



Massachusetts Association for Occupational Therapy, Inc.

~ Conference 2009 ~

*Coming Together,
Moving Forward*



Friday, October 2, 2009

7:30 am - 5:00 pm

Westford Regency Inn and Conference Center

A Symposium for Occupational Therapy Practitioners, Students, & Health & Rehabilitation Professionals



**APPROVED PROVIDER of
CONTINUING EDUCATION**

**by The American Occupational
Therapy Association, Inc.**

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ANNUAL CONFERENCE 2009

“Coming Together, Moving Forward”

Friday, October 2, 2009

7:30 am - 5:00 pm

MAOT

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Westford Regency Inn and Conference Center

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Westford, Massachusetts 01886

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Toll Free Reservations #: 1-800-543-7801

Conference Objectives

This one-day symposium is designed to provide an opportunity to explore the dimensions of health care and occupational therapy practice. Sessions will focus on a variety of clinical, administrative, management, research-based, practical, and theoretical areas.

At the conclusion of the program, the participants will be able to:

- Discuss social, political, and economic factors that impact occupational therapy and the public health care system;
- Acknowledge and identify innovative practice techniques and research findings;
- Describe current opportunities and directions for the future of occupational therapy;
- Network with colleagues.

Acknowledgments

Conference Committee Co-Chairs:

Karen Jacobs, EdD, OTR/L, CPE, FAOTA

Jean MacLachlan, MS, OTR/L

Conference Committee Members:

Maureen Nardella, MS, OTR/L, CE Administrator

Lisa Boyajian, COTA/L

Jacqueline Brennan, OTR/L

Donna Caira, Administrative Manager

Linda Duncombe, EdD, OTR/L, FAOTA

Dina Flannery, MS, OTR/L, CHT

Mary Malone, MS, OTR/L

Sheri Purdy, OTR/L

Melissa Tilton, COTA/L

Phyllis B. Samara, OTR/L

Deborah Yarett Slater, MS, OT/L, FAOTA

Conference Agenda

- 7:30-8:00** Registration/Breakfast
Exhibits/Poster Sessions
- 8:00-9:15** Welcome & Introduction
- MAOT Business Meeting
Melissa Tilton, COTA/L
MAOT President
- Legislative Update
Lisa Simonetti, Lobbyist
- Awards Ceremony
- 9:15-10:15** Keynote Address
Lynsay Ryan Whelan CPT, SP, MS, OTR/L,
United States Army
*You Want Me to Go Where? And Do What?
Reflections on Coming Together and Moving
Forward for Occupational Therapy in Iraq*
- 10:15-11:00** Break: Exhibits/Poster Sessions
- 11:00-12:30** Session I
- A. Animal-Assisted Intervention for clients with Autism: an OT perspective
 - B. Walking the Line: Merging OT and ABA Services
 - C. Effective Occupational Therapy for Persons with Parkinson's Disease
 - D. Providing Quality Fieldwork Experiences: Finding and Using Resources
 - E. Group Outcome Study: Integrating Education, Research, and Practice
 - F. Childhood Trauma: A Role for Occupational Therapy
 - G. This session consists of two 45 minute presentations
 - 1. Mothers with Sensory Processing Challenges: Perspectives on Coping
 - 2. Sensory Processing and Parents' Sense of Competence

- 12:30 – 1:30** Luncheon
- 1:30 – 2:00** Break: Exhibits/Poster Sessions
- 2:00 – 3:00** Session II
- A. Occupational Therapy Practice and Homelessness
 - B. A Neurodevelopmental Approach to Remediate Handwriting Dysfunction
 - C. Awakening Occupational Therapy Roles of Elderly Women with Dementia
 - D. Cognitive Assessment in the Physical Disabilities Setting
 - E. Enabling Notebook Ergonomics: Research Informing Practice
 - F. How to Land Your First Job from A to Z
 - G. Considering Assistive Technology in Public Schools
- 3:00-3:30** Break: Exhibits/Poster Sessions
- 3:30-5:00** Session III
- A. Vision, Falls, and the Environment: Strategies for Interventions
 - B. Sleep: The New Occupation
 - C. Addressing Kyphosis in the Wheelchair
 - D. New ADA 504 Regulations: Effects on OT Services
 - E. Occupational Therapy & Its Role in Influencing a Healthcare Organization
 - F. Role of Occupational Therapy Practitioners in Mental Health Recovery
 - G. Hippotherapy as an Effective Treatment Tool to Achieve Occupational Therapy Objectives

MAOT BUSINESS MEETING - 8:00 A.M. – 8:45 A.M.

