall benefits of myofascial decompression on pain and muscle tension.
2. Describe 3 precautions and 3 contraindications of myofascial decompression as a modality.
3. Identify 3 daily occupations that can be improved through the use of myofascial decompression.

### **In Sync with my Lymphedema**

**Presenter(s):** Gifty Stephanie Kwofie, OT/s, American International College; Amanda McElfresh, OT/s, American International College; Saima K. Khan, OT/s, American International College; Said Nafai OT, OTD, OTR, CLT, CAPS, American International College

**Educational Level:** Introductory

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

1. Identify what lymphedema is? What it means in terms of treatment options, and how it can aid those who have it in terms of their mental health both emotionally and psychologically.
2. Learn about the effects of lymphedema on a person's social life and general well-being.
3. Learn how vital skin care is to support the progress of the healing of lymphedema to boost individuals' ability to learn health management skills and increase positive and functioning members in community involvement.

### **Invisible Disabilities & Accommodations' Impact for Fieldwork & Program Development**

**Presenter(s):** Deja M. Stockdale, OT/s, Tufts University; Ryan Whitney, OT, OTD, MSOT, MA, OTR, Tufts University

**Educational Level:** Intermediate

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

1. Define invisible disabilities and reasonable accommodations for occupational therapy students.
2. Broadly discuss fieldwork educators' experiences regarding students' disclosure and/or providing accommodations.
3. Describe fieldwork educators' recommendations regarding training and/or university-provided resources.

### **Motherhood: Understanding the Mental Health Needs for Women of Color (WOC)**

**Presenter(s):** Vini G. Thomas, OT/s; Western New England University

**Educational Level:** Intermediate

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

1. Describe the basic role of occupational therapy practice for the population of maternal mental health and value of occupations.
2. Recognize the importance of education in nontraditional settings/emerging practices in occupational therapy curriculum.
3. Recognize the benefit of service-learning opportunities for occupational therapy students in nontraditional settings.

### **OTVP: Supporting Transition for Students with Disabilities**

**Presenter(s):** Alicia Tardiff, OT, OTD, OTR, Cotting School; Sunny Winstead, OT, EdD, MSOT, OTR, MGH Institute of Health Professions

**Educational Level:** Intermediate

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

1. Develop a better understanding of the role of occupational therapy practitioners in transitional/vocational services.
2. Identify common barriers that impact transition to adulthood for young adults with IDD.
3. Identify how the Occupational Therapy Vocational Profile (OTVP) can be utilized to support transition to adulthood for young adults with IDD.

### **Piloting Trauma Informed Self-Regulation Programs in Kenya**

**Presenter(s):** Lauren Crasner, OT, OTD, OTR, Tufts University; Augusta Hixon Polhemus, OT, OTD, MSOT, OTR, Tufts University

**Educational Level:** Student

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

1. Understand the clinical significance mindfulness can have on students' occupational performance.
2. Better understand the importance of individualized culture and how to work with an international community partner.
3. See the steps taken in this Doctoral Capstone Experience to complete piloting the programs.

### **Podcasts in Occupational Therapy Education**

**Presenter(s):** Abby Kubiak, OTR, Boston University; Karen Jacobs, OT, EdD, OTR, CPE, FAOTA, Boston University

**Educational Level:** Intermediate

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

1. Recognize the value of podcasts as a learning tool within occupational therapy education.
2. Discuss key elements to the development of a successful educational podcast.
3. Recognize the potential for podcasts to facilitate role model processes and increase opportunities for professional identity development.

### **Simulation in Level I Fieldwork Supports Student Success**

**Presenter(s):** Nancy R. Dooley, PhD, OTR/L, FAOTA, Johnson & Wales University; Rebecca L. Simon, EdD, OTR/L, FAOTA, Johnson & Wales University

**Educational Level:** Intermediate

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

1. Participants will describe the hybrid Level I Fieldwork experience which combines simulation with traditional and faculty-led placements in occupational therapy education.
2. Participants will describe student-perceived benefits of hybrid Level I Fieldwork experiences related to confidence and skill development.
3. Participants will describe one way in which simulation may be added to their occupational therapy practice related to education or supervision.

