



2023 NCOTA Fall Conference Schedule *Detailed Educational Courses*

FRIDAY, NOVEMBER 3, 2023

1:00 – 5:00 Pre-Conference Institutes

1A. Effective Teaching Strategies to Enhance Student Success in Occupational Therapy

Sanchala Sen, OTD, MS, OTR/L, BCPR, Dr. Megan Edwards Collins, PhD, OTR/L, FAOTA, CAPS, CFPS. Additional speakers: Dr. Cynthia Bell, Dr. Tina Webb, Ms. Allison Calhoun, Dr. Chinno Ingram, Dr. Jeffery Lucas

Education & Research | **Intermediate**

This presentation will examine strategies learned by several educators of an MSOT program who participated in teaching and course development. The purpose of this workshop is to share effective learning strategies in higher education that apply to in-person, hybrid, and online classes. They will share how they incorporated these learned techniques to improve student success and outcomes.

1B. Advocacy in Practice: Delivering Value in Acute and Post-Acute Care

Carol Siebert OTD, OT/L, FAOTA

Gerontology, General | **Novice, Intermediate, Advanced**

Acute and post-acute care is changing. QPP, PDPM, PDGM, and value-based purchasing have produced major shifts in healthcare—not only in payment but in how care is designed and evaluated. Occupational therapy practice and practitioners are affected. This session focuses on how value is being defined in acute and post-acute care settings, and how value affects payment, staffing, and ultimately practice. Participants will learn how to review their facility's quality metrics, identify opportunities for occupational therapy to contribute to value, and to formulate a plan for advocacy and action specific to your practice settings. Whether you are an OT or OTA, have practiced for 2 years or 20, you will leave with knowledge and skills to deliver value in your practice setting.

SATURDAY, NOVEMBER 4, 2023

9:30-10:30 Keynote Address by Ashley Perkinson

Advocacy for Occupational Therapy: How You Can Be a Part of the Action

10:30-12:30 Exhibitor Hall | Poster Session | AT Competition

1:00 – 2:30 Short Course Session 1

1A. Behavioral Activation and OT: What is it and how do we use it?

Valerie Fox, PhD, OTR/L, CPRP
Mental Health | **Intermediate**

Behavioral Activation is a therapeutic approach, originating from Cognitive Behavioral Therapy, that aims to increase engagement in pleasurable activities to support mood. BAT strongly aligns with occupational therapy and our focus on doing. Occupational therapy practitioners are using BAT to address low vision, pain, and chronic conditions, in addition to primary mental health diagnoses. This presentation will review BAT concepts and showcase tools and strategies that can be used in occupational therapy sessions to support doing and wellness.

1B. NBCOT® National Certification Exam: Information You Need to Know

Taz (Tae-Sun) Kang, MSOT, OTR/L, NBCOT Ambassador for North Carolina
Student-focused | **Novice**

During this session, an NBCOT Ambassador will share valuable information about preparing and applying for the national OTR and COTA certification exams. Specific topics include exclusive details about the exams, study tool resources, test day information, data regarding exam questions, and advice from other students and recent certificants. This presentation will allow you to be better informed about the various aspects of the national certification exam experience.

1C. Role of OT in Diabetes Self-Management in Acute & Post-Acute Settings

Carol Siebert, OTD, OT/L, FAOTA
General | **Novice, Intermediate, Advanced**

Occupational therapy practitioners In acute and post-acute settings often see patients who have diabetes, many of whom need occupational therapy due to complications of poorly managed diabetes. This session provides an overview of diabetes self-care, the relationship between effective diabetes management and daily activities, and the role occupational therapy can play in supporting more effective diabetes self-management in acute and post-acute practice settings.

1D. How to Use Inclusive Speech & Writing to Enhance Patient Interactions & Health Literacy

Theresa Hallenen DHSc(c), MS, OTR/L, CHT
Administration & Leadership | **Novice, Intermediate, Advanced**

This presentation will increase awareness of health literacy as a barrier to healthcare and healthy lifestyles in clients. Specifically, how occupational therapy practitioners can recognize the health literacy barrier, support the client, and adjust the delivery of health information to meet a client's individual needs. By the end of this presentation, the occupational therapy practitioner will identify barriers and create actions to improve client communication exchanges. This topic is supported throughout a PowerPoint presentation, case examples, small and large group discussions.

