

2024 NCOTA Fall Conference

~~IT IS~~ **CHANGE**  
**WHAT'S** ↘  
~~IM~~ **POSSIBLE.** ♥



North Carolina Occupational Therapy Association  
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**Table of Contents:**

Membership Benefits.....3

Maps.....4

Conference Schedule.....6

Posters.....10

NCBOT Scavenger Hunt.....12

Detailed Educational Course Listings.....14

Speaker Biographies.....24

Advertisements & Sponsors.....25

***Your Certificate of Attendance is located at the end of the program. Please save this and session notes for your CEU credits!***

Please submit course feedback using QR code below:



## Join NCOTA: Empowering Occupational Therapy Practitioners in North Carolina

### NCOTA Membership



The NCOTA aims to advocate, educate, and communicate. Membership offers you the opportunity to lend your support to the mission and activities and to your colleagues who are already involved. In addition to what you give, members also receive valuable benefits.

### Membership Benefits

- Leadership and volunteer opportunities
- Advocacy support to address policy, legislative, and scope of practice
- Networking opportunities
- Discounts on continuing education events, including annual conferences
- Educational scholarships via NCOTA and AOTF Mentorship program
- Access to career center and professional resource

**BENEFITS**

### Advocacy



Advocacy is an important part of the Occupational Therapy profession, state legislative issues affect how Occupational therapy practitioners practice, how they bill, how many are employed, and the impact they are able to have on their patients. The NCOTA has a history of positive impacts through advocacy opportunities.

### Join Now!

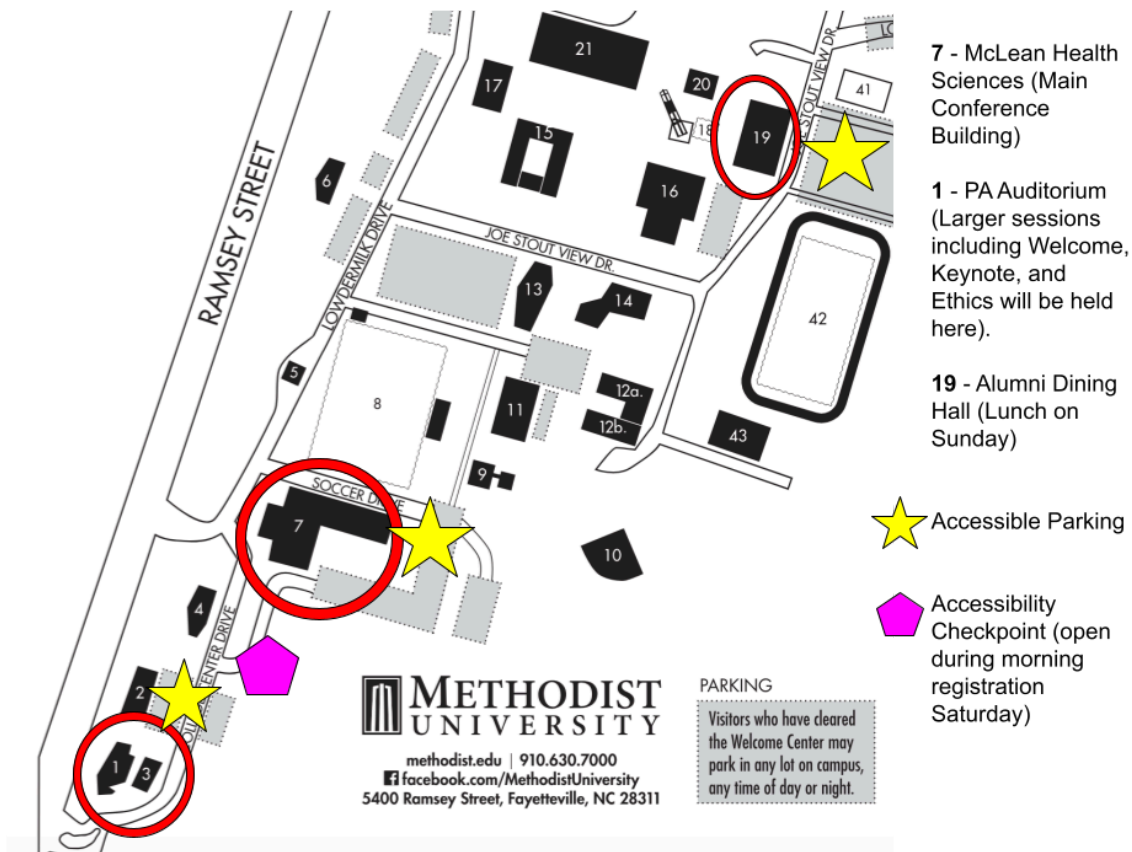
- Contact us at [ncotamembership@gmail.com](mailto:ncotamembership@gmail.com) for questions or more information
- Stop by our booth at the annual fall conference
- Scan the QR code

#### Annual Membership Prices

OT \$90.00  
OTA \$80.00  
OTS/OTAS \$45.00  
First Year Therapist \$75.00  
Retired \$45.00



