



“Embracing the Journey, Anchored in Knowledge”

North Carolina Occupational Therapy Association



Annual Fall Conference

The New Bern Riverfront Convention Center | New Bern, North Carolina

Friday-Sunday, October 15-17, 2021

Detailed Educational Courses

Friday, October 15, 2021

1:00 – 5:00 Pre-Conference Institutes

4.0 CEU

1. Occupational Therapy Education: Program Development Process

Dana Kolbfleisch, OTD, OTR/L, Leiali'i Ruth Edwards, OTDS, & Matthew Condo, PT, DPT, Ed.D.

Leadership & Administration, Education & Research | **Advance**

*Occupational therapy programs frequently recognize significant problems in the content and design of curricula or courses. Barriers exist to making orderly changes in current courses/curricula, including first steps and outcomes (Diamond, 2008). The course follows the process used by a small private southeastern university in North Carolina to develop their Occupational Therapy Assistant Baccalaureate program. Attendees will gain in-depth knowledge of program design and appropriate course objective development. Attendees will also be invited to critically analyze and identify their community and institutional needs to apply learned material effectively. This course will enhance the attendees' understanding and abilities to utilize appropriate models to assist in their higher education institution's program development process. Diamond, R. M. (2008). *Designing and assessing courses and curricula: A practical guide.* John Wiley & Sons.*



Saturday, October 16, 2021

9:30 – 10:30 Keynote Address 1.0 CEU
Dr. Michael Iwama, PhD, MSc, BScOT

1:00 – 2:30 Short Courses Session 1 1.5 CEU

1A. Adapted Books Workshop: A Community Based Program

Lily Gullion, MS, OTR/L

Children & Youth, Student-Focused, Leadership & Administration | **Novice**

Shared reading is a profound way to increase communication, fine motor skills, social emotional development, and executive functioning, but children with disabilities often face barriers to accessing early reading opportunities. To promote shared reading, occupational therapist practitioners can adapt store bought board books using low cost materials. The Adapted Books Workshop program was developed in 2018, with three goals; 1) to provide adapted books to children with disabilities in the local community, 2) to educate parents on ways to incorporate shared reading into their daily schedules, and 3) to provide families and practitioners with skills to adapt their own board books. This session will discuss the development and sustainability of the Adapted Books Workshop program and proposed next steps.

1B. Social Relationships: Using Community Support Groups as a Tool to Decrease Social Isolation Risk in Older Adults

Susan Misciagno OTD, OTR/L, BCG, C/NDT, Caroline Cheesborough, OTS & Julia Dunshee, OTS

Gerontology | **Novice**

This short course will present the collaborative research work completed by Methodist University students during Spring 2021. The in-depth literature review aims to demonstrate the effectiveness of support groups on decreasing social isolation in community-dwelling older adults. Older adults who lack social supports or who have limited networks can experience poor functional outcomes, disability and depressive symptom growth, and poor nutrition. Presenters will describe how social supports (experiences) and social capital (networks or public resources) lead by occupational therapy practitioners can promote participation in meaningful activities and be beneficial to decrease the risk of social isolation and loneliness. Presenters will provide useful tools for occupational therapy practitioners to promote lifelong experiences and to help older adults have better physical and mental wellbeing.

1C. Embracing Neurodiversity-Affirming Practice with Neurodivergent Adolescents and Adults

Monica Huang, MS, OTR/L, Greg Boheler, MSOT, & Jacklyn Googins, MSOT

General, Children & Youth, Home & community Health | **Intermediate**

In this presentation, we will define and discuss neurodiversity-affirming OT practice with adolescents and adults. Neurodiversity is a paradigm for understanding individual brain differences (i.e. autism, adhd, mental illness, dyslexia) as natural and moreover, vital variations of humanity. Neurodiversity-affirming practice is gaining momentum within the occupational therapy profession (and other related professions). It seeks to challenge deficit based therapeutic approaches and promote cultural humility in working with neurodivergent clients. Our discussion will include critically reflexive strategies for supporting positive disability identity, self-advocacy, self-determination, community access, and occupational justice for neurodivergent adolescents and adults.

1D. Graduation is Not the Destination! Lessons Learned Over 40 Years as an OT Practitioner

Beth Hathaway, OTD, OTR/L

Leadership & Administration, Student-Focused | **Novice**

Graduation day is an important milestone but not your final destination! Dr. Beth Hathaway, a 40-year veteran occupational therapist, will share her personal experiences on how create a rewarding and impactful career. This session will focus on expanding your circle of professional influence through evidence-based concepts including lifelong learning, mentoring, and professional leadership. Participants will create a plan that includes action steps for each stage of their new career.

