

Collaborating for Success through Intraprofessional Relationships



2022 NCOTA Fall Conference



North Carolina Occupational Therapy Association
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2022 NCOTA Fall Conference Schedule

November 4-6, 2022

The McKimmon Conference and Training Center | 1101 Gorman St, Raleigh, NC 27606

FRIDAY, NOVEMBER 4, 2022

- 12:30 – 1:00** **Registration**
- 1:00 – 5:00** **Pre-Conference Institutes** 4.0 CEU
- 1A.** *Occupational Therapy Assessments and Interventions in Neuro-vision Deficits: An Evidence-based Approach*
 - 1B.** *A Higher Level of Inclusive Play: Exploring Sassafras Inclusive Playground **
 - 1C.** *Monitoring Program Quality, Curriculum Design & Student Professional Development Through Performance Based Assessment*
- 6:30 – 8:00** **NCOTA Board Meeting**

**This course will take place at an off-site location. Registration is REQUIRED to attend this course as space is limited to 25 participants. Please speak with NCOTA Administrator for more details.*

SATURDAY, NOVEMBER 5, 2022

- 7:15 – 8:00** **Registration**
- 8:00 – 8:15** **Welcome & Introductions**
- 8:15 – 9:15** **Organizational Updates** 1.0 CEU
- 9:15 – 9:30** **Break**
- 9:30 – 10:30** **Keynote Address** 1.0 CEU
Dr. Angel Bryant
- 10:30 – 12:00** **Exhibit Hall OPEN!** 1.5 CEU
- 10:30 – 11:15* *Assistive Technology/Adaptive Equipment Design Competition & Voting*
11:15 – 12:00 *Poster Session & AT/AE Design Competition Winners Announced at End*
- 12:00 – 1:00** **Lunch** 1.0 CEU
Education and Research - Lunch & Learn!

SATURDAY, NOVEMBER 5, 2022

1:00 – 2:30	Short Course Session 1	1.5 CEU
	<p>1A. <i>Occupational Therapy Practitioner Collaboration: Building a Strong Intradisciplinary Team</i></p> <p>1B. <i>OT's Role: Transition Planning Among African American Special Needs Graduates and Parents</i></p> <p>1C. <i>Integrating Occupational Therapy in Interdisciplinary Assertive Community Treatment</i></p> <p>1D. <i>Exploring Occupational Therapy's Role in a Palliative Care Support Team for Older Adults with AML Receiving Chemotherapy</i></p> <p>1E. <i>Advances in Anatomy Education</i></p> <p>1F. <i>Cultivating Interprofessional Teamwork through Continuing Competency Tools</i></p> <p>1G. <i>Mental Health Interventions by OT Practitioners in School Systems: Starting the Dialogue</i></p>	
2:30 – 2:45	Break	
2:45 – 4:15	Short Course Session 2	1.5 CEU
	<p>2A. <i>Hotspotting: A Model for Interprofessional Education and Practice</i></p> <p>2B. <i>Microaggression in the Workplace: What is it and what can we do about it?</i></p> <p>2C. <i>Mental Health in the Workplace: Lessons from a Fellowship Wellness Module</i></p> <p>2D. <i>Capstone Mentorship: What is it and Why be Involved?</i></p> <p>2E. <i>The Multidisciplinary Approach: A New Map for Partial-Hand Amputee Care</i></p> <p>2F. <i>"It Takes a Village": Community Partnerships, Students' and Practitioners' Perspectives</i></p> <p>2G. <i>Partners for Occupational Justice Through Social Entrepreneurship: A Panel Presentation</i></p>	
4:15 – 4:30	Break	
4:30 – 5:45	Short Course Session 3	1.5 CEU
	<p>3A. <i>Understanding & Addressing Impostor Phenomenon (IP) in Occupational Therapy</i></p> <p>3B. <i>How Medicare Reimbursement Influences Therapy in Post-Acute Care</i></p> <p>3C. <i>OT in the Bedroom: Sleep, Sex and Incontinence</i></p> <p>3D. <i>Beginner's Guide to Pediatric Oral Motor Treatment</i></p> <p>3E. <i>Advancing Health Equity for Minoritized People with IDD</i></p> <p>3F. <i>Activity Based Therapy for the Neurologically Impaired Client</i></p>	
5:45 – 7:15	Happy Hour and Raffle benefitting the NCOTA Student Scholarship	

SUNDAY, NOVEMBER 6, 2022

7:30 – 8:00	Registration	
8:00 – 9:00	Special Interest Section (SIS) Breakout Sessions	1.0 CEU
9:00 – 9:15	Break	
9:15 – 10:15	Ethics <i>Implementing the Code of Ethics Within OT/OTA Curriculum and Fieldwork Experiences</i>	1.0 CEU
10:15 – 10:30	Break	
10:30 – 12:00	Short Course Session 4	1.5 CEU
	<i>4A. To mentor or to be mentored, that's the question!</i>	
	<i>4B. Advocating for our Distinct Value through the use of AOTA's Official Documents</i>	
	<i>4C. Revolutionizing Telehealth- Focused on Best Practice and Best Ethics</i>	
	<i>4D. Ageism: How Stereotypes of Aging Affect our Clients and Practice</i>	
	<i>4E. Occupation Based Approaches to Introductory Hand Conditions</i>	
	<i>4F. Using a Growth Mindset to Establish Grit and Perseverance in Clients Across Settings</i>	
	<i>4G. Yoga Across the Lifespan</i>	
12:00 – 1:45	Lunch & Annual NCOTA Business Meeting	
1:45 – 2:00	Break	
2:00 – 3:30	Short Course Session 5	1.5 CEU
	<i>5A. Compassionate Communication for Connection: Approaches for OT Education and Practice</i>	
	<i>5B. OT/PT Collaborating to Holistically Provide Fitness-Forward Care</i>	
	<i>5C. Innovation in Education: The EduConnect Virtual Journal Club</i>	
	<i>5D. Application of Research in Occupational Therapy Practice</i>	
	<i>5E. Addressing Intimacy Across the Inpatient Rehabilitation Setting</i>	
	<i>5F. Implementing Continuum of Care Digital Therapies for Neurorehabilitation</i>	