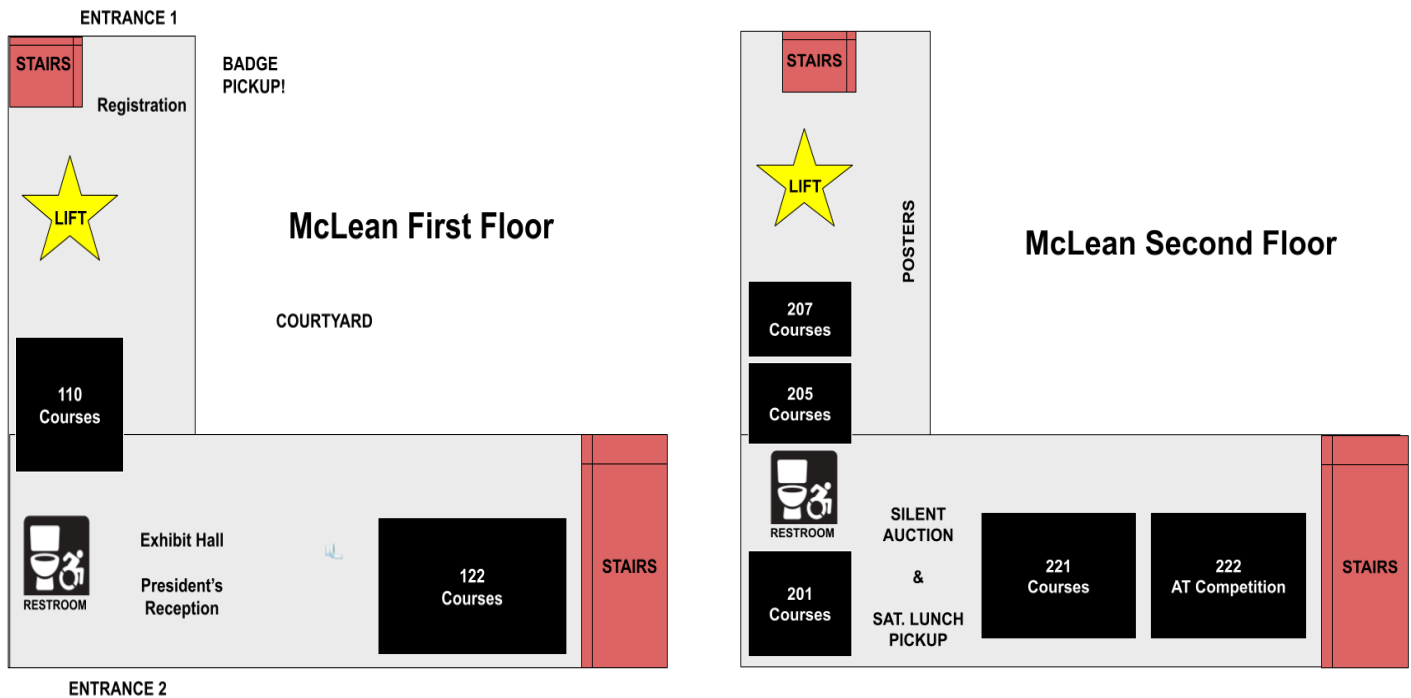
## Conference Maps



Parking is available behind McLean Health Sciences Building (Bldg 7 on map) which can be accessed via Lowdermilk Drive (turn right onto Soccer Drive just before the soccer fields) OR via College Center Drive. There will be an *accessibility checkpoint* on Saturday morning on College Center Drive to point you to the accessible parking options and provide assistance with badge pickup as needed. From the parking lot, please look for the badge pickup tent outside of McLean Health Sciences (Bldg 7 on map). If you need to register on-site, our volunteers will point you to our registration table inside McLean.

Accessible seating will be offered in every classroom throughout the classroom. Attendees are welcome to use the back of each room to stand, move around, or sit on the floor if desired. Each classroom is designed for teaching and is equipped with microphone/speaker systems. Please note that lunch on Sunday will be served in Berns Student Center - Alumni Dining Hall (Bldg 19 on map), which is about an 8 minute walk from McLean Health Sciences (Bldg 7 on map). Attendees can drive and park outside of the Berns Student Center if desired. Wheelchairs and volunteer guides available upon request. If you have any accessibility requests or needs during the conference, please visit our registration table where we will have volunteers available to assist.

### Conference Maps (cont)



Please use these simplified maps as needed. A gender-neutral restroom is located on the first floor. A nursing mother's room is available on the second floor in 206G.

Coffee and tea will be available Saturday morning and afternoon as well as Sunday morning. Vending machines are available as well as additional off-site restaurant options if you would like to purchase food elsewhere.

Lunch on Saturday will be boxed sandwiches and Sunday business luncheon will be a taco buffet. Specific options are available for those who indicated dietary restrictions.



## 2024 NCOTA Fall Conference Schedule

November 1-3, 2024

Methodist University

5400 Ramsey Street, Fayetteville, NC

**FRIDAY, NOVEMBER 1, 2024**



Scan for Feedback Form!

**12:30 – 1:00 Registration**

**1:00 – 5:00 Pre-Conference Institutes 4.0 CEU**

*McLean 201 | 1A. Why OT Should Address Cognition and How...*

*McLean 205 | 1C. Comprehensive Stroke Bootcamp!*

**6:00 – 8:00 NCOTA Board Meeting**

*Room 205*

**SATURDAY, November 2, 2024**

**7:15 – 8:00 Registration** *Entrance of McLean Health Sciences (Main Building)*

**8:00 – 8:15 Welcome & Introductions** *Stout Complex PA Auditorium*

*\*Please note the pathway from McLean Health Sciences Building to the Auditorium is a 3-5 minute walk. There is accessible parking available directly in front of the Stout Complex. Please stop at our accessibility checkpoint for directions or assistance.*

**8:15 – 9:15 Organizational Updates 1.0 CEU** *Stout Complex PA Auditorium*

*NCBOT, AOTA, AOTPA, WFOT*

**9:15 – 9:30 Break**

**9:30 – 10:30 Keynote Address 1.0 CEU** *Stout Complex PA Auditorium*

*Breaking Boundaries: Shaping the Future of Occupational Therapy by Alyson Stover, AOTA President*



**10:30 – 12:00 Exhibit Hall OPEN! 1.5 CEU *McLean Health Sciences (Main Building)***

*10:30 – 11:15 Assistive Technology/Adaptive Equipment Design Competition - sponsored by Circle Therapy!*

*Competition located in McLean 222; Winners will be announced at 12:00 in the exhibit hall!*

*11:15– 12:00 Poster Session*

*Located in McLean on the 2nd floor*

**12:00 – 1:00 Lunch**

*McLean Health Sciences (Main Building) 2nd floor | NCBOTC Meeting Rm 122 in McLean*

*\*Please note that boxed lunches may be picked up on the 2nd floor of McLean Health Sciences (Main Building). Eating space is available in the outdoor courtyard, 1st and 2nd floor lobby, and rooms 201, 205, and 221.*

**1:00 – 2:30 Short Course Session 1 1.5 CEU**

**McLean 201** | 1A. "Unlocking Student Potential: The Power of Co-Treatment by Occupational Therapists and Speech-Language Pathologists" in Schools

**McLean 205** | 1B. Simulating Success: Enhancing Occupational Therapy Education Through Collaboration with a Simulation Center

**McLean 110** | 1C. Post-Intensive Care Syndrome: OT's Role

**McLean 207** | 1D. OT as a Nontraditional Journalism Career: Lessons from a Journalism Major

**McLean 221** | 1E. Supporting Children with Challenging Behaviors

**McLean 122** | 1F. Lessons Learned from Interprofessional Education Experiences

**2:30 – 2:45 Break**

**2:45 – 4:15 Short Course Session 2 1.5 CEU**

**McLean 201** | 2A. Fostering a New Generation of Neonatal Therapists

**McLean 205** | 2B. Advocating for Occupational Therapy Services and Emerging Practice Areas Through Student Run Free Clinics

**McLean 221** | 2C. Strategies to Maximize Functional Vision: Central vs Peripheral Vision Deficits

**McLean 207** | 2D. Assistive Technology: Problem Solving for Students with Complex Needs

**McLean 122** | 2E. Fieldwork Educator Boot Camp (A Fun One!)

**McLean 110** | 2F. Practical Strategies for Culturally Responsive Teaching

**4:15 – 4:30 Break**

**4:30 – 6:00 Short Course Session 3 1.5 CEU**

**McLean 201** | 3A. Community Mobility Checklists for Individuals with Developmental Disabilities

**McLean 205** | 3B. Embracing Camp: OT's Untapped Potential in Naturalistic Fieldwork Environments

**McLean 110** | 3C. Feeling at home: A model for mentorship in challenging settings

**McLean 207** | 3D. Student Workshop

**McLean 122** | 3E. Forging Resilience: Empowering Tomorrow's Practitioners

**McLean 221** | 3F. BETTER: A TBI Transitional Care Program



**6:00 – 7:15 President’s Reception & Silent Auction & 50/50 raffle benefiting NCOTA DEI Committee & Student Scholarship**

*McLean Health Sciences (Main Building) Lobby Area*

*Silent Auction | 50/50 Raffle | Hors D'oeuvres, Music, and Networking*

**SUNDAY, NOVEMBER 3, 2024**

**7:30 – 8:00 Registration** *Entrance of McLean Health Sciences (Main Building)*

**8:00 – 9:00 Special Interest Section (SIS) Breakout Sessions 1.0 CEU**

**McLean 201 | Children & Youth SIS**

*Collaborating with Parents and Teachers to Understand and Support Executive Functioning Skills Across Pediatric Settings*