Level: All

AOTA Classification Code: Professional Issues – Contemporary Issues and Trends [professional standards of practice]

Learning Objectives

- Identify MAOT's professional activities over the past year.
- Identify state legislative issues for which MAOT is involved and be able to voice concerns affecting the profession with regard to legislative issues.
- Learn about professional opportunities available for future participation with MAOT.

LEGISLATIVE UPDATE - 8:45 A.M. – 9:15 A.M.

Presenter: *Lisa Simonetti, MAOT Lobbyist*

Level: All

AOTA Classification Code: Professional Issues – Contemporary Issues and Trends [legislative]

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Identify legislative issues that affect occupational therapy practitioners in the State of Massachusetts.
- Identify methods to become involved in state legislative issues.

KEY NOTE ADDRESS - 9:15 A.M. – 10:15 A.M.

You Want Me to Go Where? And Do What? Reflections on Coming Together and Moving Forward for Occupational Therapy In Iraq

Presenter: Lynsay Ryan Whelan CPT, SP, M.S., OTR/L

AOTA Classification Code: Professional Issues – Contemporary Issues and Trends [OT in Iraq]; OT Process – Intervention and Outcomes

This presentation will update attendees on how Army occupational therapists are coming together to improve patient care in Iraq. The presenter will explore mentorship collaborations and collaborations with multidisciplinary teams, as well as telemedicine and creative collaborations that have contributed to successful outcomes in Iraq. The presentation will include reflections on typical and atypical cases in Iraq including the treatment of soldiers, local nationals, and Iraqi detainees. Variations in the Iraqi health care system and the impact on follow up care will also be discussed. The presentation will conclude with reflections on how Army occupational therapists are moving forward in military medicine and their impact on the Global War on Terrorism.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Recognize opportunities for creative mentorship and collaborations to improve patient care.
- Identify how occupational therapy is contributing to improved functional outcomes in Iraq.
- Build upon current relationships and networking opportunities to advance the profession of occupational therapy.

SESSION I: 11:00 a.m. – 12:30 noon

A. Animal-Assisted Interventions for Clients with Autism: An OT Perspective

Presenter: *Janice Dapice Feinstein, MA, OTR/L; Perkins School for the Blind*

Level: Introductory

AOTA Classification Code: OT Process – Intervention [autism spectrum]

This presentation will address the various Animal-Assisted Interventions available to occupational therapy practitioners working with clients on the Autism spectrum. Basic information describing interventions, including Animal-Assisted Therapy (AAT), Animal-Assisted Activities (AAA), assistance animals, hippotherapy, and therapeutic riding, will be provided, as specifically tailored to autistic populations. Current research will be reviewed, and resources will be provided for practitioners with an interest in carrying out described interventions.

Learning Objectives

By the end of this presentation, attendees will be able to:

- Describe various animal-assisted interventions and their effects on clients with autism.
- Refer to current research studies to justify use of animals in treatment of clients with autism.
- Access Animal-Assisted Intervention resources in order to pursue these interventions in their own practice.