ONLINE PRE-RECORDED SESSIONS

Access the NCOTA LMS Online Platform at NCOTA.mclms.net

Pre-Recorded Pre-Conference Institute Available on the NCOTA LMS Online Platform 4.0 CEU

1. *Monitoring Program Quality, Curriculum Design & Student Professional Development Through Performance Based Assessment*

Pre-Recorded Short Courses Available on the NCOTA LMS Online Platform 1.5 CEU

2. *Coping with Compassion Fatigue for Occupational Therapy Practitioners*
3. *Identifying and Advocating Occupational Therapy's Vital Role in Oncology Rehabilitation*
4. *Let's Claim It: Occupational Therapy's Role in Functional Cognitive Disorders*
5. *Clinical Decision-making for the Evaluation and Treatment of Mechanically Ventilated Patients in the ICU Setting*
6. *Ageism: How Stereotypes of Aging Affect our Clients and Practice*
7. *OT/PT Collaborating to Holistically Provide Fitness-Forward Care*
8. *Application of Research in Occupational Therapy Practice*
9. *Mental Health Interventions by OT Practitioners in School Systems: Starting the Dialogue*

Pre-Recorded Educational Courses Available on the NCOTA LMS Online Platform 1.0 CEU

10. *AOTF: Advancing the Science of Occupational Therapy*
11. *Implementing the Code of Ethics Within OT/OTA Curriculum and Fieldwork Experiences **

**This course qualifies for the Ethics requirement for continuing competency.*



2022 NCOTA Fall Conference Schedule

Detailed Educational Courses

November 4-6, 2022

The McKimmon Conference and Training Center | 1101 Gorman St, Raleigh, NC 27606

FRIDAY, NOVEMBER 4, 2022

1:00 – 5:00

Pre-Conference Institutes

4.0 CEU

1A. Occupational Therapy Assessments and Interventions in Neuro-vision Deficits: An Evidence-based Approach

Sanchala Sen, OTD, MS, OTR/L, BCPR, Jennifer Worischeck, OTS, Brandan Wolfolk, OTS, & Camille Crabtree, OTS

Physical Disabilities | **Novice, Intermediate**

This workshop will describe evidence-based assessments and interventions that can be used with clients with neuro-vision deficits after a brain injury. The speakers will describe in detail how to perform these assessments with videos created by them. Participants will be given a chance to practice these assessments and interventions with hands-on practice. This will be a PowerPoint presentation with a lot of interactive components. Participants will be able to use the knowledge gained through this workshop in their clinical areas to provide evidence-informed assessments and interventions in clients with vision deficits caused by a brain injury.

1B. A Higher Level of Inclusive Play: Exploring Sassafras Inclusive Playground

Ingrid M. Kanics, OTR/L, FAOTA, CPSI

Children & Youth, Physical Disabilities | **Novice**

Playgrounds are a place for play and learning—where kids develop physical and cognitive skills and build social relationships. However, not all playgrounds are welcoming to people of varying abilities. During this continuing education session, you will learn about the changing population of children on the playground, and how to create playground designs that meet their unique needs. This CEU goes beyond the classroom to take participants onto one of the most inclusive playgrounds in Raleigh, The Sassafras Inclusive Playground. Participants will have the chance to do a scavenger hunt to identify the wide range of inclusive features built into this playground design as well as discuss how the playground can be used for therapy of children of assorted ages with assorted medical conditions.

1C. Monitoring Program Quality, Curriculum Design & Student Professional Development Through Performance Based Assessment

Rachelle Lydell, OTD, MSOT, OTR/L & Melissa Gibson, DHS, MS, COTA/L

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

This workshop introduces a framework for educators to measure program quality, guide continuous improvement in the teaching and learning process and monitor the academic/professional development of students. Participants will discuss the limitations of currently used student assessments and reflect upon the implications and impact towards the preparation of future OT practitioners. The workshop will train participants in the framework and 3 tiered design so that they may: 1) reflect upon and discuss ways of improving one's own teaching effectiveness, using the framework's Professional Pathway Map Evaluation Tool (PPM); 2) utilize the PPM to analyze a student's pattern of performance and assess the progress, retention and application of Professional (soft skills) and Clinical Competencies (hard skills) and; 3) adopt the OB-PAF and implement it as regular programmatic assessment practice.