**McLean 205 | Home & Community Health SIS & Physical Disabilities SIS & Gerontology SIS**

*Into the future: Using AI to support the needs of clients and practitioners*

**McLean 221 | Administration & Leadership SIS**

*Current Trends in Occupational Therapy Leadership and Administration*

**McLean 207 | Technology SIS**

*Engaging Occupational Therapy Students in Assistive Technology Practice through Research and Capstone Opportunities*

**McLean 110 | Mental Health SIS**

*Integrating Mental Health Billing in OT Practice: Capturing Our Impact Across Adult Care Settings*

**9:00 – 9:15 Break**

**9:15 – 10:15 Ethics 1.5 CEU**

*Stout Complex PA Auditorium*

*Ethics and Equity: Examining the “Small Things” in Practice by Linn Wakeford, PhD, MS, OT/L, FAOTA*

*\*Please note the pathway from McLean Health Sciences Building to the Auditorium is a 3-5 minute walk.  
There is accessible parking available directly in front of the Stout Complex.*

**10:15 – 10:30 Break**

**10:30 – 12:00 Short Course Session 4 1.5 CEU**

**McLean 201 | 4A. The Development and Preliminary Psychometric Properties of Mealtime Screening for Schools (MEALSS): Assessing Mealtime Participation in School**

**McLean 205 | 4B. Amplifying Minority Voices in Occupational Therapy Through Mentoring and Sponsorship**

**McLean 221 | 4C. The Future of OT Practice is Here and It's AI-mazing!**

**McLean 207 | 4D. How OT Can Positively Impact Mother-baby Dyad**



**12:00 – 1:45 Annual NCOTA Business Luncheon & Awards Ceremony**

*Berns Student Center - Alumni Dining Hall*

*\*Please note that the lunch space is approximately an 8 minute walk from the main conference building (past the soccer fields). There will be volunteers along the path to guide you. You may drive and park in the parking lot closer if you wish. If you have additional accessibility needs, please notify our volunteers at the registration table so we may assist.*

**1:45 – 2:00 Break**

**2:00 – 3:30 Short Course Session 5 1.5 CEU**

**McLean 201** | 5A. *Role of Occupational Therapy in Post-Secondary Transition Planning*

**McLean 221** | 5B. *An Introduction to Advocacy for Neurodiversity Affirming Healthcare Across Settings*

**McLean 205** | 5C. *Understanding First-Generation student needs in OT programs.*

**McLean 207** | 5D. *Vagus Nerve Stimulation: Innovative OT Program for Chronic UE Hemiparesis*





## NCOTA 2024 Fall Conference

November 2, 2024 | Poster Session 11:15-12:00 | McLean Health Sciences (Main Building) 2nd Floor

Listed below in alphabetical order by poster title:

### **Anxiety about Driving in Autistic Young People: Effects of an Occupational Therapy Intervention**

*Emma Lochen, OTS, Mary McIntyre, OTS.; Ellee Hopkins, OTS.; Kristin Kendall, OTS.; Kailey Smitherman, OTS.; Anne Dickerson, PhD, OTR/L, SCDCM, FOATA, GSA*

### **Barriers and Solutions to Evidence-Based Practice**

*Claudia McKenzie OTAS, Brianna Frye OTAS, Madalinn Wagoner OTAS*

### **Beloved Haven: Providing a Safe Space for Victims of Sex Trafficking in Rural North Carolina**

*Louisa Farr, MSOT, OTR/L*

### **Comprehensive Assessment Guideline for Occupational Therapists Working in Inpatient Cancer Rehabilitation**

*Ariel Brown, OTR/L*

### **Constraint Induced Movement Therapy - a pediatric intensive model**

*Michelle Christopher OTR/L*

### **Developing a Culturally Responsive Pediatrics Curriculum at an Indigenous-Founded University in North Carolina**

*Kathryn Hansen, PhD, OTR/L*

### **Enhancing Well Being and Health: Therapeutic Sensory Garden for Individuals with Intellectual and Developmental Disabilities**

*Jeffery Lucas, Ph.D.,OTR/L, CDP, CKTP, CAPS, Sanchala Sen, OTD, OTR/L, FAOTA, BCPR*

### **Happy Mamas Program: Early Intervention for the Mother-Baby Dyad**

*Emily Sweetman, OTD, OTR/L, Abigail Nguyen, MOT, OTR/L*

### **Handwriting Legibility Still Matters: Using Handwriting Clubs to Support Students**

*Jennifer Waid, OTR/L*

### **Horse Versus Horse Simulator: Investigating Engagement and Sensory Processing Patterns in Youth with Autism**

*Heather Panczykowski, DHSc., OTR/L, FAOTA, Savannah Fauber, OTS, Megan Luckette, Madison Holloman, OTS, Camryn McClure, OTS*

### **Occupational Therapy Well-Being in Skilled Nursing Facilities**

*Karen Pittman, OTAS, Emily G. Barlow, OTAS, and Emma C. Kilstrom, OTAS*

### **Occupational Therapy Role in Kidney Transplant: Enhancing Quality of Life**

*Tajze Johnson OTD, MHA, COTA/L*



**Occupational Therapy's Role in Establishing an Interdisciplinary ASD Diagnostic Clinic in Eastern North Carolina**

*Lauren Turbeville, MSOT, OTD, OTR/L, Kailey Smitherman, OTS*

**Occupational Therapy's Role in Prevention Geriatric Learned Dependency through Caregiver Training**

*Anna DeDiemar, MOT, OTR/L, COTA*

**Pirate's Power over Parkinsons**

*Caroline Adams, OTD, OTR/L, CSRS & Lauren Turbeville, MSOT, OTD, OTR/L, Brianna Baysek, OTS; Kenley Easter, OTS; Mary Grace Meadows, OTS*

**Resilience and Quality of Life for Cancer Survivorship Programs**

*Megan Mann, OTS; Gabrielle Garrigan, OTS; Sydney Pavlock, OTS; Sarah Locke, OTS, Lynne Murphy, EdD OTR*

**Sensory Processing Dysfunction and Functional Performance in Children with ADHD**

*Kavitha Krishnan OTD OTR/L*

**Snapshot of Belonging: A Breakfast Program through a Social Lens**

*Emmalee Kerns-Stokes, OTS, Fatima Al-Sarakbi Hernandez, OTS, Emelda Oyugi, OTS, and Emma Place, OTS*

**Supporting handwriting of at-risk third-grade students: An in-school program**

*Denise Donica, DHSc, OTR/L, BCP, FAOTA, Ansley Taylor, OTS; Kelly Schumann, OTS; Carmen Walker, OTS*

**Task Boxes: Barriers and Effectiveness for Teaching Transitional Skills to Students with IDD**

*Hailey Murphy, OTAS, Jaona Jimenez, OTAS & Brittany Moore, OTAS*

**The Effect of Reflective Supervision Intervention in Pediatric Occupational Therapy**

*Kavitha Krishnan OTD MS OTR/L, Andrew Klein MS OTR/L*

**The Effects of Tai Chi-Like Practices on Older Adult Populations**

*Kylee Chitwood, OTAS, Mckenna Buckwell, OTAS & Jordan Davis, OTAS*

**The Impact Free Clinics has on Student Learning**

*Jeffery Lucas, Ph.D., OTR/L, CDP, CKTP, CAPS, Chinno Ingram, DrOT, OTR/L, PTA, CEAS*