1E. Making the Non-Clinical Transition: The What, Why and How - Panel Discussion

Yolanda Ortiz, COTA/L
General | **Novice**

If you've been curious about non-clinical career paths where you can still utilize your OT/OTA education, looking for a break from physically demanding rehab settings or just feeling burnt out and want to explore what else you can do with your OT/OTA degree, then this panel session is for you. In this panel we will first discuss the prevalence of clinicians leaving clinical work, reasons why clinicians are leaving and the benefits of exploring non-clinical work. During the panel, participants will hear from therapists that have made the non-clinical transition to a variety of different roles. Panelists will discuss what prompted their change, how they prepared for the next step, what positions they transitioned to and their personal tips for making the transition. Throughout the panel there will be time for interaction with panelists with Q&A.

1F. “Flip Your Lid”- Application of Dr Siegel’s principles to Occupational Therapy for all Clients”

Cathy Zanowski, OT/L

Home Health, Children & Youth, Education & Research, Physical Disabilities, Gerontology | **Intermediate**

This presentation will be a basic introduction to the work of Dr Dan Siegel and his neurobiological approach to understanding the brain and how it can be impacted by stress, trauma and sensory integrative issues. We will learn his well- researched techniques for moving into our “thinking brain” and developing resiliency. Participants will be able to immediately utilize these concepts and techniques both in clinics and classrooms and for personal growth and resiliency. As all Occupational Therapy Practitioners need to be lifelong learners to provide the best outcomes for our clients, you will want to learn more about the many contributions that Dr Dan Siegel has made in the field of neurobiology and the ease of applying these findings in our clinical work.

1G. The Conetoe Summer Camp Immersive Experience

Kayleigh Fessenden, OTD, OTR/L, Jennifer Smith, & Tiffany Wright

Children & Youth | **Novice**

This presentation will introduce the audience to the Conetoe Summer Camp Experience. This experience immerses occupational therapy students at Cabarrus College of Health Sciences into a rural setting working with underserved children for a Level 1 Fieldwork in their pediatric course. The presentation will include the behind-the-scenes community partners included in the experience, the fieldwork component and how it relates to practice as well as the student perspective and learning opportunities of the experience.

2:45 – 4:15 Short Course Session 2

2A. It’s Time to Take Care of You! Self-care for Occupational Therapy Practitioners & Students

Sherry Stancliff, OTD, OTR/L, SCSS, Amy Mahle, EdD, COTA/L, ROH, & Cathy Zanowski, OT/L

General | **Novice**

Occupational therapy practitioners and students are experiencing stress and the balance of work, education, leisure, and play is increasingly difficult to achieve. Stress decreases individuals’ abilities to manage the demands of practice settings, clients, and families. Research indicates that building resilience is key to managing stress and taking care of oneself. This session will allow the occupational therapy practitioner or student to participate in research-based methods of building resilience to rejuvenate one’s effectiveness as a practitioner or student.

2B. Inclusive Spaces: Welcoming Diverse Students in Clinical Education Settings

Linn Wakeford, PhD, MS, OT/L, FAOTA, Reeti Douglas, OTD, OTR/L, & Sanchala Sen, OTD, MS, OTR/L, BCPR

DEI, General, Student | **Novice, Intermediate, Advanced**

OT and OTA students understand their fieldwork placements and capstone experiences as opportunities to practice and learn in unique real-life settings, and often enter those placements with a mixture of excitement and anxiety (Lukwago & Killian, 2022). Those with diverse identities may have concerns about how their diversity could impact their experiences, and many do face challenges. In this session, we will examine diversity-related challenges experienced by both students and clinical educators, and engage in a problem solving process to address these challenges. This session is intended for students, clinical educators, fieldwork and capstone coordinators, OT/A program educators, and any others who feel it may be useful in their setting.