SATURDAY, NOVEMBER 5, 2022

12:00 – 1:00 Education and Research – *Lunch & Learn!*

Charley Cross, MS, OTR/L & Stacey Caplan, OTD, OTR/L

SIS Breakout Session | **All Are Welcome!**

In this session, the Education and Research co-chairs will present on the new occupational therapy practitioner mentorship program with matching process created to connect and support NCOTA members. Attendees will learn about the roles, expectations, and process for receiving CEU credit for engagement in mentorship learning activities. Using real-life examples to explore some of the areas of focus for mentorship, attendees will leave the session empowered to take on the role of mentor or mentee based on their professional goals. All occupational therapy practitioners are encouraged to attend, and attendees will be able to sign up for the mentorship program before leaving this session.

1:00 – 2:30 Short Course Session 1

1A. Occupational Therapy Practitioner Collaboration: Building a Strong Intradisciplinary Team

Sherry Stancliff, OTD, OTR/L, SCSS

General | **Novice, Intermediate**

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.

1B. OT's Role: Transition Planning Among African American Special Needs Graduates and Parents

Silnettra Barnhill, Ed.D, MS,OTR/L

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

This study aimed to address the research problem of graduated African American students with special needs transitioning to work and/or post-secondary education in North Carolina, and to fulfill the research purpose by identifying barriers and helpful resources in the transition planning process. In this study, purposeful and snowballing sampling were used to recruit four graduated African American students with special needs and four parents/guardians of graduated African American students with special needs to identify barriers and helpful resources. Findings revealed that many of the parents and graduates lacked resources and knowledge of where to seek information to successfully transition to post-secondary outcomes of work or education. Recommendations for further research include Occupational Therapy Practitioners exploring community resources and outreach programs to assist the families.

1C. Integrating Occupational Therapy in Interdisciplinary Assertive Community Treatment

Alison Johnson, OTD, OTR/L & McKenzie Muse, OTD, OTR/L

Mental Health, Education & Research | **Novice**

Assertive Community Treatment (ACT) is a team-based treatment model aimed at addressing the complex needs of high-risk individuals living in the community with severe and persistent mental health disorders. Occupational therapy practitioners working as members of ACT teams are relatively uncommon in the United States. Monarch, a state-wide mental health agency, has demonstrated commitment to advancing occupational therapy's presence in community-based mental health by piloting an occupational therapy practitioner within their Charlotte, NC ACT team. This session will utilize case studies to illustrate the role of the occupational therapy practitioner working as a team member within community-based mental health. With an emphasis on program development and fieldwork education, this session will explore how the integration of occupational therapy and the ACT model represents a unique opportunity to advance the profession within an emerging practice area.



1D. Exploring Occupational Therapy's Role in a Palliative Care Support Team for Older Adults with AML Receiving Chemotherapy

Alexis Petteway, OTR/L, Farrell Wiggins, & Zachary Ripberger, OTR/L

Gerontology | **Intermediate**

This session will describe an interdisciplinary process and exciting research project in which we worked to develop and implement protocols to meet the symptomatic and occupational needs of older adults with AML undergoing chemotherapy. Our process involved evidence-based research, collaboration with nursing and physical therapy. We will share lessons from challenges in balancing clinical care with research roles and responsibilities. Through the process we refined our protocols and clarified the essential role of occupational therapy with this populations. Our presentation will include an activity to explore the potential to engage participants in research collaborations and applications.

1E. Advances in Anatomy Education

Marc Bartholdi OTD, OTR/L, CHT & Jamie Decker, CEO & Founder of Experience Anatomy, LLC

Technology, Physical Disabilities, Education & Research, Student-Focused | **Novice**

Universal design learning principles improve access and accommodate diverse learning styles to improve student performance and knowledge translation. This course will introduce and discuss the integration of plastinate cadaver specimens and virtual reality into a gross anatomy classroom as a multimodal approach to anatomy education. This approach provides opportunity for students to explore and develop meaningful ways to develop their understanding of body functions and structures.

1F. Cultivating Interprofessional Teamwork through Continuing Competency Tools

Alisha Singh, OTD, OTR/L, CAS

General | **Novice, Intermediate**

In 2018 NBCOT completed an Ongoing Professional Practice study identifying the major domain and tasks OTR and COTA certificants complete in their job roles. One of the rationales for this study was to provide evidence for a content outline to use as a base for creating continuing competency tools for certificants. A key domain area highlighted in the outline is Interprofessional Teams. In this session, attendees will learn about the purpose of the OPPA, review the content outline, and learn about the continuing competency tools created to meet the interprofessional team domain area.

1G. Mental Health Interventions by OT Practitioners in School Systems: Starting the Dialogue

Cathy Zanowski, OT/L

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

This session will provide evidenced based practices that are effective in addressing the increasing Mental Health needs that occupational therapy practitioners are seeing in the school systems. We will begin by reviewing the AOTA “School Mental Health Toolkit” and then doing a deeper dive into the three top areas of mental health concerns that have been identified. We will also start a dialogue about how to effect this change of having occupational therapy practitioners provide mental health services and identify barriers and possible solutions. This session will directly address several requests for mental health education that were identified via the recent NCOTA survey.

SATURDAY, NOVEMBER 5, 2022

2:45 – 4:15

Short Course Session 2

2A. Hotspotting: A Model for Interprofessional Education and Practice

Raheleh Ghasseminia, MS, OT/L & Jenny Womack, PhD, OTR/L, FAOTA

Education & Research, Home & Community Health | **Intermediate**

Hotspotting is a practice in U.S. healthcare that strives to improve patient outcomes and contain costs through identifying and pressing resources toward high utilizers of the system. The role of occupational therapy practitioners and students in hotspotting is explored in this presentation by highlighting an interprofessional education module mentored by faculty clinicians in partnership with a home health agency. Different applications of this type of model across health care practices and education will also be discussed interactively with attendees.