**The Lived Experiences of Dancers with Disabilities**

*Laura McCall Whitley, OTD*

**The Use of Virtual Reality, Immersive and Non-Immersive in OT**

*Kristy Jones, OTAS, Leslie Matinez, OTAS, McKenzie Smith, OTAS*

**Using the Behavioral Assessment of Dysexecutive Syndrome as a Predictive Tool to Determine the Driving Potential of Young People with Autism**

*Kristin Kendall, OTS and Kailey Smitherman, OTS*



### **NCBOT Scavenger Hunt**

***Visit the Exhibit Hall in the McLean Health Sciences (Main Building) Lobby on Saturday, November 2 to locate the answers!***

1. True/False: If an Occupational Therapy Practitioner did not complete the required 15 CCA hours by June 30, 2024 for renewal; is the practitioner required to add the missing hours to the July 1, 2024 – June 30, 2024 renewal year?
2. If an OTA has several supervisors, which one is named when the online renewal application is completed?
  - a. The OT that the OTA has been assigned to by the dept supervisor.
  - b. All OTs that have deemed the OTA competent to provide treatment.
  - c. It does not matter who is put on the renewal form.
3. What is NBCOT?
  - a. It is the state agency that protects the public health, safety and welfare for those receiving OT services and establishes the fitness of applicants for licensure.
  - b. It is the national organization that certifies the validation of the knowledge essential for the effective practice of OT.
  - c. It is the state professional association that advocates, educates and communicates for occupational therapy.
4. What is NCBOT?
  - a. It is the state agency that protects the public health, safety and welfare for those receiving OT services and establishes the fitness of applicants for licensure.
  - b. It is the national organization that certifies the validation of the knowledge essential for the effective practice of OT.
  - c. It is the state professional association that advocates, educates and communicates for occupational therapy.
5. The NCBOT must be notified when there is a change in name, residence, trade name, business address or mailing address within \_\_\_\_\_ days.
  - a. 7
  - b. 10
  - c. 15
  - d. 30
6. The NCBOT must be notified when an OT practitioner is involved in a civil suit related to the licensee's OT practice within \_\_\_\_\_ days.
  - a. 7
  - b. 10
  - c. 15
  - d. 30
7. Which of the following is a TRUE statement regarding telehealth in NC?
  - a. An OT Practitioner is not required to be licensed in NC if the practitioner is providing telehealth services to a NC client.
  - b. The OT Practitioner who is in NC and does NOT provide OT services to clients in NC does NOT need to be licensed in NC.
  - c. The OT Practitioner who is in NC but provides OT services to clients in a state other than NC is required to follow the NC laws and regulations.
  - d. The OT Practitioner licensed in NC may only provide OT services to a client in NC if the OT practitioner is in NC.



**NCBOT Scavenger Hunt  
(CONTINUED)**

8. True/False: All members of the NC Board of OT are appointed by the Governor and must be residents of the state during their appointment.
9. True/False: OTAs who have less than one year of experience are required to have daily direct contact with the OT supervisor.
10. Can an OTA contribute to the client's initial evaluation?
  - a. No, only the OT can do the initial evaluation.
  - b. Yes, as long as the OTA has demonstrated competence for the specific delegated assessment.
  - c. Yes, the OTA can complete the initial evaluation as long as the OT signs it.
11. True/False: If I forget to renew my license; once corrected and I become licensed again, it is backdated to the start of that renewal cycle, July 1.
12. Is NCBOT certification necessary for NC licensure?
  - a. No, it is optional.
  - b. Yes, you have to obtain initial certification but do not have to renew it for NC licensure.
  - c. Yes, you have to obtain initial certification and have to maintain it for NC licensure.
  - d. None of the above is correct.
13. Where can I find if any rule changes are being considered by the NCBOT at [www.ncbot.org](http://www.ncbot.org)?
  - a. On the NCBOT landing page.
  - b. Under Practitioner: Information Update.
  - c. Under Board Information.
  - d. Under News and Announcements.

## 2024 NCOTA Fall Conference Schedule

### Detailed Educational Courses



**FRIDAY, NOVEMBER 1, 2024**

#### 1:00 – 5:00 Pre-Conference Institutes

##### 1A. Why OT Should Address Cognition and How...

Karen Johnson

Physical Disabilities | **Intermediate**

*More than ever we are seeing clients with cognitive changes that are impacting the ability for them to engage in their daily activities. That seems to be a straightforward OT referral. However limited understanding of our profession, lack of confidence from many OT professionals to address this and misled referrals to another discipline often leaves such clients with limited or no resources to get back to living. This course aims to improve understanding for why OTs can and should be addressing cognition and how to understand not only evaluation tools but treatments to help clients return to what is meaningful to them.*

##### 1B. Power Play: Mastering Switch Adaptations for Playful Learning

Annabeth Knight, OTD, OTR/L, ATP, Katherine Jones, EdD, OTR/L, CLT-LANA

Children & Youth | **Novice**

*Participants will explore the fundamentals of adapting toys with switch technology to enhance engagement and accessibility for diverse populations. The session will cover practical techniques for modifying toys, understanding switch mechanics, and integrating these adaptations into therapeutic practices. Attendees will gain hands-on experience with various tools and strategies, empowering them to create customized play experiences that foster developmental growth. This course advances the practice of occupational therapy by equipping practitioners and students with innovative skills to promote inclusive play, support client-centered goals, and enhance professional development through creative problem-solving and technical proficiency.*

##### 1C. Comprehensive Stroke Bootcamp!

Sydney Mitchell, MS, OTR/L, CNS, CBIS

Physical Disabilities | **Novice**

*North Carolina is located in what is nationally known as “the stroke belt” due to high rates of stroke incidence and mortality. As such, practitioners in the state should be equipped to address the specific occupational needs of clients post-stroke. This workshop will aim to provide novice clinicians a thorough review of occupational therapy evaluation and intervention within the stroke population. Attendees will have the opportunity to review basic neuroanatomy in relation to stroke care, practice using a variety of outcome measures to perform comprehensive evaluations, and discuss evidence-based interventions to promote occupational well-being. This collaborative workshop will also provide attendees the opportunities to discuss and share community resources across the state of NC to improve overall access to care.*

## **SATURDAY, NOVEMBER 2, 2024**

### **8-8:15 Welcome & Introductions**

### **8:15- 9:15 Organizational Updates**

*NCBOT Updates by Laura Echols*

*AOTA Board Updates by Amy Mahle*

*AOTPAC Updates by Clarice Grote*

*AOTF Updates by Lawrence Liff available online.*

### **9:30-10:30 Keynote Address by AOTA President Alyson Stover**

*In this keynote, we will explore how the occupational therapy profession can break down the silos both within and outside of the field, empowering the OT community to emerge as leaders in the evolving landscape of healthcare. By focusing on three crucial strategies—the strength of the OT and OTA partnership, embracing the "gray areas" of practice and inviting others to join, and dismantling the walls of our echo chamber to engage diverse perspectives—we can shape a bold, innovative future for OT that meets the needs of today and tomorrow.*