B. Walking the Line: Merging OT and ABA Services

Presenters: *Kristen Sidman, M.Ed., MS, OTR/L; Lila Shayan, OTR/L; Robert Silva, DPT, OTR/L;; Sara Kruger, OTR/L; Leah Nyberg, COTA/L; Michelle Laponte, MS, OR/L; New England Center for Children*

Level: Intermediate

AOTA Classification Code: OT Process – Intervention [autism spectrum]

The purpose of this presentation is to provide intermediate level practitioners with suggestions about how best to provide Occupational Therapy services for children on the Autism Spectrum. Discussion will include interfacing interventions with other disciplines including behaviorists, speech and language pathologists, and direct care staff. Topics to be addressed include service delivery model, teaching strategies and evaluation, and using sensory strategies in a behavioral setting.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Understand the benefits of an indirect service delivery model for students on the Autism Spectrum.
- Understand how Occupational Therapy services can complement a behavioral approach to students with Autism Spectrum Disorders.
- Understand the benefit of utilizing established behavioral programming and individualized communication modes throughout therapeutic activities. Additionally, strategies for structuring the format of therapeutic sessions will be explored.

C. Effective Occupational Therapy for Persons with Parkinson's Disease

Presenters: *Elizabeth Moyer, OTR/L, MS, FAOTA and Erin Herlihy, BS, Master's OTS; University of New England*

Level: Intermediate

AOTA Classification Code: OT Process – Evaluation, Intervention & Outcomes [Parkinson's Disease]

FAST:OT is brief evidence-based OT remediation program for persons with Parkinson's disease that has been shown to be effective in 3 recent small research studies.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Identify effective assessments for a brief OT program that addresses motor, occupational, cognitive, and perceptual deficits associated with Parkinson's disease.
- Identify effective OT interventions for these deficits.
- Describe effective OT home and maintenance programs for the PD population.

D. Providing Quality Fieldwork Experiences: Finding and Using Resources

Presenter: *Mary Evenson, OTD, MPH, OTR/L, Boston University College of Health and Rehabilitation Sciences; Sargent College; Tara Hengeveld, MBA, OTR/L, Springfield College; Naomi Moran, BS, OTR/L, Boston University College of Health and Rehabilitation Sciences; Sargent College; Michael Nardone, MS, OTR/L, Community College of Rhode Island; Michael Roberts, MS, OTR/L, Tufts University; Phyllis B. Samara, OTR/L, Quinsigamond Community College; and, Judith D. Stinson, MS, OTR/L, American International College*

Level: All

AOTA Classification Code: Professional Issues – OT Education [Fieldwork]

This workshop is intended to increase knowledge and awareness of various resources that are available to aid practitioners in the role of providing quality fieldwork experiences to Level I and Level II occupational therapy and occupational therapy assistant students. A panel of fieldwork educators and students will discuss their strategies for successful outcomes. Also, academic fieldwork coordinators will share their expertise throughout the presentation in both didactic and interactive consultation with the audience.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Identify options for participating in fieldwork educator training opportunities (online & workshops, and AOTA Certification program).
- Locate and access key fieldwork resources posted on the AOTA website.
- Recognize the panel of expert NEOTEC Steering Committee members, representing their respective academic programs, as professional resources to support individual fieldwork educators and students who are planning for or actively engaged in the fieldwork education process.

E. Group Outcome Study: Integrating Education, Research, and Practice

Presenter: *Sharan L. Schwartzberg, Ed.D, OTR/L, FAOTA; Jane Crimmons, OTS, Tufts University, Boston School of Occupational Therapy*

Level: Introductory

AOTA Classification Code: Professional Issues – OT research [Group Outcomes]

An adult psychiatric inpatient unit group program outcomes study is a model for integration of education, research, and practice in occupational therapy. Step by step process of designing such a program is explained and illustrated. Opportunities for such program development in participants' work settings will be explored.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Understand the value of integrating occupational therapy research, practice, and education.
- Explain a process for conducting an outcome study.
- Apply the model for integrating research and education to a variety of practice settings.

F. Childhood Trauma: A Role for Occupational Therapy

Presenter: *Michelle M. Savrann, MHA, OTR/L; Youth Opportunity Upheld, Inc.*

Level: Intermediate

AOTA Classification Code: OT Process – Intervention; Professional Issues – Legislation [children and mental health]

This course presents an overview of childhood trauma and the implications for occupational performance and treatment. An introduction to trauma informed care and how the use of interdisciplinary collaboration can influence change for individuals and systems of care. In addition, current legislation will be discussed as a means of facilitating development of roles for occupational therapy and children's mental health.