2C. Eye Don’t Know What To Do: Assessments & Interventions for Oculomotor Control

Krista Hodges, OTR/L, CBIS, CSRS & Brittany Rudd, OTR/L

Physical Disabilities | **Intermediate**

Do you work with clients with visual deficits? Do you feel like you under-address vision because you do not know what to do? Do you wish you had more tools in your toolkit? During this course, you will learn the unique role of the occupational therapy practitioner as it relates to vision. You will be able to

confidently assess vision, specifically oculomotor control, with low-cost and easily accessible materials. You will be able to identify appropriate interventions to compensate or remediate visual deficits to improve occupational performance. With the use of video case studies, you will learn how to document qualitative observations of client performance using a customized template that will be provided for you to take back to your clinic.

2D. Turn Down The Lights! - Inclusive Healthcare for a Neurodiverse Adult Population

Alison (Ali) Pedrick, OTD, OTR/L

General | **Novice**

Many healthcare professionals have little or no experience working with neurodivergent individuals, specifically autistic adults. Their lack of experience and/or confidence working with this population can create a barrier to access for autistic adults and can lead to healthcare inequities and health disparities. This presentation will discuss the results of a needs assessment related to autistic adults' experiences with primary healthcare services. The needs assessment includes quantitative data collected from a national survey of autistic adults 18 to 40 years old (n=55), and qualitative data from interviews with family nurse practitioners in a primary care setting and 2 semi-structured focus groups of autistic adults. This presentation will also describe an advocacy toolkit to promote inclusive changes in healthcare service delivery for a neurodiverse adult population.

2E. Why not 3D print the splint: An Alternative to Traditional Splinting

Chinno D. Ingram, DrOT, MS, OTR/L, PTA, CEAS

Technology | **Novice**

This presentation will introduce OT practitioners and students to emerging 3D scanning, AI software, and 3D printer capabilities for splinting. Occupational therapy practitioners and students are traditionally educated on splint making during their educational programs. Most of the training focuses on various labor-intensive techniques that use a variety of thermoplastics to immobilize joints for healing, participation, and/or protection. This process has often been associated with decreased productivity and limited reimbursement in OT practice. In recent years engineers and medical practitioners from various disciplines have developed a modern technique for splint making using AI and 3D scanning technologies. The new technique for splint making allows occupational therapy practitioners to remain productive, reduce the risk for injury, while providing a client specific splint.

2F. OT Scope and Intervention Strategies in Palliative Care

Melissa Keith, MSOT, OTR/L

Gerontology | **Novice**

The purpose of this short course is to discuss the emerging role that occupational therapy practitioners play in the provision of palliative care services, discuss criteria that could define a client appropriate for occupational therapy evaluation and intervention in this population, highlight different treatment approaches and intervention strategies, and provide tangible resources to take back to practice. This short course will demonstrate the importance of including occupational therapy practitioners when constructing a multi-disciplinary palliative care team, and will empower the occupational therapy practitioner to integrate palliative care services into their practice.

2G. Accessibility, Telehealth, and entrepreneurship

Amy Siegler

Technology, Student | **Novice**

Telehealth is an emerging practice area within OT, but most therapists aren't sure how to use it or where to begin. During this session, we will discuss best practice, how to incorporate it into practice, and the ethics/morals behind telehealth.

2H. Baby Talk: Using Occupational Therapy to Support the Whole Baby

Nicole Bazinet, MS, OTR/L, CNT, NTMTC

Children & Youth | **Novice**

Babies may not have jobs, but they do have occupations. Traditionally, occupational therapy has been an underutilized resource for infants and their families. Oftentimes, children do not receive occupational therapy referrals until toddlerhood when there are significant fine motor delays or sensory processing challenges. During this short course, we will use the Occupational Therapy Practice Framework to showcase our broad scope of practice and demonstrate the value of occupational therapy services for infants and their families. Participants can then use this information to expand their practice and also advocate for increasing OT services within their communities.

4:30 – 6:00 Short Course Session 3

3A. Intellectual/Developmental Disabilities and Substance Use Disorder: A Curriculum for recovery

Peggy S Terhune, Ph.D, MBA, OTR/L

Mental Health | **Novice, Intermediate, Advanced**

Many people with I/DD cannot access substance use treatment, but in fact may use substances to manage pain, isolation, or other issues. To our knowledge, there is no curriculum for these individuals in the US, and very minimal publications regarding this topic. Studies estimate about 5% of the 7 to 8 million Americans with intellectual disabilities suffer from a substance use disorder (therecoveryvillage.com). Therefore we are attempting to provide a curriculum that meets the cultural needs of multiple populations, provides access (online), and provides treatment to people for whom there is no treatment. The curriculum was created based on feedback from a 14-person group of self-advocates as experts as well as an OTR and a therapist expert in SUD. It is free and online.