### **10:30-12:30 Exhibitor Hall | AT Competition 10:30-11:15 | Poster Session 11:15-12:00**

*Winner of the AT Competition will be announced at 12:10!*

### **1:00 – 2:30 Short Course Session 1**

#### **1A. Unlocking Student Potential: The Power of Co-Treatment by Occupational Therapists and Speech-Language Pathologists in Schools**

*Dr. Maryann B. Brennan, OTD, MA OTR/L, CSP*

*Children & Youth | Novice*

*This presentation explores the integration of Occupational Therapy practitioners (OTPs) and Speech-Language Pathologists (SLPs) in the co-treatment of students, focusing on the multifaceted benefits, challenges, and outcomes of this collaborative approach. Research highlights the advantages of holistic student support, where OTPs and SLPs work together to enhance both functional motor and communication skills, leading to increased student engagement and more consistent skill generalization. Despite logistical challenges and the need for clear professional boundaries, the collaborative model has shown to accelerate student progress, improve functional abilities, and foster positive behavioral changes. Stakeholders, including parents and teachers, express high satisfaction with co-treatment, noting significant developmental improvements. This integrated therapy model not only enhances student outcomes but also offers professional fulfillment for practitioners, demonstrating the efficacy and value of interdisciplinary collaboration in school-based practice.*

#### **1B. Simulating Success: Enhancing Occupational Therapy Education Through Collaboration with a Simulation Center**



Kayleigh Fessenden, OTD, OTR/L, Amber Ward, MS, OTR/L, BCPR, ATP/SMS, FAOTA, Holly Huggins, OTS, OTA

Education & Research | **Novice**

*In this presentation we will explore how formalized simulation, in collaboration with a simulation center, plays a role in transforming occupational therapy education, offering students immersive experiences that bridge didactic coursework with real world practice. We will delve into the comprehensive process from preparation to post-simulation debrief, highlighting key elements that enrich learning outcomes as well as considering cost-benefit, challenges, and lessons learned..*

### **1C. Post-Intensive Care Syndrome: OT's Role**

Sarah Wright, OTD, OTR/L

Physical Disabilities | **Intermediate**

*This session is designed to assist the occupational therapy practitioner (OTP) in gaining knowledge of what post-intensive care syndrome (PICS) is, how it can be prevented, and strategies to utilize in practice.*

### **1D. OT as a Nontraditional Journalism Career: Lessons from a Journalism Major**

Sara Kelleher Peña, OTR/L; M.Ed.

Student-focused | **Novice**

*Journalism may not be the typical undergraduate major for incoming occupational therapy graduate program students; however, there are many overlapping and transferable skills that would benefit occupational therapy students and practitioners alike. All OT settings need providers who write fast, concise, and accurate. Like journalists, OTs consider and check multiple sources as well as asking the right questions. Not to mention, we are bound by our Code of Ethics, specifically #6 core value, "Truth includes...being truthful in oral, written and electronic communications." (AOTA Code of Ethics, 2024). Journalism lessons are especially crucial today due to miscommunication being a leading cause of medical error in hospitals (Alder, 2023), as well as language influencing parent-child interactions (Tomcheck & Dean, 2020). What we have to say matters!*

### **1E. Supporting Children with Challenging Behaviors**

Tamika Harris, OTR/L

Children & Youth | **Novice**

*This short course will provide participants with an overview of the brain states and neurology associated with children with challenging behaviors. Effective strategies used to support students with challenging behaviors including sensory processing strategies and creating a supportive environment will be presented. A discussion about the importance of collaboration and a multidisciplinary team approach will be conducted.*

### **1F. Lessons Learned from Interprofessional Education Experiences**

Charlotte E. Navarro, OTD, OTR/L and Stacia H. Thompson, PT, DPT, PhD

Education & Research | **Intermediate**

*Modern medicine has been moving away from the medical model and adopting an interdisciplinary or multidisciplinary teamwork approach that incorporates professionals with diverse specializations, experiences, and professional training. As this interprofessional approach to research and practice has become ubiquitous, it is imperative that our health science programs*



*provide intentional interprofessional education (IPE) experiences. Like class development, structuring and implementing IPEs with a backwards design is optimal to address the unique challenges that exist. This session's purpose is to have collegial discussion about structuring of IPEs using standard processes and pulling on different learning strategies. The presenters will discuss lessons learned from personal experience that may be useful for others to consider during design and implementation of interprofessional education, research, and practice.*

## **2:45 – 4:15 Short Course Session 2**

### **2A. Fostering a New Generation of Neonatal Therapists**

*Sanchala Sen OTD, MS, OTR/L, FAOTA, BCPR and Gracie Ross , OTR/L*

*Children & Youth | Novice*

*Working in the neonatal intensive care unit (NICU) can be scary for many students and OT practitioners. Research has shown that early intervention in the NICU for premature infants has a positive effect on their neuro development. This short course will provide important information on an infant's neural process, the workings of a NICU, therapeutic interventions for infants and resources for becoming a NICU OT. Additionally, a neonate OT will describe what a day in the life of a NICU therapist looks like.*

### **2B. Advocating for Occupational Therapy Services and Emerging Practice Areas Through Student Run Free Clinics**

*Reeti Douglas, OTD, OTR/L; Stacey Caplan, OTD, OTR/L; Daniella Hauser, OTD, OTR/L, Wynnet Sinclair, OTD, OTR/L, CSE*

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

*There are numerous community benefits to having a student led free clinic. What began as a doctoral capstone experience has expanded into an opportunity for students and members of the community. The clinic addresses clinical skill development, professional behavior modeling, and critical thinking application. Student benefits include exposure to pediatrics, adults, geriatrics, as well as emerging practice in pelvic, maternal, and infant health. Consequently, students are better prepared for fieldwork, capstones, and initial employment in both traditional and non-traditional settings, and are able to advocate for occupational therapy services inside and outside these service arenas. This presentation will highlight the benefits and processes we believe to be most valuable and how this translates to fieldwork performance, entry into professional practice, and expansion of OT services.*

### **2C. Strategies to Maximize Functional Vision: Central vs Peripheral Vision Deficits**

*Fay J. Tripp, MS, OTR/L, CLVT, CDRS*

*Home & Community Health, Gerontology | Novice*

*The NIH Eye Disease Study (2016) suggests that expected prevalence of primary eye diseases in older adults will double or triple by the year 2050. Although patients may not be referred to Occupational Therapy services for vision loss as a primary reason, the occurrence of vision impairment as a secondary limiting diagnosis is frequently encountered. The purpose of this short course is to provide an introduction to common age-related eye diseases; the primary differences between central vision and peripheral vision deficits; and increase awareness of key treatment strategies to maximize functional vision to maximize success and safety in ADLs/IADLs. These practical strategies can be applied across therapy settings including acute care, rehab, out-patient, home health, skilled nursing facilities and continuum of care facilities.*