### **Theories of Mindfulness and Relevance to Occupational Therapy Practice**

**Presenter(s):** Jackie Farrell, OT, MS, OTR, CBIS, E-RYT-200, Vinfen Adult Community Clinical Services, Boston University

**Educational Level:** Introductory

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

1. Describe four key mechanisms of action of mindfulness interventions.
2. Describe theoretical perspectives that explain why mindfulness interventions may be effective for various populations.
3. Understand current evidence for common mindfulness-based interventions and how they may improve physical and mental health outcomes for various populations.

### **Unlimited Wellness©: Addressing Parent/Caregiver Needs**

**Presenter(s):** Danielle Goldberg, OT/s, Western New England University; Dorothy Linder, OT, MOT, OTR, Kehillah Director at the Springfield JCC; Debra Latour, OT, OTD, M.Ed., 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 effect of an educational support group on parents/caregivers who have children with various physical and intellectual diagnoses.
2. Discuss how parents/caregivers who have children with various physical and intellectual diagnoses are at risk for increased psychosocial health issues.
3. Describe how parent/caregiver assumptions and understanding regarding care to their children changed over the course of the five-week support group.

## **Poster Session 2 - 1:30 p.m. - 2:00 p.m.**

### **An Interdisciplinary Service Learning Experience in Ghana, Africa**

**Presenter(s):** Jeanne Zobel-Lachiusa, OT, Ed.D., OTR, BCP, Bay Path University; 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. Understand international service learning and the benefits to enhance occupational therapy student learning.
2. Compare and contrast cultural competence and cultural humility.
3. Describe the BPU-OT interdisciplinary service-learning trip to Ghana, Africa.

### **Assessing, Reflecting, and Creating Academic Mentoring Competencies**

**Presenter(s):** Karen Jacobs, OT, EdD, OTR, CPE, FAOTA, Boston University; Nancy Doyle, OT, OTD, OTR/, Boston University; Liat Gafni-Lachter, PhD, OTD, OTR/L, Boston University

**Educational Level:** Intermediate

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

1. Discuss mentoring practice models.
2. Identify areas of strength and opportunity in mentoring competencies.
3. Describe the steps to create a professional development plan to enhance desired mentoring competencies.

### **Benefits of Mindfulness for Children Who've Experienced Trauma**

**Presenter(s):** Geetika Mukkamala, OT/s, Tufts University; Margaret Morris, OT, OTD, OTR, BCP, Tufts University

**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 administering secular mindfulness interventions in schools.
2. Identify one way mindfulness interventions can be implemented in the classroom.
3. Describe the benefits and precautions of mindfulness for students who have experienced trauma.

### **Client-Centered Evaluation of Children with Upper Limb Deficiencies**

**Presenter(s):** Allison McGuinness, OT, MS, OTR, Boston Children's Hospital

**Educational Level:** Introductory

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

1. Gain knowledge of current standardized and non-standardized outcome measures to guide the evaluation and treatment of children with acquired and congenital limb deficiencies.
2. Understand an occupational therapy practitioner's role in treatment of children with acquired and congenital limb deficiencies.
3. Identify factors that support clinical decision making for upper extremity prostheses in this patient population.

### **Developing a Comprehensive Guiding Manual for OT Fieldwork at New England Disabled Sports**

**Presenter(s):** Hannah Okonsky, OT/s, Tufts University

**Educational Level:** Introductory

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

1. Learn what New England Disabled Sports is and the related goals of this project/ how it impacts occupational therapy students.
2. Understand the general literature review on role-emerging Level II fieldwork placements.
3. Learn about the process/methods for gathering data for this project and overall outcomes, as well as how they support sustainability of occupational therapy fieldwork at the organization.

### **Evidence-Based Practice Comfortability Improvements for School-Based Practitioners**

**Presenter(s):** Christine Kim, OTD, OTR/L, Tufts University; Peggy Morris, OT, OTD, OTR, BCP, Tufts University

**Educational Level:** Intermediate

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

1. Share the research on supports and barriers for evidence-based practice.
2. Demonstrate the value of supports for occupational therapy practitioners in the area of knowledge translation.
3. Advocate for a Community of Practice to support important knowledge translation activity for practitioners.