3B. How To Market Yourself as A New Occupational Therapy Professional

Madison Kolotello OTD, OTR/L, CDP, CGCP

Student | **Novice**

As a new graduate occupational therapy practitioner it can be hard to stand out against other new graduates in regard to applying for your first job. This session will inform participants how to evaluate the skills each new graduate has that make them different from others. During the session participants will begin the process of increasing their skill to market themselves to others. Every new graduate has different experiences that make you unique and this is a way to articulate that and increase your personal confidence about what you bring to the table.

3C. An Occupational Perspective on Navigating Food-Related Occupations for Adults with ADHD

Peyton Gemmell, OTD-S2

Mental Health | **Novice**

Adults with ADHD experience occupational issues due to challenges with inattention, hyperactivity, impulsivity, planning, motivation, sensory processing, and others. Food-related occupations (e.g., eating, meal preparation, grocery shopping, cooking, food storage/organization, cleanup) are often especially challenging and there is a gap in the literature documenting the experience. This study documents first-person narratives of adults with ADHD describing their food-related occupational issues and strategies to overcome those issues on TikTok, a social media platform. TikTok was searched using food-related occupational terms (e.g., cooking, grocery shopping) and ADHD. Detailed notes were taken on the video content and user interactions. Content analysis is ongoing. The findings highlight a range of food-related occupational issues and solutions occupational therapy practitioners can implement to support clients with ADHD.

3D. Brachial Plexus Assessment and Intervention: Where do I begin?

Marc Bartholdi, Erin Quicker, & Thomas Curry

Children & Youth | **Novice, Intermediate**

The brachial plexus is a network of nerves that supply sensory and motor control to the upper extremity. Injuries can occur to this network of nerves through birth, trauma, or gradual onset through conditions or diseases. This course will review the brachial plexus, discuss common conditions, explore assessment strategies to help the practitioner evaluate the brachial plexus and discuss treatment options to address these injuries and conditions. Participants should come prepared to expose their shoulders for lab participation.

3E. Edema and Lymphedema Management Strategies for Inpatient Practice

Jessica Brown, OTR/L, CLT & Shara Scher, OTR/L, BCPR, CLT

Physical Disabilities, General | **Intermediate**

Short course addressing general edema management strategies for occupational therapy practitioners, as well as overview of identifying and treating clients with lymphedema in inpatient settings. This course will review lab values, indications and contraindications, and therapeutic interventions for edema management. Also discussed will be identification of lymphedema, how complete decongestive therapies in inpatient setting may be utilized to improve outcomes, and what education to provide or how to refer for appropriate follow-up care to ensure risk reduction and best practices and reduce admissions for cellulitis, wounds, and other complications of lymphedema.

3F. Upstander Training: Advocating for Self and Others

Linn Wakeford, PhD, MS, OT/L, FAOTA, Reeti Douglas, OTD, OTR/L, & Sanchala Sen, OTD, MS, OTR/L, BCPR

DEI, General, Student | **Novice, Intermediate, Advanced**

Most of us have experienced an interaction that made you or someone else uncomfortable because it included verbal or non-verbal bias, dismissal, discrimination, intimidation, racism, or other unacceptable interpersonal behavior. Some of us may have been the target of that behavior, and certainly emotions can go far beyond discomfort in these situations. However, research shows that these types of behaviors and interactions often catch people off guard, and that in the moment it can be difficult to generate an effective response. The goal of this workshop is to empower students, clinicians, educators, and others to respond to “stand up” for themselves and others when confronted with disrespect, microaggression, harassment, and/or discrimination, by equipping them with strategies to use as an “upstander.”