## **2D. Assistive Technology: Problem Solving for Students with Complex Needs**

Jacob S. Anderson, MS, OTR/L, ATP

Children & Youth, Technology | **Novice**

*Assistive technology in the school systems will be discussed. There will be breakdowns of all types of assistive technology. Discussion on carryover to all practice settings will be discussed but the main focus is the delivery of services in the school system. Scenarios that will require audience participation to aid in problem solving will occur. The focus will be on assistive technology. After taking many OT students in the past 14 years I have learned assistive technology needs to be focused on more in all OT settings.*

## **2E. Fieldwork Educator Boot Camp (A Fun One!)**

Jenn Workman, OTD, OTR/L

Other | **Novice**

*Serving as a fieldwork educator (FWE) is a professional responsibility in our profession; however, with increased enrollment and programs constantly popping up, securing FWEs can be challenging. This course will explore key areas to increase the efficacy of being a FWE, troubleshoot how to manage difficult students/student situations, and maximize effective communication.*

## **2F. Practical Strategies for Culturally Responsive Teaching**

Jacqueline D. Mayo, OTD, OTR/L and Megan Leach McCann, OTR/L

Education and Research, Other | **Intermediate**

*In this session, we'll explore culturally responsive teaching methods and theoretical frameworks essential for preparing OT and OTA students to communicate and work with clients from diverse backgrounds. The focus will be on understanding how culture, socioeconomic, diversity, equity, inclusion and lifestyle choices impact occupations. We'll discuss how to integrate diversity, equity, and inclusion into curriculum and learning experiences to effectively meet the needs of clients across the lifespan. This session is designed for students, clinical educators, fieldwork and capstone coordinators, OT/A program educators, and others interested in enhancing their practice.*

## **4:30 – 6:00 Short Course Session 3**

### **3A. Community Mobility Checklists for Individuals with Developmental Disabilities**

Anne Dickerson, PhD, OTR/L, SCD, FAOTA, FGSA and Ellee Hopkins, OTS

Children & Youth | **Intermediate**

*Community mobility (CM) is the right of all individuals and under the practice domain of occupational therapy. However, few practitioners address driving; even fewer address CM, perhaps because there are no OT evaluations of CM. This presentation will demonstrate three designed Checklist for Community mobility; one each for autism, intellectual disabilities and physical disabilities. These checklists are designed to evaluate the skill and ability levels of the individual and match to the potential type of alternative transportation available in their community.*

### **3B. Embracing Camp: OT's Untapped Potential in Naturalistic Fieldwork Environments**



Meredith Gallagher, COTA/L, OTS, Kelsey Delker, COTA/L, OTS, Kelly Erickson, COTA/L, OTS,  
Ryan Joyce, MS OTR/L, Camp Director  
Education & Research, Student-focused | **Novice**

*This presentation will explore the benefits of a level I fieldwork (FW) placement within a summer camp for children with disabilities. We will examine our specific experiences, roles, and benefits of being placed in this unique, immersive setting. The importance of working in a naturalistic environment will be discussed, delving into holistic intervention, the cornerstone of occupational therapy (OT) practice. The goal of this presentation is to emphasize the role of OT in camp settings as an emerging area of practice, and the opportunities available for OT students in these settings.*

### **3C. Feeling at home: A model for mentorship in challenging settings**

Debb Dorsett, MOT, OTR/L, CEIM, Robin Hodges, BA, COTA/L, Emily Edwards, BA, COTA/L,  
Madison Faulkner, MOT, OTR/L, Ariona Smith, MOT, OTR/L, Taylor Moore, COTA/L  
Home & Community Health, Other | **Novice, Intermediate, Advanced**

*Mentorship can be challenging in settings where there is a high likelihood of unexpected challenges and clinicians are working without colleagues on site. This session will focus on one model that was developed to overcome the common challenges preventing best practice and support for new grads and therapists new to pediatrics in the home / community based pediatric setting. We will present our model and rationale behind its development, as well as offer time to have a panel discussion with Occupational Therapy Practitioners working within this model to provide feedback and engage in collaborative problem solving for common barriers to successful mentorship experiences. Attendees will leave the session with the ability to consider how they may be able to expand mentorship opportunities within their workplace.*

### **3D. Student Workshop**

Education & Research SIS Co-Chairs  
Student-focused | **Novice**

*This session will be geared towards students to prepare them for entering the workforce.*

### **3E. Forging Resilience: Empowering Tomorrow's Practitioners**

Amy Mahle EdD, COTA/L, ROH, Sherry Stancliff, OTD, OTR/L, SCSS; Taylor Welch, BS, COTA/L, &  
Cathy Zanowski, OT/L  
Education and Research, Mental Health | **Intermediate**

*Recent evidence regarding the benefits of resilience and growth mindset correlates with academic success in healthcare students. Using evidence-based strategies, faculty designed and delivered an in-person grant-funded program, "Fill Your Cup" in 2023 and 2024. The strategies targeted persisting through the challenges faced by healthcare students. Aspects of building the program, obtaining funding, student recruitment will be shared, and attendees will experience a sample of a session. Outcomes from post-surveys of student perceptions will be discussed. Since academic success is linked with resilience and growth mindset, OT practitioners working in academia may consider embedding resilience-enhancing activities into the curriculum or through special programming. Attendees will reflect on how and when to create a similar program or infuse concepts into the curriculum to enhance student success.*

### **3F. BETTER: A TBI Transitional Care Program**

Melissa Kandel, OTR/L, BCPR, Mayra Soto, OTR/L; Brittany Albert, OTR/L, CSRS, CBIS; Anne



Pioppo, OTD, OTR/L

Physical Disabilities, Education and Research | **Novice**

*BETTER (Brain Injury Education, Training, and Therapy to Enhance Recovery) is a promising, new TBI transitional intervention that significantly improved physical QOL among younger patients. There exists an opportunity for OTPs to take a larger role in TBI transitional care in ways that are not currently being addressed. Findings can be used to inform OTPs and other allied healthcare providers about furthering the role of OTPs in TBI transitional care. This short course will describe the findings of our pilot study and inform OTPs on this emerging area of practice.*

## **SUNDAY, NOVEMBER 3, 2024**

### **8:00 – 9:00 SIS Breakout Sessions**

#### ***Administration & Leadership SIS - Current Trends in Occupational Therapy Leadership and Administration***

Participants will gain insight by exploring current evidence-based practices and technological tools, and by engaging in collaborative discussions. This approach offers practical, actionable insights for advancing OT leadership and administration.

#### ***Children & Youth SIS - Collaborating with Parents and Teachers to Understand and Support Executive Functioning Skills Across Pediatric Settings***

This course provides participants with an opportunity to engage in interactive activities and broaden their understanding of executive functioning. Participants will discuss how to collaborate with parents and educators to support the development of executive functioning skills and how weaknesses impact independence and participation.

#### ***Mental Health SIS - Integrating Mental Health Billing in OT Practice: Capturing Our Impact Across Adult Care Settings***

This prerecorded session will empower occupational therapy practitioners to navigate the complexities of billing, coding, and documentation for mental and behavioral health interventions, following the latest AOTA guidelines. Designed for OTPs working with adults in both mental health and non-mental health settings, this session serves as a resource that can be revisited as needed.