### **Excellence in Innovation: Supporting Practitioners to Disseminate their Practice.**

**Presenter(s):** Sarah McKinnon, OT, OTD, OTR, BCPR, MPA, FAOTA, MGH Institute of Health Professions; Jessica Asiello, OT, OTD, OTR, MGH Institute of Health Professions; Sunny Winstead OT, EdD, OTR, MGH Institute of Health Professions

**Educational Level:** Introductory

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

1. Define dissemination strategies that can support practitioners and students in widespread communication of innovation in clinical practice, program development, advocacy, and quality improvement.
2. Apply examples of how non-traditional dissemination strategies can best support professional development and leadership for occupational therapy practitioners in doctoral programs.
3. Provide 1:1 networking opportunity to strategize dissemination.

### **Hippotherapy as a Treatment Tool for Autism**

**Presenter(s):** Ashleigh Kelley, OT/s, Regis College; Erin Kelley, OT/s, Regis College; Carrie Gonzales OT/s, Regis College

**Educational Level:** Introductory

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

1. Understand how human-equine interaction can provide positive changes in irritability (self-regulation), hyperactivity, social, and communication behaviors adaptive (verbal and expressive), and motor behaviors in children with autism spectrum disorder (ASD).
2. Understand improvements in motivation, self-esteem, better concentration and academic performance (e.g., reactions to sensory input in the classroom), and self-care from hippotherapy intervention.
3. Understand how physical and developmental improvements; fine motor skills, gross motor skills, more independent and more confidence in autistic children's own abilities.

### **The Impact of Mindfulness on Graduate Student Depression**

**Presenter(s):** Ellen Rainville OT, OTD, OTR, FAOTA; Emma Nigrosh, OT/s, MCPHS University-Worcester; Jenna Bouchard, OT/s, MCPHS University-Worcester

**Educational Level:** Student

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

1. Describe the Health Through Activity model.
2. Discuss the potential of mindfulness as an occupational therapy intervention.
3. Identify the outcomes of an HTA mindfulness program on occupational therapy graduate students' mental health.

### **Mindfulness Awareness and Self-Compassion in Graduate Students**

**Presenter(s):** Ellen Rainville OT, OTD, OTR, FAOTA; Megan Gatsogiannis, OT/s, MCPHS University-Worcester; Maranda Centano, OT/s, MCPHS University-Worcester; Emily Kanter, OT/s, MCPHS University-Worcester; Helen Taukus, OT/s, MCPHS University-Worcester; Breanna LaHair, OT/s, MCPHS University-Worcester; Emily Jones, OT/s, MCPHS University-Worcester

**Educational Level:** Student

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

1. Describe the Health Through Activity model.
2. Discuss the potential of mindfulness as an occupational therapy intervention.
3. Identify the outcomes of an HTA mindfulness program on occupational therapy graduate students' mental health.

### **OTP-Caregiver Communication with Child During Early Intervention**

**Presenter(s):** Rosalie Shnorhokian, OT, OTD, OTR, MGH Institute of Health Professions; Mary Beth Kadlec, OT, ScD, OTR, MGH Institute of Health Professions; Sophia Perkins, OT, OTD, OTR, Brooke Charter Public School

**Educational Level:** Intermediate

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

1. The participant will describe the application of the Occupational Performance Coding Scheme (OPCS, Kadlec) to videos of occupational therapy early intervention treatment sessions.
2. The participant will understand how the individual communication approaches utilized by the occupational therapy practitioner-child dyad and caregiver-child dyad differ and compare during a therapeutic activity as captured by the OPCS.
3. The participant will describe the relationship between the occupational therapy practitioner and caregivers perspectives of their individual communication and the amount of communication that occurred as captured by the OPCS.



### **Parent-OT Advocacy Partnership to Promote Access to RtI**

**Presenter:** Amanda B. Caramanica, OT, OTD, OTR, Newton Public Schools

**Educational Level:** Intermediate

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

1. Identify one way to empower parents to advocate for the educational, emotional, and physical needs of their child at school.
2. Define the role occupational therapy practitioners have in a Response to Intervention framework in order to be able to advocate for student needs and the value of the profession of occupational therapy.
3. Describe how to set up a coalition to support the needs of a community and promote the occupational therapy profession.