2B. Microaggression in the Workplace: What is it and what can we do about it?

Sanchala Sen, OTD, MS, OTR/L, BCPR, Jacqueline Mayo, OTD, OTR/L, Sheila Moyle, OTD, MOT, OTR/L, & Aria Galloway, OTS, COTA/L

Diversity, Equity, & Inclusion | **Novice, Intermediate, Advanced**

Microaggression in the workplace is more common than one would imagine. Sometimes, it is unintentional and the person doing this does not realize that their behavior may cause feelings of hurt and injustice. In this session, we will explore literature, show examples of some micro aggressive behaviors, and describe different forms and types of microaggressions. This will be an interactive session where participants can share their experiences. As a group, we will explore some strategies to reduce and overcome microaggression in our workplaces. Additionally, we will discuss appropriate responses following microaggressions that will promote healthy interprofessional and intraprofessional clinical relationships and maintain rapport with clients.

2C. Mental Health in the Workplace: Lessons from a Fellowship Wellness Module

Jody Bennett, OTR/L, Mental Health Fellow & Keara Palpant, OTR/L

Mental Health, Student-Focused | **Novice, Intermediate**

Given our holistic conceptualization of wellbeing, occupational therapy practitioners are familiar with the concept of mental health as applied to practice. However, as a profession we often forget to reverse our gaze to examine and support our own mental health. In the 11th Revision of the International Classification of Diseases (ICD-11), burnout is included as a workplace syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. With numerous stressors contributing to burnout for occupational therapy practitioners, this session strives to promote professional resilience through exploring research about pragmatic, micro-level strategies for supporting mental health in the workplace. We will actively trial and reflect on several of these strategies to support increased confidence in carryover to your work routine.

2D. Capstone Mentorship: What is it and Why be Involved?

Reeti Douglas, OTD, OTR/L, Andrea Maxwell, MOT, OTR/L, Sydney Mitchell, MSOT, OTR/L, CNS

General | **Novice, Intermediate**

This course will guide the attendee through the process of mentorship during the Doctor of Occupational Therapy (OTD) Capstone experience. Learners will hear from a variety of perspectives on the roles of the capstone site mentor, the benefits and challenges of mentorship, and the practicalities of the capstone experience. This course is designed to give the practicing Occupational Therapy practitioner a better understanding of the capstone experience and give them the tools and resources to mentor OTD students through this process.

2E. The Multidisciplinary Approach: A New Map for Partial-Hand Amputee Care

Molly Ratliff, Southeast US Education Opportunity Specialist

Technology | **Novice**

Despite that 94% of all upper-limb amputations occur at the digit and metacarpal levels, little technological prosthetic development has advanced. We will review the prevalence and etiology and current prosthetic options available, emphasizing Naked Prosthetics' (NP) optimally engineered functional solution. We will round out this course with new NP materials that expound on the clinical practices and advocacy that OT practitioners can use as they treat this patient by improving outcomes for amputees and expanding the practitioners' toolbox in practice going forward.



2F. “It Takes a Village”: Community Partnerships, Students’ and Practitioners’ Perspectives

Heather McKay, PhD, OTR/L, Mary Jane Riguera, COTA/L, Gloria Cesar, OTS, & Stephanie Kim, OTS

General, Student-Focused, Education & Reserach | **Intermediate**

What Occupation-based program development affords rewarding opportunities to facilitate occupational participation and quality of life for everyone involved. However, progress is not made single-handedly. Occupation-based program development “takes a village”—people united by a common mission, adapting together through shared challenges. Our premise: successful programs are fostered through community partnerships. Mastering a team-centered occupational adaptation process fuels effective communication, collaborative problem-solving, and cooperative teamwork. The team’s adaptiveness could have implications for program outcomes. To help facilitate adaptive teams, we’ll look beyond what these partners do and consider how they do together. Community, teamwork, and team-centered occupational adaptation inform strategies for enhancing partnerships in different settings. One partnership including a consulting OT, OTA and OTD students, and an international homecare agency lends our context and first-hand experiences.

2G. Partners for Occupational Justice Through Social Entrepreneurship: A Panel Presentation

Tomeico Faison, OTD, MS, OTR/L, Morgan Lewis, MS, OTR/L, SCLV, Jacklyn Boheler, MS, OTR/L, Greg Boheler, MS, OTR/L, Stephanie Hall, MS, OTR/L, & Tisha Shah, MSP, CCC-SLP

General | **Novice, Intermediate**

Addressing occupational injustices is a key aim of the occupational therapy profession. Traditional spaces may not afford optimal opportunities to address occupational injustices for groups and populations who do not typically receive OT services. One such way of addressing these injustices is through social entrepreneurship. Occupational therapists are well equipped to address unmet needs but must also learn business skill set to sustain social enterprises. Experienced OT partners in social entrepreneurship will share their knowledge related to business planning, start-up, growth and sustainability including challenges and lessons learned through a panel presentation.