Learning Objectives:

By the end of this presentation, attendees will:

- Describe current policy which will assist in facilitating developing roles for occupational therapy in addressing children's mental health
- Improve awareness of the effects of childhood trauma on occupational performance.
- Learn how to employ a collaborative consultation model of service delivery to address childhood trauma as a population.

G. Session G will consists of two 45 minute presentations listed below

11:00 a.m. – 11:45 a.m.:

Mothers with Sensory Processing Challenges: Perspectives on Coping

Presenters: *Karen A. Huefner, MS, OTR/L; Massachusetts General Hospital; Boston University College of Health and Rehabilitation Sciences: Sargent College;*
Contributors: *Ellen Cohn, ScD, OTR/L, FAOTA, and Jane Koomar, PhD, OTR/L, FAOTA*

Level: Introductory

AOTA Classification Code: **Professional Issues – OT Research [outcomes]; OT Process – Intervention [patents and children]**

Occupational therapy practitioners frequently provide intervention for children with sensory processing challenges. However, the parents of these children may also be struggling to manage their own sensory needs. This presentation will describe the findings from a qualitative research study that examined the perspectives of four mothers with sensory processing challenges, who also have children with sensory processing challenges. The focus will be on the mothers' descriptions of their experiences and coping strategies. Implications for practitioners will be included.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Appreciate the influence of sensory processing on the parent-child relationship and goodness-of-fit.
- Recognize coping strategies used by mothers with sensory processing challenges, as well as the influence of coping strategies on meeting sensory needs and parenting ideals.
- Describe strategies to support parents who are managing their own sensory needs while parenting children with sensory processing challenges

11:45 a.m. – 12:30 p.m.:

Sensory Processing and Parents' Sense of Competence

Presenter: *Ellen S. Cohn, ScD, OTR/L, FAOTA, Boston University College of Health and Rehabilitation Sciences: Sargent College; Teresa May-Benson, ScD, OTR/L, and Alison Teasdale; The Spiral Foundation*

Level: Advanced

AOTA Classification Code: **Professional Issues – OT Research [outcomes]; OT Process – Intervention [parents and children]**

This presentation will describe the relationship between parents' sense of competence and behaviors thought to be associated with sensory processing among a group of 248 parents of children with sensory processing disorders. Implications for intervention will be described.

Learning Objectives

By the end of this presentation, attendees will be able to:

- Describe the importance of addressing parenting sense of competence when providing occupational therapy intervention to children
- Identify the relationship between behaviors thought to be associated with sensory processing dysfunction and parenting sense of competence
- Describe intervention strategies to address parents' sense of competence.

SESSION II 2:00 p.m. - 3:00 p.m.

A. Occupational Therapy Practice and Homelessness

Presenters: Sharon A. Ray, ScD., OTR/L; Tufts University, Department of Occupational Therapy

Level: Intermediate

OTA Classification Code: Professional Issues – OT Research [homelessness]; OT Process – Evaluation and Intervention [homelessness]

This presentation will present the results of a survey that describes current occupational therapy practice with people experiencing homelessness. The types of assessments that are being used will be presented as well as the goals that therapists develop with their clients and the intervention strategies used to accomplish these goals. There will also be a discussion about the ways that therapists have found to create funding sources to sustain this work.

Learning Objectives:

By the end of this presentation, attendees will be able to:

Understand the phenomenon of homelessness in relation to occupational therapy practice.

- Describe the assessments currently used by occupational therapists in work with clients experiencing the homelessness.
- Describe the types of client centered goals that have been developed and strategies used to accomplish these goals.