### **Positive Childhood Experiences in Public Schools**

**Presenter(s):** Jordan Banker, OTD, MGH Institute of Health Professions; Emily Eddy, OT, OTD, MS, OTR, MGH Institute of Health Professions

**Educational Level:** Introductory

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

1. Identify three positive childhood experiences that can be accessed within a school environment.
2. Identify at least one barrier of promoting PCEs within public school.
3. Identify at least one facilitator of promoting PCEs within public schools.

### **Promoting Occupational Therapy: A University & High School Partnership**

**Presenter(s):** Brittany Adams, OT, OTD, OTR, Western New England University; Alexis Ferioli-Morin, 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. Understand the process by which an internship program was developed between a college and high school.
2. Understand the need for promotion of the occupational therapy profession at the pre-college level, particularly related to the need for increased diversity in the profession.
3. Identify at least two ways in which they can promote the profession at the pre-college level.

### **Rehabilitation Treatment Specification System (RTSS) in OTD Education**

**Presenter(s):** Sarah Raposo, OT, OTD, OTR, MGH Institute of Health Professions; Susan Fasoli, OT, ScD, OTR, MGH Institute of Health Professions

**Educational Level:** Introductory

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

1. Be introduced to the Rehabilitation Treatment Specification System (RTSS) and how it can be used in OTD education.
2. Learn how the RTSS has impacted students' perceived confidence on their clinical reasoning skills and the use of the RTSS framework.
3. Gain students and faculty perspectives on the use of the RTSS derived from the thematic coding process.

### **Sensory Explorers: A Neurodiversity-affirming Pilot Group**

**Presenter(s):** Victoria Richardson, OT/s, Boston University; Abigail Schmidt, OT/s, Boston University; Jackie Farrell, OT, MS, OTR, CBIS, E-RYT-200, Boston University

**Educational Level:** Introductory

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

1. Describe the theory and group protocol for implementing a play-based interoception group with an Autistic preschool population to enhance social participation.
2. Describe the essential elements of play present across all contexts, by both neurotypical and neurodivergent children.
3. Describe how interoception can improve social participation in Autistic children.

### **Training Parents and Caregivers to be E-helpers: Therahan**

**Presenter(s):** Maria Regina M. Marasigan, OTRP, Boston University; 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 the issues parents and caregivers of children with special needs address in daily living.
2. Identify the objectives of Therahan.
3. Discuss the features of a hybrid e-helper training program for parents and caregivers using telehealth.

### **Using Arts-Based Experiential Learning to Build Life Skills**

**Presenter(s):** Geetika Mukkamala, OT/s, Tufts University; Meredith Grinnell, OT, OTD, OTR, Tufts University

**Educational Level:** Introductory

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

1. Describe the therapeutic benefits of arts-based programming.
2. Explain the application of arts-based programming in developing functional life skills.
3. Describe how trauma-informed care is used in program development.

## **Poster Session 3 - 3:30 p.m. - 4:00 p.m.**

### **Advance Care Planning: Role of Occupational Therapy Practitioners**

**Presenter(s):** Kate Aufort, OT, OTD OTR, Tufts University

**Educational Level:** Introductory

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

1. Learn about what advance care planning (ACP) consists of and how it can be of benefit for clients and patients.
2. Explore occupational therapy practitioners' scope in regard to advance care planning (ACP), using healthcare decision aids, and how we can incorporate ACP into our practice.
3. Discuss next steps for occupational therapy practitioners, and how we can best support client-centered care in the area of palliative care and ACP for clients with chronic illness.

### **An Occupational Therapy Focused Maternal Health Web Resource**

**Presenter(s):** Grace Hale, OT, OTD, OTR, MGH Institute of Health Professions; Mary O'Donnell, OT, OTD, MS, OTR, MGH Institute of Health Professions

**Educational Level:** Introductory

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

1. Describe challenges related to current maternal health information sources.
2. Describe the benefit of occupational therapy services throughout pregnancy and the postpartum period.
3. Articulate areas of future occupational therapy research in the field of maternal health.