SATURDAY, NOVEMBER 5, 2022

4:30 – 5:45 Short Course Session 3

3A. Understanding & Addressing Impostor Phenomenon (IP) in Occupational Therapy

Lori Vaughn, OT, OTD, OTR & Amanda M. Rodriguez, OT, OTD, OTR

General | **Novice**

Impostor Phenomenon (IP) describes behaviors of high achievers who struggle with accepting success; rather perceiving themselves as imposters. Seventy-percent of the population has experienced IP, which can lead to anxiety, stress, and poor self-confidence. Because IP is perceived as ‘intellectual phoniness’ on the part of the individual, it is highly prevalent in academic settings. IP can also permeate the healthcare workplace as the field is filled with high achieving individuals and comparisons inevitably occur, potentially leading to work dissatisfaction, feelings of inadequacy, and a limited career trajectory (Neureiter & Traut-Mattausch, 2016). The presenters will present an overview of IP and provide practical strategies to address diminished self-worth and heightened anxiety that can undermine success, achievement, and fulfillment for students, clinicians, and educators.

3B. How Medicare Reimbursement Influences Therapy in Post-Acute Care

Clarice Grote, MS, OTR/L

General, Gerontology | **Intermediate**

Medicare reimbursement in post-acute care has changed a lot in the last few years and as a result therapy services have changed with it. Learn how value-based care has shaped care in LTCH, inpatient rehab, skilled nursing facilities, and home health. This session will provide OT practitioners with practical information on Medicare reimbursement, quality measures, and practical strategies for how to use this information to advocate for their patients, their jobs, and their value.

3C. OT in the Bedroom: Sleep, Sex and Incontinence

Wynnet M. Sinclair, OTD, OTR/L, Stacey Caplan, OTD, OTR/L, Daniella Hauser, OTD, OTR/L, & Christine McConnell, DC, OTR/L

Physical Disabilities, Gerontology, Student-Focused, General | **Novice, Intermediate**

OT in the bedroom will address three extremely important areas within our domain. This course will introduce you to treating sleep hygiene, addressing sexual health and intimacy, and dealing with incontinence. This course will cover how to broach these sensitive topics with clients and students.

3D. Beginner's Guide to Pediatric Oral Motor Treatment

Sara Fulton, COTA/L & Deborah Dorsett, OTR/L, CEIM

Children & Youth | **Novice, Intermediate**

This session will review a guide that can be used for students or OTP new to oral motor interventions in pediatrics. Participants will be able to reference main components in this guide to explain the basics of oral motor, differentiate between oral motor and oral sensory, identify commonly used tools and supplies, identify main oral motor functions, select treatment intervention for oral motor functions and grade treatment interventions up / down for clients.

3E. Advancing Health Equity for Minoritized People with IDD

Khalilah R. Johnson, PhD, MS, OTR/L

Home & Community Health, Education & Research | **Intermediate**

This "Works in Progress" presents preliminary findings of a critical participatory action research study aimed to address the structural and contextual factors that impact health equity and health services for minoritized people with intellectual and developmental disabilities. More specifically, this presentation will focus on findings that have sociocultural and anti-racist implications for occupational therapy practice. Attendees will be asked to participate in semi-structured roundtable discussions that will inform the analyses of the study, as well as the development of a culturally affirming and anti-racist practice framework.

3F. Activity Based Therapy for the Neurologically Impaired Client

Darci Pernoud, OTD, OTR/L, CEAS

Physical Disabilities, Home & Community Health | **Novice, Intermediate**

Occupational therapy practitioners have the position to lead, educate, and prepare neurologically impaired clients with optimal health, wellness and neuroplasticity training throughout the continuum of care. Learn how activity based therapy can be utilized in therapy, home exercise program prescriptions, and in the community for a collaborative approach towards a holistic long term recovery plan. Learn how persons with neurological impairments goals change over their lifetime and how to best prepare them through resources and habits to promote healthy living.

SUNDAY, NOVEMBER 6, 2022

9:15 – 10:15 Ethics

Implementing the Code of Ethics Within OT/OTA Curriculum and Fieldwork Experiences

Crystal C. Gaddy, OTD, OTR/L

Within the occupational therapy (OT) field, we are required, early on as occupational therapy students and in transition towards specialized occupational therapy practitioners, to “[develop] and educate future OT practitioners in professional ethics, values, and responsibilities” (ACOTE, 20212, as cited in Slater, 2016, p. 51). As practitioners, whether within the clinic or in education, it is best to build experiences which intentionally incorporate ethical situations throughout OT education. This session aims at building both OT students’ and practitioners’ understanding and application of OT ethics within occupational therapy educational programs and clinical settings, instilling competency of our Code of Ethics from didactic to experiential learning.

SUNDAY, NOVEMBER 6, 2022

10:30 – 12:00 Short Course Session 4

4A. To mentor or to be mentored, that’s the question!

Kristel Maes, PT, DPT & Shelley Ashcroft, OTD, OTR/L, BCMH

General | **Novice**

Mentoring an individual to advance their career requires more than knowledge, effective mentors exhibit multiple skills. Finding the right mentor to steer your career in the right direction can be challenging. Knowing what to look for in a mentor and what to expect from mentoring is crucial to achieve your professional goals. This educational session will be beneficial for both mentors and mentees. Through self-reflection mentors will identify their mentoring philosophy and gain an understanding of the desired mentoring competencies. All will learn how to develop and execute a mentor plan and help to achieve the goals of the mentee, whether it is a student, new grad, a resident, a fellow or a more seasoned clinician.