#### ***Gerontology, Physical Disabilities, and Home & Community Health SIS: Into the future: Using AI to support the needs of clients and practitioners***

Collaborative session with Home & Community Health, Gerontology and Physical Disabilities SIS discussing the use of AI to support clients and practitioners. Topics will include how AI supports aging in place, and the impact of imposter syndrome and how these concepts parallel one another to help prevent burnout in new and experienced clinicians. Participants will have the opportunity to engage in dynamic discussion.

## 9:15 – 10:15 Ethics

### **Ethics and Equity: Examining the “Small Things” in Practice**

*Linn Wakeford, PhD, MS, OT/L, FAOTA*

*Most OT practitioners in the US have likely had their attention drawn to the concept of “implicit bias” and how it impacts the provision of health care services. Many may also believe that they now understand and mitigate most of their own biases in practice. However, recent research indicates that there are still significant inequities experienced by health care consumers from historically marginalized groups, and that implicit bias is deeper and more nuanced than we think. In this ethics session, we aim to facilitate practitioner professional development by 1) briefly exploring examples from recent literature, 2) examining carefully the “small things” of our own practices where more hidden biases may show themselves, and 3) discussing the ethical implications that arise from our closer examination.*

## 10:30 – 12:00 Short Course Session 4

### **4A. The Development and Preliminary Psychometric Properties of Mealtime Screening for Schools (MEALSS): Assessing Mealtime Participation in School**

*Karen B. Howarth OTD, MS, OTR/L and Julia Guzman EdD, OTD, OTR/L*  
Children & Youth | **Intermediate**

*Mealtime Screening for Schools (MEALSS) is the first mealtime screener designed for the school setting. It may be used as a baseline measure to guide services and care plans provided by occupational therapy practitioners in the school setting. This course is aimed at school-based occupational therapy practitioners who play a critical role in evaluating and addressing mealtime challenges as they consider the cognitive, social, physical, emotional, and cultural aspects of eating and feeding. School-based occupational therapy practitioners possess extensive knowledge and expertise to facilitate participation in mealtimes and school routines.*

### **4B. Amplifying Minority Voices in Occupational Therapy Through Mentoring and Sponsorship**

*Elisha Chambers PhD, OTR/L and Donald Howard MBA, MS, OTR/L, CLT*  
Education & Research | **Intermediate**

*The SPEACC Model is a newly developed model of minority leadership. It was created by Elisha Chambers PhD OTR/L, Shana Finks OTD OTR/L, Donald Howard MBA MS OTR/L CLT, Patrice Maynard OTD OTR/L, and Andre Johnson MS COTA, ROH. The creators of the model are a team of occupational therapy practitioners, educators, and entrepreneurs. The SPEACC Model poses six key elements to reduce disparities in the field of occupational therapy. The SPEACC Model includes practical steps that allies, educators, students, and practitioners can implement in*



*their respective capacities. The SPEACC Model was designed to advance AOTA's Vision 2025 in making the profession inclusive. This presentation will highlight the importance of mentoring and sponsorship, how to tell the difference, and how to participate in both.*

#### **4C. The Future of OT Practice is Here and It's AI-mazing!**

*Alyssa Pittman, OTR/L, CLT and Sydney Mitchell, MS, OTR/L, CNS, CBIS  
Technology | Intermediate*

*This session will discuss new AI technologies and explore how these could be used in everyday practice including use of wearable devices and data collection for analysis of progress towards goals, use of AI such as Microsoft Copilot and ChatGPT for treatment intervention planning and brainstorming, and how to teach our clients to use AI to monitor their health for overall occupational well-being. The session will conclude with learners having time to practice using AI software to create intervention materials that could be utilized in their setting. We recommend having an electronic device for this session.*

#### **4D. How OT Can Positively Impact Mother-baby Dyad**

*Sherry Stancliff, OTD, OTR/L, SCSS, Madison Reep, MEd, OTR/L, CBIS, CF-L1  
Children and Youth, Other | Intermediate*

*Occupational therapy practitioners using skilled client-centered prenatal, perinatal, and postnatal interventions have shown positive outcomes in supporting women in pregnancy and into motherhood. Occupational therapy practitioners are consulted when the bond between mother and baby is not forming or there are developmental concerns. Current research supports early access to stress management, exercise/physical activities at the proper challenge, healthy diet, and parenting skills to create stronger health outcomes for mother and baby. What are the opportunities for occupational therapy practitioners in pediatric and adult settings? How do we meet the needs of two vulnerable populations as a profession? This session will review the literature and engage occupational therapy practitioners in discussions and actions to improve the health of mothers and babies in NC communities.*

### **12:15- 1:45 Business Meeting Luncheon & Awards Ceremony**

*(Please note this does not count for CEU credit)*

### **2:00 – 3:30 Short Course Session 5**

#### **5A. Role of Occupational Therapy in Post-Secondary Transition Planning**

*Cathy Zanowski, OT/L and David Cook, COTA  
SIS Section | Novice*

*In North Carolina, our Exceptional Children all participate in writing a Transition Plan by age 16. Our presentation is to educate OT Practitioners about the alignment of Occupational Profiles and IDEA and the impact that OT Practitioners can make by participating in the development and implementation of Transition Plans.*



## **5B. An Introduction to Advocacy for Neurodiversity Affirming Healthcare Across Settings**

Angela M. Gehrt, MHS, OTR/L

Other | **Novice**

*Neurodiversity affirming practices are for everyone! It's true the term "neurodiversity affirming" practice is gaining popularity in the pediatric world, but its importance and relevance is not limited to pediatric settings. This course will provide practitioners with a basic understanding of the neurodiversity paradigm and current best practices regarding neurodiversity affirming principles. Additionally, practitioners will gain an increased understanding of why utilizing neurodiversity affirming principals across all settings is imperative through alarming statistics and qualitative feedback. Advocacy skills will be built by exploring strategies to decrease barriers to healthcare access for neurodivergent individuals and improving occupational justice. Again, quantitative and qualitative data will be presented to show the efficacy and impact of a short-term neurodiversity advocacy program.*

## **5C. Understanding First-Generation student needs in OT programs.**

Chinno Ingram, DrOT, MS, OTR/L, Jeffery Lucas, PhD, MS, OTR/L, Megan Edwards Collins, PhD, MS, OTR/L, Sanchala Sen, OTD, MS, OTR/L

Education & Research | **Intermediate**

*This course will discuss the barriers that First-Generation students face in occupational therapy (OT) educational programs. In addition to identifying the challenges, we will also consider solutions to overcome academic challenges and financial burdens associated with First-Generation student matriculation. Finally, we will examine the data and provide specific examples for student success plan development.*

## **5D. Vagus Nerve Stimulation: Innovative OT Program for Chronic UE Hemiparesis**

Amber H. Lewis, OTR/L, MHA/MSL, CBIS, CSRS, Kelly Draucker, OTD, OTR/L, Erin Sweeney, OTR/L

Technology, Physical Disabilities | **Intermediate**

*The Vagus nerve stimulator is an FDA-approved medical device that is now being utilized to improve UE function in chronic ischemic stroke patients. This session will be focused on educating participants on WakeMed's development of a program that uses VNS paired, task specific training and standardized assessments to maximize recovery and functional outcomes.*

