

7:30-8:00 Registration

8:00-8:20 Welcome/Updates/Bylaws Voting

8:30-10:00 Session 1

1A. Up 'Front' and Personal (With the Frontal Lobe) – Executive Function Disorder

Cara N. Koscinski, MOT, OTR/L

This course will discuss the barriers in sensory, motor, and adaptive behavior that limit a child's effective participation in daily life. Since every child is different, looking at the way a child learns is important in choosing the correct interventions for that child. Emphasis will be placed on being proactive and assisting children to utilize various movement strategies to help them to participate and function effectively in their day-including at school and in the home. Tools and supports will be discussed and attendees will leave the course with activities and techniques that can be implemented immediately.

1B. Ensuring Integrative Learning Between Coursework and Fieldwork: One School's Example

Megan Edwards Collins, Ph.D., OTR/L and Allison D. Calhoun, MS, OTR/L

In an effort to help students to directly apply coursework in real life situations; four faculty in an MS OT Program collaborated to tie didactic course assignments in to Level 1 Fieldwork experiences. Certain course assignments, such as completing an occupational profile and creating a group protocol, would be completed and based on clients at the fieldwork sites, ensuring a more real world application of learned material. This presentation will discuss the process and results, and offer suggestions to participants interested in applying the strategies in their settings or schools. Feedback from students, such as an increased ability to understand and convey the relevance of concepts, and instructor reflections on the benefits and challenges of this unique teaching approach will be reviewed.

10:00-10:15 Break

10:15-11:45 Session 2

2A. Introducing Occupational Therapy into Pediatric Primary Care

Katlyn Small, OTS and Jordan Walton, OTR/L

A level II fieldwork capstone project was completed by placing a student in a pediatric primary care setting to determine the barrier between developmental delay and referral to therapy. Several pediatric outpatient evaluations are completed for children who are found to be below their intended developmental level, therefore there must be a barrier between the well-child visits and knowing when is the appropriate time to refer. In order to transition to a more preventative health care model, an OTS was placed in this setting to identify potential barriers as well as to examine the benefit and role of having an OTR in this setting in order to determine need for therapy at an earlier time. This project served to explore and advance an emerging area of practice for OT.

2B. Yes, You Can! Tools and Tips for Fieldwork Educators

Amy Mahle, MHA, COTA/L

As our profession grows, there is an increasing need for Fieldwork Educators. This course introduces OT practitioners to the skills needed for being a Fieldwork Educator (FWEd), including understanding the role of the FWEd, the Academic Fieldwork Coordinator (AFWC), and the student, and offers resources for effective communication and objective grading of the student.

11:45-12:30 **Lunch**

12:30-2:00 **Session 3**

3A. Assistive Technology Writing Supports Across the Lifespan

Molly Shannon, MS, OTR/L, ATP

OT is the “go-to” profession for supporting writing for children and adults with disabilities. This workshop will explore no, low, and high-tech assistive technology (AT) solutions and resources across the lifespan to support occupation-based interventions to maximize client performance in writing. A current AT survey regarding AT and writing results will be shared as well.

3B. More than 1:1: Utilizing a Collaborative Fieldwork Supervision Model for Student Success

Alisha S. Baker, OTD, OTR/L and Christa Gallie-Weiss, MS, OTR/L, CAPS, RYT 200, CA

As the field of occupational therapy continues to grow, so does the demand for fieldwork placements for occupational therapy students. Traditionally, most fieldwork educators supervise students using a 1:1 supervision model; however, there is limited evidence to support that this is the most effective way for students to learn. There is evidence, however, to suggest that a collaborative supervision model is beneficial not only to the student’s learning but also to the academic programs and the future of occupational therapy. This session will review the evidence to support a collaborative fieldwork supervision model and provide participants with resources to feel confident with implementing this model in practice.

2:00-2:15 **Break**

2:15-3:45 **Session 4**

4A. Building Healthy Brains: Movement Strategies for Optimal Functional Outcomes

Cara N. Koscinski, MOT, OTR/L

This course will discuss the barriers in sensory, motor, and adaptive behavior that limit a child’s effective participation in daily life. Since every child is different, looking at the way a child learns is important in choosing the correct interventions for that child. Emphasis will be placed on being proactive and assisting children to utilize various movement strategies to help them to participate and function effectively in their day-including at school and in the home. Tools and supports will be discussed and attendees will leave the course with activities and techniques that can be implemented immediately.

4B. Empowering People with Speech Disabilities to Telecommunicate Independently

Stephanie Lane Taylor, Speech to Speech NC Outreach Specialist, and Bola Desalu, Relay NC Account Manager

Speech-To-Speech service is one of the free telecommunication relay services that is available for the state of North Carolina. It allows person with speech disabilities to access the telephone system to place and receive telephone calls. We will be talking about some key features along with using Speech to Speech relay services that will help them to be connected easily and to reduce their frustration. Lastly we will be introducing brand new service called Video-Assisted Speech to Speech service that will assist people with speech disabilities using their computer and web cam to connect with communication assistant to convey the conversed messages clearly to the end user. By understanding these available telecommunication tools, you can empower them to be successful in their life.

3:45-4:00 Break

4:00-5:00 Ethics

Ethics for Occupational Therapy Practitioners: Navigating Disagreement on Type/Intensity of Intervention

Lauren Holahan, Occupational Therapy & Medicaid Consultant

This 1-hour course will explore the ethical dimensions of disagreement between team members, clients, and families over the need for, type, and intensity of occupational therapy interventions. Discussion and activities will include naming the source of conflict, managing contentious interactions and conversations, identifying when to ask for third-party support, and how to bring disagreeing parties to consensus on the future course of intervention.