B. A Neurodevelopmental Approach to Remediate Handwriting Dysfunction

Presenter: Doreen Weber, COTA/L, OTS, Salem State College; Valerie Oldham, COTA/L, OTS, Salem State College

Level: Intermediate

OTA Classification Code: Professional Issues – OT Research; OT Process – Intervention [neurodevelopmental approach]

When primitive reflexes are retrained past infancy, children often present with difficulties related to school performance, such as the inability to produce legible written output. This research proposal examined whether the integration of the asymmetrical tonic neck reflex (ATNR), the symmetrical tonic neck reflex (STNR) and the tonic labyrinthine reflex (TLR) produced clinically significant improvements in the legibility of handwriting in children diagnosed with Attention Deficit Hyperactivity Disorder. Implementation of a neurodevelopmental exercise program was assessed as to its role in improvement of written output related to reflex integration.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Express basic knowledge of primitive reflexes and their role in the development
- Convey an understanding of the asymmetrical tonic neck reflex (ATNR), symmetrical tonic neck reflex (STNR) and the tonic labyrinthine reflex (TLR) and possible effects of retention on school related performance.
- Utilize evidence-based research to support the use of a neurodevelopmental exercise/movement program to facilitate the integration of reflexes, thereby providing school-based practitioners with an alternative method of addressing handwriting dysfunction.

C. Awakening Occupational Roles of Elderly Women with Dementia

Presenters: *Laura Brecken, COTA/L, OTS, Salem State College*

Level: Intermediate

AOTA Classification Code: Professional Issues – OT Research; OT Process – Intervention [dementia]

The use of occupational therapy services facilitates an individual's ability to participate in productive and meaningful activities that have been demonstrated to be effective in improving quality of life. This presentation will provide research results that support the individualization of programming for those living with dementia in long-term care. Occupational therapy services improve participation in meaningful occupational roles which has been shown to contribute to well-being and quality of life. This study was a mixed methods design utilizing multiple single subjects.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Identify factors that contribute negatively to quality of life for institutionalized individuals with dementia.
- Describe why occupational therapy intervention is an important service that provides a vital link between occupation and participation in individuals with dementia living in long term care.
- Describe how changes in long-term care facility culture and context(s) can positively influence an individual's ability to participate in meaningful occupational roles.

D. Cognitive Assessment in the Physical Disabilities Setting

Presenter: *Dina Flannery, MS, OTR/L, CHT; St. Elizabeth's Medical Center*

Level: Introductory

AOTA Classification Code: OT Process – Evaluation [cognition]

This presentation will discuss several cognitive assessments, which can be used in physical disability settings, especially when a safe discharge home is in question. Assessments include the Cognistat, Allen Cognitive Level Screen (ACLS) and Montreal Cognitive Assessment (MoCA).

Learning Objectives

By the end of this presentation, attendees will:

- Identify when a cognitive assessment may be appropriate.
- Identify an assessment tool that is appropriate for each individual patient and client.
- Be familiar with several types of cognitive assessments.

E. Enabling Notebook Ergonomics: Research Informing Practice

Presenter: *Karen Jacobs, Ed.D., OTR/L, CPE, FAOTA, Boston University, College of Health and Rehabilitation Sciences: Sargent College*

Level: Intermediate

AOTA Classification Code: **Professional Issues – OT Research; OT Process – Intervention [ergonomics]**

The use of notebook computers by university students has grown in popularity; however there is a scarcity of studies that specifically investigated their impact on health and wellness. Since today's students are our next generation of workers, it is important to understand their notebook computer use, and to design ergonomic strategies that are effective in preventing or reducing self-reported discomfort. This presentation will describe a research study that investigated university students and their use of notebook computers.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Define ergonomics.
- Apply evidence based research to arrange a notebook computer workstation.
- Discuss strategies to apply ergonomic principles to notebook computing in any environment.