*Scan for feedback for short courses!*



## *KEYNOTE SPEAKER: Alyson Stover, AOTA President*

*A childhood family trauma introduced Alyson to the power of occupational therapy. A subsequent lifetime of study and practice convinced her that consumer advocacy was every bit as essential as her technical practice of occupational therapy. She obtained her Masters in Occupational Therapy from the University of Pittsburgh (Pitt), where she later returned and obtained a juris doctorate in Law with a post-graduate certificate in Health Law. Alyson owns a private outpatient pediatric practice north of Pittsburgh, PA and co-founded a non-profit organization that uses occupation to address community, societal and population needs. Integrating her lived experience with her professional training, Alyson continues to develop new programming and provide direct client care at Capable Kids. She also uses her occupational therapy lens in her private consulting business. Alyson has an appointment as an associate professor in the Department of Occupational Therapy at Pitt, as well as an appointment as affiliated faculty for the Center of Bioethics and Health Law at Pitt. At the University of Pittsburgh Alyson has served on numerous grants, including PI for the SAMHSA grant, "SBIRT-Plus Training for Students of Rehabilitation Professions," and the Pitt CTSI grant, "Pennsylvania Ties That Heal (PATH)," examining the experiences of kindred caregivers in rural counties. Her work at Capable Kids has also led to the awards of 3 grants, including the pilot grant, "Influencing Recovery amidst the Opioid Epidemic through Improved Mother and Infant Outcomes," PA funded grant, "Trauma-informed Occupational Therapy for Children with Sexual Trauma Experience," and a community collaboration grant, "Multidisciplinary Approach to Sustained Recovery for Individuals with Chronic Pain and Opioid Use Disorder." Her areas of practice expertise include emotional regulation and functional community participation in pediatrics, and holistic, occupation-centric approaches to substance misuse and trauma. She is AOTA Board Certified in Pediatrics. Alyson has long admired occupational therapy's approach that fully embraces the whole person and appreciates the occupational therapy practice framework's recognition of the influence of spirituality, values, and beliefs in the individual's experience of wellness. Her own self-care routine is inclusive of daily practice of her Christian faith. Alyson's national OT focus includes using occupational therapy as a powerful driving-force for larger health care change, advancing occupational therapy's national and global relevance and occupational therapy's role as a leader in policy development and implementation. On July 1 2022, Alyson commenced her position as President of the American Occupational Therapy Association (AOTA). She is humbled and honored to serve in this role and is eager to hear the voices of all members of the occupational therapy community, at home and across the world.*

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**Maddie Adkins**

Methodist University Occupational Therapy Student

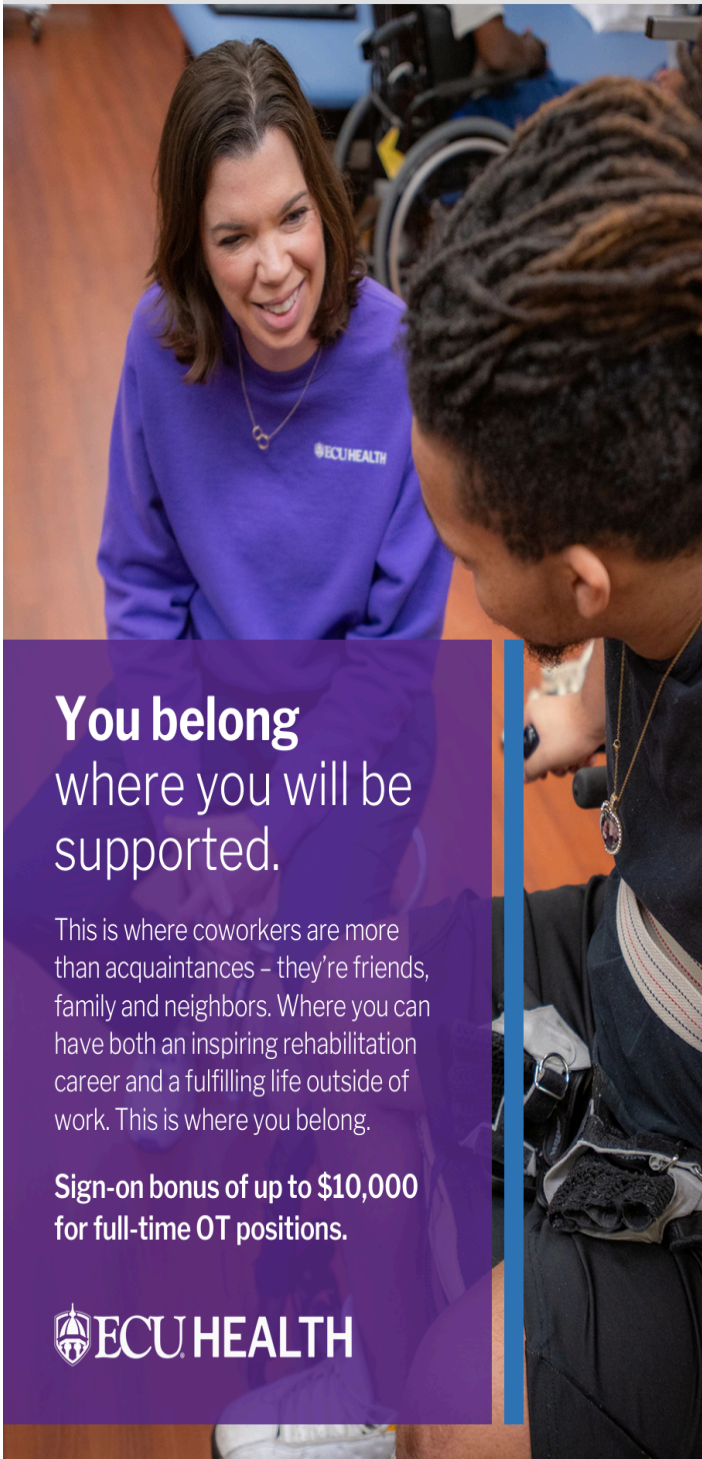


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### Certificate of Attendance

\_\_\_\_\_ attended the NCOTA 2024 Fall Conference, November 1-3, 2024, and attended the continuing education programs identified on this certificate for a total of \_\_\_\_\_ hours of continuing professional education in occupational therapy.

Debb Dorsett, MOT, OTR/L, CEIM, NCOTA President, Sydney Mitchell, MS, OTR/L, CNS, CBIS - Continuing Education Chair

Educational Session Name (write-in)	Credit Hours
<b>Pre-Conference Institute (write-in)</b>	<b>4</b>
<b>Organizational Updates</b> <i>NCBOT, AOTA, AOTPAC, WFOT</i>	<b>1</b>
<b>Keynote Address</b>	<b>1</b>
<b>Exhibit Hall, Poster Session, and AT/AE Design Competition</b>	<b>1.5</b>
<b>Short Course Session 1 (write-in)</b>	<b>1.5</b>
<b>Short Course Session 2 (write-in)</b>	<b>1.5</b>
<b>Short Course Session 3 (write-in)</b>	<b>1.5</b>
<b>Special Interest Section Breakout Session (write-in)</b>	<b>1</b>
<b>Ethics</b> <i>Ethics and Equity: Examining the "Small Things" in Practice</i>	<b>1.5</b>
<b>Short Course Session 4 (write-in)</b>	<b>1.5</b>
<b>Short Course Session 5 (write-in)</b>	<b>1.5</b>
<b>Total Hours Attended</b>	_____ hours