1E. Diabetes Update – How DM Can Affect the Upper Extremity

Jeffrey Loveland, OTD, MS, OTR/L, FAOTA

Physical Disabilities, Mental Health | **Intermediate**

According to the American Diabetes Association (2021) 34 million American live with Type I or Type II diabetes, while another 88 million people knowingly or unknowingly live with prediabetes. This session will provide occupational therapy practitioners with current information on how prediabetes and both types of diabetes are diagnosed, who is more likely to be diagnosed, common symptoms that occur, prevention and management strategies that include recent technological advances. Special focus will be given on how diabetes can affect an individual's upper extremity and how these problems can be overlooked by health care providers.

1F. Preparing OT Practitioners to Address Sexual Activity

Nancy Bagatell, PhD, OTR/L, FAOTA & Raheleh Tschoepe, MS, OTR/L

General | **Intermediate**

Sexual activity has been described as one of the most natural and basic aspects of life. Despite acknowledgement of sexual activity as an occupation within the scope of occupational therapy, many practitioners do not address sexual activity. While there are numerous potential reasons for this omission, one consistent finding is lack of education. This presentation offers suggestions for how to weave discussions of sexual activity into a curriculum, moving beyond a one-time lecture about specific health conditions or ADLs, to more fully capture the complex, multi-dimensional aspects of sexual activity, including sexual/intimate justice. We provide examples from an occupation-centered curriculum to demonstrate how students, when introduced to sexual activity in different courses and contexts, can become more comfortable addressing sexual activity in practice.



Saturday, October 16, 2021

2:45 – 4:15 Short Courses Session 2

1.5 CEU

2A. OT Connecting to Consumers Through Community Inclusion

Megan Leach McCann, OTR/L & Mikayla Cardona

Home & Community Health, Mental Health | **Intermediate, Novice**

In this short-session, we will share the philosophy of Community Inclusion, how it aligns well with Occupational Therapy, and how participants can apply the concepts in their own communities. OT practitioners will benefit from understanding the concept of Community Inclusion because it provides a well-developed guideline to addressing environmental factors, such as stigma, that impact occupational participation in the community. Developing a Community Inclusion project with NAMI also provides an excellent opportunity for OT practitioners to build lasting relationships with consumers and other disciplines that provide mental health services in the community. Finally, this type of project is an avenue for OT practitioners to advocate for the benefits of OT as part of a comprehensive approach to mental health treatment.

2B. Owning Your Occupation

Amy Siegler, OTD, OTR/L, BOCO & Amber Ward, MS, OTR/L, BCPR, ATP/SMS, FAOTA

General, Student-Focused | **Novice**

This will be a panel of OT/OTA professionals who own their own business. We will focus on advocacy, owning our occupations, the vastness of our profession and how we all work within our professional guidelines, how we stay occupation based and functional, the constraints and trials of owning our own businesses, and how to sell the profession of occupational therapy.

This is a hybrid session – some portions are live and others are pre-recorded.

2C. Sex and Sexuality: Engaging Clients in Safe and Supportive

Christopher Grohs, OTS & Raheleh Tschoepe, MS, OTR/L

General | **Advanced, Intermediate, Novice**

In this session, we will explore the lived experiences of several groups—practitioners, prospective clients, scholars – and work through our understandings of sex and sexuality when presented with alternative notions of intimacy, intercourse, sexual fulfillment, and desire. We will provide a practical framework to guide questions and inquiries that hold both our own paradigms and worldviews as well as the stories that fall outside of our normal purview. We will ask, what is our responsibility to our clients and profession to be knowledgeable and inclusive around sex and sexuality? Our goal is to create space for questions, provide resources, engage with each other, and leave the session with practical tools for future conversations and an openness to the expansive nature of sex and sexuality.