3 G. Empowering Lives through OT Advocacy

Amy Siegler & Clarice Grote

Education & Research, Student | **Novice**

Occupational Therapy (OT) advocacy involves actively promoting changes and improvements in various aspects of the healthcare system to enhance the accessibility, quality, and effectiveness of occupational therapy services. In relation to changing healthcare, the NC OT advocacy team is focusing initiatives on healthcare changes that impact the OT field, reimbursement, fee schedule changes, telehealth, and overall the impact OT is having on the communities we serve.

SUNDAY, NOVEMBER 5, 2023

8:00 – 9:00 SIS Breakout Sessions

9:15 – 10:45 Ethics Implementing the Code of Ethics Within OT/OTA Curriculum and Fieldwork Experiences

Brenda Kornblit Kennell, OTR/L, FAOTA & Kimberly Conrad OTD, MS, OTR/L

In today's diverse society, individuals are frequently exposed to a multitude of messages that provide guidance on their behavior, thoughts, beliefs, and actions. This can present challenges for everyone, especially when they also navigate physical, emotional, cognitive, or societal obstacles. It is incumbent upon occupational therapy practitioners to advocate and support their clients while empowering them to self-advocate. This year's ethics presentation aims to enhance your understanding of inclusive and non-discriminatory communication with your clients, as well as equip you and your clients with techniques to advocate for justice, equity, diversity, and inclusion. All of these endeavors align with the principles set forth in the AOTA Code of Ethics 2020.

11 – 12:30 Short Course Session 4

4A. OTAs in Action - Leadership and Advocacy for the OTA

Megan Luckette, COTA/L

Administration & Leadership | **Novice**

This session will provide attendees with the tools and resources/information required to become an advocate and leader in the occupational therapy community. Learners will explore a variety of avenues to become involved in leadership activities at the community, state, and national level. They will learn about the benefits and challenges to taking on leadership roles, and how to navigate their continued professional growth to expand their capacity for leadership. This course is designed to give the practicing occupational therapy assistant the information needed to become a confident leader and advocate in the occupational therapy community.

4B. Decreasing Racial Disparities in the ICU Environment: A Therapeutic Approach

Raven Y. Hill, OTR/L

General, Physical Disabilities | **Intermediate**

Racial and ethnic disparities persist in the ICU environment. The reasons for this are multifactorial--they are related to differences in provider preferences, patient/family preferences, and a host of differences in socioeconomic factors (gender, housing access, education access, insurance status, etc.). It is our responsibility as occupational therapy practitioners to remain aware of current evidence about how disparate care affects our patients so that we may continuously construct action-oriented strategies to combat these issues.

4C. Advocating for Health and Wellness: Where does OT fit in "Fitness"?

Charity Faragoi, COTA/L

General | **Intermediate**

This course will teach the importance of basic knowledge of physical fitness and nutrition to the average occupational therapy practitioner. This course discusses where and how OT can be involved in physical fitness as well as incorporating it into everyday practice. This course will demonstrate ways to use interprofessional relationships to make a lasting difference with the client.

4D. What a Generalist Practitioner Needs to Know About Wheelchairs

Amber L. Ward, MS, OTR/L, BCPR, ATP/SMS, FAOTA

Most clients of all ages have the desire to mobilize and move safely through their environment; disability, whether short or long term, can impact mobility and mobility-related tasks. ALL practitioners, students, and educators have the responsibility to be able to educate on and provide basic services and therapy related to mobility, especially with a shortage of qualified wheelchair seating specialists. This session will educate on basic features and differences between chairs, simple repairs, who to call for issues, how to educate and train to use the wheelchair, what is possible in various chairs, how to make changes, documentation secrets, and generally, how to meet client needs without “passing the buck”. We will learn tips and tricks to increase comfort with mobility products at all levels.

4E. OT's Role in The Geriatric 5Ms

Hannah Barrett & Benjamin Triplett

Gerontology | **Novice**

This session focuses on providing participants with a deeper understanding of the Geriatric Framework the 5Ms: Mind, Mobility, Medications, Multi-complexity, and (what) Matters most. Not only will participants learn about the Geriatric 5Ms Framework but how OT unique role can add value to the 5Ms. The session will also highlight OT role in interprofessional teams/clinics targeting geriatric population. This session aims to empower occupational practitioners to consider holistic interventions for their geriatric client that will enhance their well-being and quality of life.