4B. Advocating for our Distinct Value through the use of AOTA's Official Documents

Meredith Gronski, OTD, OTR/L, CLA, FAOTA

General | **Novice**

The American Occupational Therapy Association's Commission in Practice (COP) has been in existence since 1977 and serves the profession by supporting and advancing practice (AOTA, 2019a). The COP oversees the development of new, and revision of existing, official documents regarding practice related topics and issues. There are currently over 30 official documents under the purview of the COP, including foundational resources such as The Occupational Therapy Practice Framework 4th Edition (AOTA, 2020b), Guidelines for Documentation in Occupational Therapy (AOTA, 2018), and Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (AOTA, 2020a). Additionally, there are documents to support more specific practice areas and issues such as telehealth, promotion of health and well-being, primary care, and wound care (AOTA, 2018). These documents are all grounded in occupation based and client-centered practice, the best available evidence, and recognition of current systems and policies (AOTA, 2020b). It is essential for occupational therapy practitioners to be familiar with both the breadth and depth of these important documents. As stated in Vision 2025, OT practitioners must be leaders who are "... Influential in changing policies, environments, and complex systems" and provide effective services that are "...evidence based, client centered, and cost-effective" (AOTA, 2019b). Use of the official documents to support and advance practice through advocacy is a concrete and direct method of enacting Vision 2025. OT practitioners must use a common language that speaks clearly to the distinct value of occupational therapy and the scope of practice in current and emerging practice areas. This short course will be a combination of didactic and active learning. The Chairperson of the COP will give a brief presentation of the function of COP to help participants better understand the work of the Commission as it relates to official documents. A few key and more recently updated and published documents will be discussed to provide an overview of the basic structure and function of the documents within the profession. Real life practice examples will be shared to highlight how documents have been used to both support and advance practice in a variety of settings and populations. Case scenarios will be presented, and participants will have the opportunity to review and consider which official documents would be applicable to each case, and how they might be used to support practice, advocacy, or education. Lastly, participants will be lead through a reflective exercise to develop a personal plan with goals for incorporating official documents into their practice to support their existing work or expand and advance practice.



4C. Revolutionizing Telehealth- Focused on Best Practice and Best Ethics

Amy Siegler OTD, OTR/L, BOCO

Technology | **Intermediate**

Telehealth has been instrumental in the past few years with the Covid Pandemic. Ensuring ethics, best practice, and continuity of care is always the forefront of OT practice, telehealth has provided rural care to those in need.

4D. Ageism: How Stereotypes of Aging Affect our Clients and Practice

Jenny Womack, PhD, OTR/L, FAOTA

Gerontology | **Novice, Intermediate**

Ageism is both a belief system and the actions that result from it based on concepts of age. The World Health Organization has called ageism “the last socially acceptable form of prejudice” (WHO, 2021) and notes that the stereotypes we hold about aging and the discriminatory behaviors that result from them can adversely affect health and well-being. Researchers in occupational therapy have also begun to consider the effects of ageism on service recipients, demonstrating clear evidence of the negative effects in our practice with older adults. This session will provide an overview of the concept of ageism, the culturally acceptable ways in which all of us perpetuate it, and the negative effects it may have on the clients with whom we work.

4E. Occupation Based Approaches to Introductory Hand Conditions

Corey Raper, OTR/L

General, Education & Research | **Novice**

The purpose of this project is to educate and guide new therapist, interested in joining the hand therapy field by providing a continuing education course to further knowledge of occupation-based interventions (OBI) within basic hand deficits and impairments which would be encountered in a typical hand therapy clinic. This course will allow the young therapist to gain an improved knowledge of various ways to incorporate occupations into treatment as typical interventions within hand therapy clinics follow the medical model and do not incorporate the occupation based model. Following this course, the new therapist will have more confidence to incorporate occupations in their treatments among varying common hand conditions as their client’s progress their condition and continuing to improve the client’s independence with their meaningful tasks.

4F. Using a Growth Mindset to Establish Grit and Perseverance in Clients Across Settings

Sherry Stancliff, OTD, OTR/L, SCSS

General | **Intermediate**

Vahratian et.al. (2021) indicated that anxiety and depressive disorders increased from 36.4% to 41.5% from August of 2020-February 2021. OT practitioners across settings need to understand the impact of anxiety on child/student occupational performance and gain understanding of current researched methods to support occupational performance. Growth mindset and Mindfulness research are showing positive results to manage stress and anxieties which improve academics and performance.

4G. Yoga Across the Lifespan

Alison Presley, OTS

General | **Novice**

Yoga is so much more than stretching. The philosophical principles of yoga align perfectly with occupational therapy's core values, and incorporating yogic principles into our OT practice can help serve clients in a new way. Learn how a yoga-infused OT treatment session can keep things interesting and improve client outcomes across pediatric, young adult, adult, and geriatric populations. During this busy conference, practice self-care by taking time to move and breathe and identify ways to incorporate yoga into your own OT practice. No previous yoga experience necessary.

SUNDAY, NOVEMBER 6, 2022

2:00 – 3:30 Short Course Session 5

5A. Compassionate Communication for Connection: Approaches for OT Education and Practice

Sarah Jean Barton, ThD, MS, OTR/L, BCP, Annie Keefe, OTS, & Jisun Kim, OTS

General | **Novice**

One central component of successful collaboration in occupational therapy is communication marked by clarity, compassion, and connection. In this session, we explore one tool to support compassionate communication in the context of intraprofessional relationships - nonviolent communication. We will explore the core components of practicing nonviolent communication and how these core practices relate to supporting occupational therapy education and practice, across diverse settings. This session will include multiple opportunities for practicing approaches to nonviolent communication relevant to one's own practice or educational setting. Nonviolent communication can help occupational therapy practitioners and students identify unmet needs, engage in compassionate and change-oriented dialogue in times of conflict and challenge, and effectively communicate across power dynamics in both work and classroom intraprofessional relationships in occupational therapy.