2D. A Stroke Competency Program for Acute Allied Health Professionals Practicing in Stroke Rehabilitation

Caroline Adams, MOT, OTR/L, CSRS

Physical Disabilities, Education & Research, Leadership & Administration | **Intermediate**

A stroke competency program was implemented in the acute setting at Vidant Medical Center involving interdisciplinary healthcare professionals including occupational therapy practitioners. The objectives that this stroke competency program fulfilled included the importance of using evidence-based practice in stroke rehabilitation, involving an interdisciplinary team approach to learning, and reviewing stroke competency guidelines to impact confidence and competence. Upon completion of this stroke competency program, the program was evaluated by the program evaluator, an acute occupational therapy practitioner, using Kirkpatrick's Evaluation Model to determine the effectiveness of the education model and to identify participant's responses and reactions. Analyzation of the quantitative and qualitative data occurred at completion of this stroke competency program and disseminated which revealed positive take-a-ways that impacted occupational therapy practice and beyond.

2E. OT Advocacy Toolbox: School Mental Health

Bridgette LeCompte, MS, OTR/L & Greg Boheler, OTS

Children & Youth, Mental Health | **Novice**

This session will examine OT practitioner readiness and involvement in school mental health in NC Public Schools, including the existing barriers and supports needed to effectively provide multi-tiered systems of support in alignment with the new NC School Mental Health Policy. Practitioners will identify strategies to overcome barriers and advocate for their role in addressing school mental health. Participants will also identify how to leverage OT involvement in school mental health supports to advocate for/with others and promote occupational justice for students and staff.

2F. Mentorship for New Faculty in OT/OTA Education

Megan Edwards Collins, Ph.D., OTR/L, FAOTA, CAPS, CFPS,

Sanchala K. Sen, OTD, MS, OTR/L, BCPR & Chinno D. Ingram, DrOT, MS, OTR/L, CEAS

Education & Research | **Novice**

New faculty in OT/OTA Education frequently do not have education backgrounds that prepare them for taking on a role in Academia. The mentorship process (formal or informal) can play an essential role in ensuring success for new faculty in OT/OTA programs. The Mentorship for New Faculty in OT/OTA Education session will include three faculty from Winston-Salem State University's Occupational Therapy Department. They will share their experiences, strategies, and suggestions for mentors and mentees in academia. Tips and strategies for both mentors and mentees will be provided to better ensure a positive and beneficial experience for faculty and students. Teaching, research, and service will be addressed. Participants will be given the opportunity to discuss case studies and share their experiences, concerns, and suggestions.



Saturday, October 16, 2021

4:30 – 5:30 **Ethics** 1.0 CEU

Ethics, Equity, and the Politics of Recognition

Linn Wakeford, PhD, OT/L, FAOTA

“Recognition” is key to the formation of identity for individuals, populations, and communities. Recognition for attributes or actions considered “desirable” by society helps build not only a positive identity, but also dignity, respect, and ultimately power. On the other hand, mis-recognition and non-recognition “can inflict harm, can be a form of oppression...” (Taylor, 1994). How do we as OTs contribute to the “recognition experiences” of our clients, colleagues, and other workplace associates who identify with minority, marginalized, or disenfranchised populations? What are our ethical responsibilities regarding those experiences? How can we use our ethical reasoning and an understanding of the politics of recognition to promote greater equity in our workplaces? This session will focus on these questions, the “gray areas” of thinking and action they evoke, and some potential solutions for practice.

Sunday, October 17, 2021

8:30 – 9:30 **Special Interest Section (SIS) Breakout Sessions** 1.0 CEU

Fall Prevention: Risk Factors and Possible Interventions

Megan Edwards-Collins, PhD, OTR/L, CAPS, CFPS, Alyssa Horan, OTR/L,

Tina Webb, OTD, MS, OTR/L, Rachel Stuart, OTA CDP, Susan Misciagno, OTD, OTR/L BCG, C/NDT & Sanchala Sen, OTD, MS, OTR/L, BCPR

Gerontology, Physical Disabilities, and Technology

Fall Prevention: Risk Factors and Possible Interventions will be a collaborative SIS session between the Technology, Gerontology, and Physical Disabilities Special Interest Sections. Risk factors for falls and fall prevention strategies, including technology options and devices, will be explored. Attendees will also have the opportunity to share their ideas, challenges, and experiences.

Home Health Challenges and Solutions: A Discussion

Staci Carter, COTA/L & Beth Hathaway, OTD, OTR/L

Home & Community Health

While rewarding, being a home health provider regardless of population served comes with its challenges. This session will tackle common issues such as lack of professional support, new billing and regulation guidelines, scheduling, and burnout (to name a few) through an open group discussion. Creative interactive activities will then be used to share personal experiences and identify solutions that can be directly applied to their current practice. Come to this session ready to network and have fun!