2:00 – 3:30 Short Course Session 5

5A. “Fill Your Cup”: A Grant-Funded Pilot Program to Build Resilience in Students

Amy Mahle, EdD, COTA/L, ROH & Sherry Stancliff, OTD, OTR/L, SCSS

Education & Research | **Novice**

Students in healthcare programs are under increased stress, which impacts student wellbeing, retention, and completion. Research indicates that building resilience is key to student success in healthcare programs. Learn how healthcare students at a North Carolina community college benefited from an interprofessional grant-funded pilot program focused on training students to utilize a growth mindset, gratitude, and mindfulness to build resilience for success as a student and future healthcare practitioner.

5B. Preparing OT Minds for Acute Care through Active Curriculum And Simulation

Lauren Hew, OTR/L & Melissa Kandel, OTR/L, BCPR Additional speakers: Blakelee Tooley, OTR/L, Raven Hill, OTR/L, Sam Hoyle, OTR/L

Education & Research | **Novice**

This short course aims to outline the process of creating a 16-week elective course providing in-depth education on OT in acute care with understanding of how to integrate the Occupational Therapy Practice Framework (OTPF-4) into clinical practice in conjunction with clinical simulation experiences to impact OT students’ knowledge, confidence and career plan.

5C. Adaptive Parenting: AT devices for caregivers with physical disabilities

Brittany Hawley, OTR/L, ATP & Christey Kirk, COTA/L, ATP

Technology, Physical Disabilities | **Novice, Intermediate**

Parent/caregiving is a role that most individuals engage in. For individuals with physical disabilities, the experience of helping and/or caring for a child can be daunting, due to barriers/challenges that can arise. This presentation is geared toward exploring different AT strategies and devices, resources, and the process of choosing AT to help aid with childcare tasks. Professionals in the field of Occupational Therapy will be provided with an overview of the HAAT Model when identifying assistive technology for individuals engaging in childcare tasks. Areas

addressed include safe transportation, dressing, bathing, feeding, infant social interaction, etc. This presentation will provide further knowledge/resources on assistive technology supports for caregivers with physical disabilities through exploring articles, evidence-based practice, web pages, and social media supports.

5D. Research as Advocacy: An Ideal Space for Occupational Therapy Practitioners

Khalilah R. Johnson, PhD, MS, OTR/L, Tajze Johnson, MHA, COTA/L & Chinno Ingram, DrOT, OTR/L, PTA, CEAS. Additional speakers: Seth Mitchell, MA, OTR, Rebecca "Becky" Parkin, MA, OTR, SWC, ESDM
Education & Research | **Intermediate**

This short course provides an overview of participatory action research as a mechanism for advocacy for occupational therapy researchers and practitioners. More specifically, presenters will review the key tenets of action research and how they complement the core values of occupational therapy and Vision 2025 (AOTA, 2020); dispel myths about action research development and implementation; and discuss practical ways occupational therapy practitioners can participate in research activities that support a specific cause or position. Examples from occupational therapy practitioners who participated in a health equity research study aimed to improve the healthcare experiences of minoritized people with intellectual and developmental disabilities will be included.

5E. Living Out Neurodiversity Affirming Practice to the Workplace

Brittni Winslow MS, OTR/L & Anna Housman MS, CCC-SLP
Administration & Leadership | **Intermediate**

This session will take a critical look at neurodiversity affirming practice as it relates to the workplace. With more and more individuals identifying as being neurodivergent, knowing the best way to support and embrace neurodivergent staff is more important than ever. We will review how to start the conversation as early as the first interview, setting up support plans for success, readjusting your current policies to be more accommodating, and how our neurodivergent staff add tremendous value to our practice.

5F. Challenges of Reimbursement: Private Practice Updates and Discussion

Clarice Grote
Administration & Leadership | **Novice**

This session will focus on current issues and changes facing private practice clinics. This session will discuss NCOTA advocacy efforts around reimbursement and access to telehealth services. The session will start with a review of updates from the Medicare Physician Fee Schedule such as new caregiver codes and reimbursement reductions. Attendees will then be invited to engage in a town hall style discussion around current issues facing both pediatric and adult private practices in NC and how we can focus our advocacy efforts to better support occupational therapy in North Carolina.