5B. OT/PT Collaborating to Holistically Provide Fitness-Forward Care

Madison M. Reep, OTR/L, MEd, CF-L1 & Julie Brauer, DPT

General | **Novice**

How often across client life-span and settings do we struggle with identifying the role of the occupational therapy practitioner and physical therapy practitioner? How do we differ and how are we similar? Could therapeutic exercise be a common intervention both disciplines can use to address client frailty, chronic disease, and improve quality of life? In this course, we strive to identify each discipline's role, how to maintain our unique scope of practice, and how to collaborate with each discipline to unify our efforts in treating a client holistically. We will also define what it means to be a fitness-forward provider, identify research that supports physical activity, and utilize the sickness-wellness-fitness continuum to create adequately dosed treatment interventions for clients.

5C. Innovation in Education: The EduConnect Virtual Journal Club

Amy Mahle, MHA, COTA/L, ROH & Cathy Zanowski, OT/L

Education & Research, General | **Novice**

The RCCC faculty team created the monthly EduConnect Journal Club in March 2022 to meet the needs of fieldwork educators, alumni, the advisory committee, and OT practitioners in the community who are seeking an opportunity for connection, dialogue, problem-solving, and learning. The EduConnect Journal Club is unique in that it meets virtually and encourages participation across practice settings. Occupational therapy practitioners crave connection, and a virtual journal club is one way to foster a sense of community. Presenters will share resources and practical tips from their experiences from the continuous improvement model for attendees to start their own journal club that meets licensing and national certification continuing education standards.

5D. Application of Research in Occupational Therapy Practice

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

General, Education & Research | **Novice**

For many occupational therapy practitioners, research may seem confusing and unapplicable to daily practice. This session aims to confront those thoughts and help practitioners in all settings see the benefits of research and how to apply it to their practice. Application of Research in Occupational Therapy Practice will provide a basic overview of research methodologies (e.g., the various types of quantitative and qualitative research), define and explore what evidence-based research is, and explore how to apply research findings (e.g., knowledge translation) into daily practice. Participants will have the opportunity to share their questions, experiences and challenges with research and evidence-based practice so the group may problem solve and learn together.

5E. Addressing Intimacy Across the Inpatient Rehabilitation Setting

Ali Rose Leri, MSOTR/L, MEd, CLT, Allison Kiser MS OTR/L, & Katherine Thomson, MS, OTR/L

Mental Health, Physical Disabilities, Gerontology, Education & Research, Home & Community Health | **Novice, Intermediate**

Intimacy means different things to each of us and can be expressed in numerous ways. A patient can experience physical and psychological changes that create a barrier in their intimate relationships. Individuals who have experienced acute or chronic injury, disability, or illness may feel less desirable or have a direct impact their sexual functioning. This presentation will discuss how to address intimacy during the inpatient rehabilitation admission, with a focus on spinal cord injury, brain injury, and oncology populations. Topics to be covered include: the effects of illness, treatment or injury on intimacy, steps to rebuild intimacy, resources to support various patient populations, and to discuss current evidence on addressing intimacy. Participants will gain knowledge on the impact of disability or illness on sexuality and intimacy, while gaining confidence with addressing this with their patients within the OT scope of practice.

5F. Implementing Continuum of Care Digital Therapies for Neurorehabilitation

Angela Greene, OT/L

Technology, Physical Disabilities | **Novice**

Digital Neurorehabilitation is a fast-growing tool in the Therapists' toolbox. Evidence shows a massive need for intensive therapy during that critical time of neuroplasticity. We will provide an evidence-based rationale for using a DTx platform and an overview of virtual reality systems across the continuum of care, focusing on features and attributes along with how a DTx program can increase the therapeutic intensity to maximize upper limb recovery.

ONLINE PRE-RECORDED EDUCATIONAL SESSIONS

Pre-Recorded Educational Courses Available on the NCOTA LMS Online Platform

Access the NCOTA LMS Online Platform at NCOTA.mclms.net

1. Monitoring Program Quality, Curriculum Design & Student Professional Development Through Performance Based Assessment

Rachelle Lydell, OTD, MSOT, OTR/L & Melissa Gibson, DHA, MS, COTA/L

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

This workshop introduces a framework for educators to measure program quality, guide continuous improvement in the teaching and learning process and monitor the academic/professional development of students. Participants will discuss the limitations of currently used student assessments and reflect upon the implications and impact towards the preparation of future OT practitioners. The workshop will train participants in the framework and 3 tiered design so that they may: 1) reflect upon and discuss ways of improving one's own teaching effectiveness, using the framework's Professional Pathway Map Evaluation Tool (PPM); 2) utilize the PPM to analyze a student's pattern of performance and assess the progress, retention and application of Professional (soft skills) and Clinical Competencies (hard skills) and; 3) adopt the OB-PAF and implement it as regular programmatic assessment practice.