OT Program Development: Process and Lessons Learned

Heather Panczykowski, DHSc, OTR/L, Kelly McGlooin, PHD, OTR/L, & Megan Lockette, COTA/L
Children & Youth

Occupational therapy professionals are in a unique position to use various environments to foster the development of skills needed to enhance the occupational engagement of our clients. Expanding programming using sound theoretical frameworks and models affords OT professionals the ability to evaluate and replicate programs to meet needs that traditional therapies have been unable to fill. In this session we will 1) discuss the program development process, 2) review a community-based interactive vaulting program using the process, 3) discuss lessons learned from, and 4) attendees will actively walk through the program development process to develop their own ideas.

Mental Health SIS Breakout Session: 2021-2022 Goals & Member Survey Report

Megan McCann, OTR/L & Chinyu Wu, PhD, OTR/L
Mental Health

The new co-chairs of the Mental Health SIS will introduce themselves and present 2021-2022 strategic goals. They will also report the result of a member survey recently conducted to gather input about needs for continuing education and advocacy in mental health practice. Participants of the session will be invited to comment and provide any additional input to the strategic goals.

Leadership Map for Decreasing Burnout in a Pandemic

Kimberly Godwin, MSOT, OTR/LI

Administration & Leadership and Education & Research

This session will reflect on leadership and employees working together to decrease burnout within organizations. It will look at concepts such as adaptability, flexibility, and policy changes that can decrease burnout and improve overall team building and morale. During this session, attendees will also have the time to reflect on the pandemic and share thoughts on what has went well and not went well as it relates to employees and leaders working together.

9:45 – 10:45 Diversity, Equity, and Inclusion Breakout Sessions

1.0 CEU

Diversity, Equity, and Inclusion: With All, For All

Linn Wakeford, PhD, OT/L, FAOTA, Jacqueline Mayo, OTD, OTR/L, & Aria Galloway, OTAS

This session will include a brief overview the mission of the NCOTA Diversity, Equity, and Inclusion (DEI) Committee and to the work of the committee to date. The overview will be followed by 3 breakout groups, one focused on each of the primary initiatives of the DEI Committee (In-reach, Outreach, and OT/OTA Education). Participants may choose any breakout group. Leaders of each breakout group will review current knowledge about the specific area of work and facilitate a brainstorming session in which participants will contribute to ideas and action plans for the committee for the next year. This is an important opportunity to help the Committee and the Association move forward with events and activities designed to address issues of diversity, justice, equity, and inclusion.

NOTE: *This session is open to all who would like to learn more about the work of the committee and help brainstorm ideas for future activities, but participation does not imply or require an ongoing commitment to the Committee.*



Sunday, October 17, 2021

12:45 – 2:15 Short Courses Session 3

1.5 CEU

3A. Aging in Place for People with Dementia and Their Caregivers

Christine M. Abbott, MHS, OTR/L, ECHM & Michael A. Pizzi, PhD, OTR/L, FAOTA
Home & Community Health, Gerontology, Mental Health | **Novice**

In the United States, there is a growing population of people 65+, and an ever increasing population of those 85+, many of whom experience some level of cognitive and physical impairment. Aging in place strategies and home modifications are often utilized by the OT/OTA to optimize daily living and safety for maximal occupational participation for this population. For the person with dementia and their caregivers, these strategies take on special significance due to the progressive nature of the disease process. The OT/OTA requires a high level of insight, skills and knowledge to enable people with dementia and their caregivers to progress safely and with well-being and quality of life as ultimate goals of our service. This short course focuses on home modification and aging in place strategies particularly for those with dementia. Caregiver needs and training is also emphasized related to optimizing care but also to diminish caregiver burden and stress. Strategies to promote well-being and quality of life will be described as they relate to aging in place and modifying the home for safety and optimal participation.

3B. OT/OTA Partnership

Sherry R. Stancliff, OTD, OTR/L, SCSS
General | **Novice**

Current OT practice climate demands efficient use of occupational therapy practitioners. Understanding the education and standards that each occupational therapy practitioner achieves through entry-level education, supervision guidelines, and developing a greater understanding of competency will allow occupational therapy practitioners to collaborate throughout the evaluation and intervention process.