### **Autism in the Emergency Department: Quality Improvement Initiatives**

**Presenter(s):** Lilian Wang, OT/s, Boston University; Karen Turner, OT, MS, OTR, Massachusetts General Hospital Patient Navigator for Autism and Intellectual and Developmental Disabilities, Equity and Community Health

**Educational Level:** Introductory

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

1. Identify  $\geq 3$  challenges adult autistic patients experience while accessing healthcare during emergency rooms visits.
2. Understand the barriers emergency department staff face when providing care for autistic patients.
3. Identify  $\geq 3$  feasible methods that account for the pace of the emergency room to support emergency department staff in working with autistic patients to provide better healthcare outcomes.

### **Development of Behavioral Health Occupational Therapy Consult Services**

**Presenter(s):** Nikki Beatrice, OT, OTD, OTR, Tufts Medical Center; Whitney McWherter Cranna, OT, OTD, MSOT, OTR, MGH Institute of Health Professions

**Educational Level:** Intermediate

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

1. Identify the role of behavioral health occupational therapy within the acute care setting.
2. Acknowledge the current barriers to accessing behavioral health occupational therapy services.
3. Understand the 6 principles of Trauma Informed Care.

### **Economically Disadvantaged Families and Breastfeeding: Occupational Therapy's Role**

**Presenter(s):** Latasha R. Dionne, OT, OTD, OTR, Springfield College

**Educational Level:** Intermediate

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

1. Gain knowledge regarding the benefits of breastfeeding experienced by mother and child.
2. Gain the ability to define disparities related to breastfeeding and economically disadvantaged families.
3. Demonstrate an awareness of culturally relevant health promotion strategies to support breastfeeding for families experiencing poverty.

### **Effects of Mirror Therapy on Adult Stroke Patients with Partial Paralysis**

**Presenter(s):** Nicole Gefteas, OT/s, Regis College; Emily Stephenson, OT/s, Regis College

**Educational Level:** Introductory

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

1. Understand what mirror therapy is.
2. Be able to articulate the benefits of mirror therapy for stroke survivors with hemiparesis.
3. Describe the importance of incorporating mirror therapy into traditional occupational therapy practice for stroke survivors.

### **Evaluating the Impact of Immersive Virtual Reality in an Inpatient Rehabilitation Hospital**

**Presenter(s):** Anna Leffler, OT, OTD, OTR, Tufts University; Nancy Baker, OT, ScD, MPH, OTR, FAOTA, Tufts University; Kimberly Van Daley, PT, MS, Encompass Health Rehabilitation Hospital of Braintree

**Educational Level:** Introductory

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

1. See the value of immersive virtual reality (IVR) as a non-pharmaceutical based intervention to reduce pain and increase QoL
2. Explore patient and therapist perspectives on IVR and how it can impact therapy and engagement.
3. Begin to understand some of the steps in the process to implement IVR in a therapeutic setting.

### **Expanding Cognitive Assessments and Interventions in Acute Care**

**Presenter(s):** Jessica Jankowski, OTD, OTR/L, Yale New Haven Hospital; Brittany Andrews OTR/L, Yale New Haven Hospital

**Educational Level:** Intermediate

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

1. Identify three methods for increasing acute occupational therapy practitioners' utilization, confidence with use, and documentation of cognitive assessments and interventions.
2. Name three cognitive screens appropriate for use in the acute care setting.
3. List three strategies to eliminate barriers to the use of cognitive assessments and interventions in the acute care setting.

### **Foster Youth Transitioning Services: A Scoping Review**

**Presenter(s):** Megan Ziembowicz, OT/s, Tufts University; Kaitlin Kluge, OT/s, Tufts University; Siobhan O'Reilly, OT/s, Tufts University; Caroline Le, OT/s, Tufts University

**Educational Level:** Student

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

1. Describe the various barriers foster youth face during their transition to independent living and the subsequent impact on long-term outcomes.
2. Gain knowledge of current literature on transitioning foster youth and need for additional services and resources.
3. Identify optimal areas for occupational therapy intervention in foster youth transitioning services.

### **Generalist's Guide to Addressing Driving as a Meaningful Occupation**

**Presenter(s):** Amanda Hill, OT/s, Western New England University; Brittany Adams, OT, OTD, MS, 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 role of the generalist occupational therapy practitioner within driving across all settings.
2. Understand the skills required for the occupation of driving.
3. Understand the areas addressed within a driver risk assessment.