2. Coping with Compassion Fatigue for Occupational Therapy Practitioners

Heather "Beth" Johnson, MS, OTR/L

Mental Health | **Novice**

Upon completion of this course, the OT practitioner will be able to define key terms related to compassion fatigue, including compassion fatigue and burnout. Participants will develop a self-awareness of the symptoms and factors that lead to compassion fatigue.

3. Identifying and Advocating Occupational Therapy's Vital Role in Oncology Rehabilitation

Lisa Marshall OTR/L, CLT, CLWT

Physical Disabilities, Gerontology, Home & Community Health | **Novice**

The latest evidence-based research identifies the need, benefit, lack of referrals, and trained clinicians necessary to fulfill the exponentially growing demand for oncology rehab. This course will identify the unique role of occupational therapy practitioners in oncology care across all practice settings. By understanding this chronic disease, treatments, side effects, and OT interventions, we can advocate our value in reducing healthcare costs while improving outcomes and quality of life.

4. Let's Claim It: Occupational Therapy's Role in Functional Cognitive Disorders

Lisa Marshall OTR/L, CLT, CLWT

Physical Disabilities, Gerontology, Home & Community Health | **Intermediate**

This course will focus on evidenced-based evaluation methods and treatment strategies using occupational therapy's unique focus on functional cognition. You will learn why patients across populations may test normal on cognitive screenings and neuropsychiatric testing but demonstrate difficulties in their occupations. This course will review the definition of functional cognitive disorder, an underrecognized condition different from dementia. Functional cognitive deficits are seen in long covid, cancer-related cognitive impairments "chemo brain," anxiety, depression, mild brain injury (concussion), and vitamin deficiencies. Upon completion of this course, you will have strategies you can immediately implement into your practice setting.

5. Clinical Decision-Making for the Evaluation and Treatment of Mechanically Ventilated Patients in the ICU Setting

Blakelee Jordan, MOT, OTR/L

Physical Disabilities | **Novice**

Topic will be for the evaluation and treatment of mechanically ventilated patients in ICU setting. It will review the basic principles of intubation and ventilatory support across specialty areas/patient populations. It will also describe/review therapeutic considerations and implications for seeing patients that are intubated or receiving ventilator support via tracheostomy- This will include the importance of ventilator alarms, establishing effective/reliable means of communication to these patients, understanding pharmacology associated with mechanical ventilation, and the importance of communicating with the interdisciplinary team in the ICU (MD, RT, PT, SLP, RN, etc.).

6. Ageism: How Stereotypes of Aging Affect our Clients and Practice

Jenny Womack PhD OTR/L FAOTA

Gerontology | **Novice, Intermediate**

Ageism is both a belief system and the actions that result from it based on concepts of age. The World Health Organization has called ageism "the last socially acceptable form of prejudice" (WHO, 2021) and notes that the stereotypes we hold about aging and the discriminatory behaviors that result from them can adversely affect health and well-being. Researchers in occupational therapy have also begun to consider the effects of ageism on service recipients, demonstrating clear evidence of the negative effects in our practice with older adults. This session will provide an overview of the concept of ageism, the culturally acceptable ways in which all of us perpetuate it, and the negative effects it may have on the clients with whom we work.

7. OT/PT Collaborating to Holistically Provide Fitness-Forward Care

Madison M. Reep, OTR/L, MEd, CF-L1 & Julie Brauer, DPT

General | **Novice**

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8. Application of Research in Occupational Therapy Practice

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

General, Education & Research | **Novice**

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9. Mental Health Interventions by OT Practitioners in School Systems: Starting the Dialogue

Cathy Zanowski, OT/L

Children & Youth, Mental Health | Novice, Intermediate

This session will provide evidenced based practices that are effective in addressing the increasing Mental Health needs that occupational therapy practitioners are seeing in the school systems. We will begin by reviewing the AOTA "School Mental Health Toolkit" and then doing a deeper dive into the three top areas of mental health concerns that have been identified. We will also start a dialogue about how to effect this change of having occupational therapy practitioners provide mental health services and identify barriers and possible solutions. This session will directly address several requests for mental health education that were identified via the recent NCOTA survey.



10. AOTF: Advancing the Science of Occupational Therapy

Lawrence Liff, AOTF Chief Development Officer

General, Education & Research, Organizational Update | **Novice**

AOTF is the nation's leading non-profit investing in new OT research and the future OT workforce. This presentation will cover the mission, accomplishments and impacts of AOTF and opportunities for OT to engage with our work. This presentation will cover three areas of the AOTF mission: how we build in demand evidence through our research grants and programs, what support and resources we offer for OTs in school and in practice and opportunities for everyone to engagement with the work of AOTF. Attendees will learn how AOTF, OTs only non-profit foundation, is making unique investment to early-stage OT research as well as addressing priorities of the practice and issues in the profession.

11. Implementing the Code of Ethics Within OT/OTA Curriculum and Fieldwork

Experiences

Crystal C. Gaddy, OTD, OTR/L

Within the occupational therapy (OT) field, we are required, early on as occupational therapy students and in transition towards specialized occupational therapy practitioners, to “[develop] and educate future OT practitioners in professional ethics, values, and responsibilities” (ACOTE, 20212, as cited in Slater, 2016, p. 51). As practitioners, whether within the clinic or in education, it is best to build experiences which intentionally incorporate ethical situations throughout OT education. This session aims at building both OT students’ and practitioners’ understanding and application of OT ethics within occupational therapy educational programs and clinical settings, instilling competency of our Code of Ethics from didactic to experiential learning.