3C. A Multisource Feedback Approach to Facilitate Student Performance in Fieldwork

Sheila Moyle, OTD, MOT OTR/L, Bridget Trivinia, OTD, MS, OTR/L,
Erica A. Pugh, OTD, OTR/L, RYT-200, & Sean Weir, MS/OTR, CBIS
Education & Research | **Novice**

Multisource feedback provides a well-rounded assessment of fieldwork students' performance based on multiple perspectives and feedback strategies. This approach promotes learning in professional competency skills and encourages positive behavior change for student success in fieldwork. Due to COVID-19 there have been changes in the delivery and context of fieldwork education. It is important to consider various feedback methods to assess student performance in various contexts. In this short course, specific feedback methods and strategies will be identified and applied to facilitate fieldwork educators' use of multisource feedback methodologies with students on fieldwork. The use of multisource feedback methods advances occupational therapy practitioners' knowledge, skills, and supervision which are critical to the success of students and the future of occupational therapy.



3D. OT Perspectives: Promoting Optimal Nutrition in Older Adults with Dementia

Susan Misciagno OTD, OTR/L, BCG, C/NDT, Abbey Tucker, OTS, & Leigh Anne Pollard, OTS

Gerontology | **Novice**

Eating is an important ADL. Accommodating the environment to support older adults who have dementia at mealtime can help to improve the occupation of eating, the enjoyment of the ADL to make it more meaningful, as well as improve social participation at mealtime. Music adaptations during mealtime can be included along with occupational therapy interventions to encourage increased performance surrounding eating and nutrition and improve caloric intake. Presenters will discuss environmental modifications aimed to decrease agitation, decrease overstimulation from background noise, and improve positive behaviors surrounding mealtime, before or during the mealtime for older adults. Moreover, strategies for educating staff members regarding music and environmental adaptations in dining halls to promote optimal nutrition, and to caregivers that are involved in patient's mealtime activities will be presented in this short course.

3E. Re-introducing Occupational Therapy Services in North Carolina Community Mental Health

Charley Cross, MS, OTR/L, Peggy Terhune, Ph.D, MA, OT/L, Tomeico Faison, OTD, OTR/L, Amy Grout, OTR/L, & Amanda D. Cadena, OTR/L

Mental Health, Home & Community Health, Children & Youth | **Novice**

Monarch NC has been leading the expansion of occupational therapy services in community mental health settings. With support from Peggy Terhune, the company's CEO, consultant Tomeico Faison has helped create four new occupational therapy positions in North Carolina. In outpatient, inpatient, day program, and ACT team settings occupational therapy practitioners are meeting a variety of client needs and demonstrating the efficacy of occupational therapy services. In this session, the occupational therapy practitioner's will describe the vision for re-integrating occupational therapy in mental health settings, the financial/reimbursement models that sustain the positions, the various roles in each setting, and the research promoting further expansion of occupational therapy in this company and practice area.

This is a hybrid session – some portions are live and others are pre-recorded.



3F. Road to Independence: A Driving & Community Mobility Bootcamp for Persons with ASD

Lauren Turbeville, OTD, OTR/L, Anne Dickerson, PhD, OTR/L, SCDCM, FAOTA, FGSA, Maggie Bowman, OTS, Taylor Cotellese, OTS, Brooke Capps, OTS, Madison Heavner, OTS, Emily Mitchell, OTS, & Haley Poythress, OTS

Children & Youth, Education & Research | **Intermediate**

The ECU Driving and Community Mobility Bootcamp was designed specifically for teens and young adults with ASD. The activities, specific learning objectives, and learning styles were developed to address many of the typical issues that are present in individuals with ASD. While the goal is to enhance safety and performance in the areas of driving and community mobility, we also address the social interactive issues that are common through group activities designed to develop relationships between participants and the occupational therapy students. This session will describe the unique and innovative activities developed from the experience of five previous bootcamps with research outcomes from this past summer and a compilation of outcomes from all data. Discussion will be facilitated with audience in how to incorporate specific activities in other practice settings with the emphasis determining when is the best time for facilitating driving and how to accomplish their goal.

3G. Adult Brachial Plexus Anatomy Review Conservative & Post-Operative Rehabilitation Strategies

Theresa Hallenen, MS, OTR/L, CHT

Physical Disabilities | **Intermediate, Novice**

This course will review the relevant anatomy of the brachial plexus. We will discuss the function of the brachial plexus and how trauma to this region results in significant loss of function of the upper extremity. This presentation will focus on adult brachial plexus injury rehabilitation. Following review of the regional anatomy, I will present general techniques for conservative management, pre-operative rehabilitation and post-operative rehabilitation specific to nerve transfer surgery.