### **Ismailia Association Sensory Room**

**Presenter(s):** Marieliz Falu Iglesias OT/s, American International College; Grace Beaupre OT/s, American International College; Shivani Chaudhari OT/s, American International College; Said Nafai OT, OTD, OTR, CLT, CAPS, American International College

**Educational Level:** Intermediate

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

1. Understand what the Ismailia Association is and what services they provide.
2. Understand the importance of sensory integration and the benefits it can provide for children and adolescents with disabilities.
3. Learn about the different parts needed to create a community sensory program.

### **Occupational Therapy's Role in Water-Based Activities and Safety**

**Presenter(s):** Avery Fornaciari, OT/s; Western New England University; Brittany Adams, 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. Evaluate not only the need for, but the effects of, a free water safety education program for caregivers.
2. Assess occupational therapy's unique role on a swim team, and in structured athletic programs in general.
3. Assess future implications for occupational therapy practice within water-based activities, both in-person and virtually.

### **Overloaded? It's Time to Work on Human Rights**

**Presenter(s):** Amy L. Slutzky, OT, MS, OTR; pediatric occupational therapist, self-employed

**Educational Level:** Introductory

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

1. Identify one or more social or political causes of greatest concern and specific actions that would be comfortable and easy to take to address the issue.
2. Identify the most difficult obstacles to getting involved and how this might be overcome or reframed.
3. Identify benefits to the participant, the profession, and the wider community that would result from the chosen social or political action.

### **Program for Supplemental Care**

**Presenter(s):** Taylar McCoy, OT/s, American International College; Alicia Gonzalez OT/s, American International College; Aminata Konneh OT/s, American International College; Dr. Said Nafai, OT, OTD, OTR, CLT, CAPS, American International College

**Educational Level:** Introductory

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

1. Recognize the importance of understanding all of the practicing disciplines to ensure proper care is administered.
2. Identify three areas in the scope of practice for nursing, occupational therapy, physical therapy, and speech therapy.
3. Identify the importance of educating current and newly hired staff on the scope of practice of all practicing disciplines.

### **Reducing Risk of Postpartum Depression through Occupational Therapy**

**Presenter(s):** Rachel Carpenter, OT, OTD, OTR, CNT, MGB-Newton Wellesley Hospital; Jessica Asiello, OT, OTD, MSOT, OTR, MGH Institute of Health Professions; Colleen Craven, OT, OTD, MSOT, OTR, Beth Israel Deaconess Medical Center

**Educational Level:** Introductory

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

1. State three long term consequences for the infants and families of postpartum depression.
2. Identify 3 benefits of an activity-based support group for NICU mothers.
3. Explain the impactful opportunity that occupational therapy practitioners in the NICU have to support mothers in reducing risk of postpartum depression.

### **Relationship Between Play and Self-Esteem for Children with Disabilities**

**Presenter(s):** Tyra Alexander, OT, OTD, OTR, MGH Institute of Health Professions; Emily Eddy, OT, OTD, MS, OTR; MGH Institute of Health Professions

**Educational Level:** Introductory

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

1. Understand how play and self-esteem for children with disabilities compares to those of their typically developing peers.
2. Discuss the significant relationship between play and self-esteem for children with disabilities.
3. Discuss the potential implications and impact the findings of this study could have on these constructs for children with disabilities, as well as occupational therapy practice.

### **School-Based Support for Students with Sickle Cell Disease**

**Presenter(s):** Siarah A. Jones, OT/s, Tufts University

**Educational Level:** Introductory

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

1. Have a basic understanding of Sickle Cell Disease.
2. Understand the diverse impacts of Sickle Cell on school-aged children.
3. Become an advocate within the school system for children and families of Sickle Cell Disease.

### **Transition to Assisted Living: An Occupational Therapy Perspective**

**Presenter(s):** Allison Clayton, OT/s, Johnson & Wales University; Sheridan Ferland, OTD, OTR/L, Johnson & Wales University

**Educational Level:** Student

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

1. Understand the importance of applying an occupational lens to the process as community-dwelling seniors transition to assisted living.
2. Understand positive and negative influences on successful transition into assisted living that are supported by evidence.
3. Begin to think about how occupational therapy can be a part of the process to ease the transition and improve quality of life for individuals who are transitioning to assisted living.