Pre-Recorded Sessions Available on Virtual Platform

1. Re-introducing Occupational Therapy Services in North Carolina Community Mental Health

Charley Cross, MS, OTR/L, Peggy Terhune, Ph.D, MA, OT/L, Tomeico Faison, OTD, OTR/L, Amy Grout, OTR/L, & Amanda D. Cadena, OTR/L

Mental Health, Home & Community Health, Children & Youth | **Novice**

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2. OT Role in Development of Interprofessional Telehealth Curriculum

Kate Hickert, MSOT

General, Education & Research | **Advanced, Intermediate, Novice**

In response to the rapid conversion to telehealth during the COVID-19 pandemic, Duke University and UNC Chapel Hill designed and implemented the CO-TEACH Curriculum: Creating Opportunities for Telehealth Education, Assessment, and Care through Hotspotting, as supported by the AMA Accelerating Change in Medical Education Innovation Grant. In this presentation, participants will: identify the relevance of telehealth and interprofessional practice to the field of occupational therapy; describe the design, implementation, and revision of a novel telehealth curriculum, including the role of OT in this process; explain the import interprofessional and telehealth "takeaways" for practitioners, educators, and students; and apply understanding of OT principles of practice to telehealth case study from original CO-TEACH Curriculum.

3. Long COVID-19: An Occupational Therapy Practitioner's Role

Marie Curtis, MS, OTR/L, SCLV & Eden Foote, MS, OTR/L

Physical Disabilities | **Novice**

This course is designed to guide occupational therapy practitioners in providing assessment, intervention, understanding some of the more common symptoms of long COVID-19. The course will reference the knowledge and practice of clinicians at UNC Health who are actively apart of the outpatient Long COVID 19 Interdisciplinary Clinic and treat Long Hauler-COVID-19. Up to date research will be used to educate those attending.

4. A Stroke Competency Program for Acute Allied Health Professionals Practicing in Stroke Rehabilitation

Caroline Adams, MOT, OTR/L, CSRS

Physical Disabilities, Education & Research, Leadership & Administration | **Intermediate**

A stroke competency program was implemented in the acute setting at Vidant Medical Center involving interdisciplinary healthcare professionals including occupational therapy practitioners. The objectives that this stroke competency program fulfilled included the importance of using evidence-based practice in stroke rehabilitation, involving an interdisciplinary team approach to learning, and reviewing stroke competency guidelines to impact confidence and competence. Upon completion of this stroke competency program, the program was evaluated by the program evaluator, an acute occupational therapy practitioner, using Kirkpatrick's Evaluation Model to determine the effectiveness of the education model and to identify participant's responses and reactions. Analyzation of the quantitative and qualitative data occurred at completion of this stroke competency program and disseminated which revealed positive take-a-ways that impacted occupational therapy practice and beyond.

5. Reasonable Modifications on Fieldwork: Legal and Practical Steps to Inclusion

Kathryn Sorensen, OTD, OTR/L, ADAC & Tiffany Bailey, MS

Education & Research | **Novice**

This short course, taught by an OT with ADA training and the director of Accessibility Resources and Service and UNC Chapel Hill, will teach students and educators, both in the classroom and on fieldwork, how to accommodate students with disabilities. The ADA and section 504 of the Rehabilitation Act set guidelines for both institutions and places of work to accommodate students with disabilities. As we move as towards being a more inclusive profession, it is important for that OT practitioners who are involved with fieldwork students understand the laws and best practices for supporting students with disabilities. From student identification processes to implementation of accommodations, this course will take participants through the reasonable accommodation process.

6. A Story of Success - Promoting a Program to Boost Diversity in OT

Cynthia S. Bell, PhD, OTR/L, FAOTA, Megan Edwards Collins, Ph.D., OTR/L, CAPS, CFPS, FAOTA, Chinno Ingram, DrOT, OTR/L, PTA, & Sanchala Sen, OTD, MS, OTR/L, BCPR

Education & Research, Student-Focused | **Novice**

The WSSUOT R2AM Model (Recruit, Retain, Access, Medically underserved) has been developed to support HRSA's clinical priority of "Transforming the workforce – targeting the need". This model involves a three-step process that is comprised of a comprehensive recruitment and retention strategy coupled with an innovative OT curriculum including fieldwork experiences in medically underserved communities, and collaborative partnerships. Specifically strategies for recruitment, retention, expansion of partnerships to support the project, as well as outcomes will be discussed.