F. How to Land your First Job from A to Z

Presenter: *Deborah Yarett Slater, MS, OT/L, FAOTA, American Occupational Therapy Association*

Level: Introductory

AOTA Classification Code: **Professional Issues – Professional Development [job search]**

You will leave this interactive session feeling confident that you have the skills to not only make a good impression but also find a match for your professional interests and needs. This presentation will cover basic job-seeking strategies and interview expectations as well as the "hot" but sensitive areas you really need to assess like productivity requirements, supervision, organizational culture etc.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Identify and understand personal priorities and needs to get the "right fit" with prospective jobs
- Understand the steps and process of all aspects of a job search
- Identify key questions to ask and answer during the interview process to fully assess a potential job
- Identify characteristics of different job settings which influence a good employment match

G. Considering Assistive Technology in the Public Schools

Presenter: *Jan Hollenbeck, OTD, OTR/L; Medford Public Schools*

Level: All

AOTA Classification Code: OT Process – Assessment and Intervention [assistive technology and public schools]; Professional Issues – Legislation [IDEA]

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires that teams consider assistive technology (AT) for all students on IEPs. Occupational therapy practitioners have an important role in this process. In order to fully and effectively participate in this process, school-based practitioners require an understanding of the mandates of IDEA as they relate to assistive technology as well as the many factors to consider when selecting AT for an individual student.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Describe the process of considering assistive technology in the schools as mandated by state and federal law.
- List several factors that are important to consider when selecting assistive technology for individual students.
- Describe the steps required for successful implementation of assistive technology.

SESSION III 3:30 p.m. - 5:00 p.m.

A. Vision, Falls, and the Environment: Strategies for Interventions

Presenter: *Jennifer Kaldenberg, MSA, OTR/L, SCLV, CLVT; New England Eye; Natalie Leland Wiatrowski PhD, OTR/L, BCG, Brown University Center for Gerontology and Health Care Research*

Level: Intermediate

AOTA Classification Code: OT Process – Intervention [low vision; fall prevention]

This presentation will discuss the role of vision and the environment on fall risk illustrating how environmental modifications can minimize fall risk among older adults. Case studies, current evidence, and potential low cost intervention strategies will be discussed throughout.

Learning Objectives

By the end of this presentation, attendees will be able to:

- Understand the signs of low vision and the risk factors associated with a fall in the older adult population in community and institutional settings.
- Identify environmental risk factors within the environment that may increase an older adult's risk for falls.
- Identify appropriate intervention strategies to address the environmental risk factors.

B. Sleep: The New Occupation

Presenters: *Jo M. Solet, MS, EdM, PhD, OTR/L; Harvard Medical School through the Cambridge Health Alliance*

Level: Intermediate

AOTA Classification Code: **Domain of OT – Areas of Occupation [sleep]**

This presentation is directed to Occupational Therapy practitioners with clinical, research and/or self-care interests in sleep, a topic recently transferred from ADL to an Area of Occupation in the 2008 OT Practice Framework. The speaker will provide a brief “survey” of sleep science demonstrating implications of a growing body of research and clinical information about the role of sleep, its relationship to physical and mental health and what OT practitioners can do to enhance their own and their patients’ sleep efficiency.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Understand the elements of sleep architecture including stages, cycles, and developmental changes.
- Become aware of current research findings relating sleep to health outcomes, memory and cognition.
- Describe common sleep disorders, provide basic assessment, and anticipate need for referrals.
- Recognize elements of sleep hygiene; relate these to work-life balance, and direct oversight/implementation to both self-care and patient education and treatment.

C. Addressing Kyphosis in the Wheelchair

Presenter: *Mary Jo Wagner, OTR/L, ATP, Dept. of Developmental Services; Charles Henry, ATS; Hudson Home Health Care*

Level: Intermediate

AOTA Classification Code: **OT Process – Evaluation and Intervention [wheelchair seating and positioning]**

The course is designed for Occupational Therapists and Occupational Therapy Assistants with basic or intermediate skills in wheelchair seating and positioning serving people in rehab, community and long term care. This presentation includes the evaluation of kyphosis in seating, determining degree of accommodation needed, range of products from mild to severe kyphosis, frame options, and fabricating a foam-in-place back. Local and national resources will be shared. Evaluation/letter of medical necessity forms provided. Wheelchair frames and back components will be on hand to try. The goal of this course is to help the participants expand their evaluation skills and provide their patients with kyphosis the best solutions for optimal posture, function and comfort.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Describe the kyphosis wheelchair evaluation component.
- Compare back supports by clinical application and insurance codes.
- Fabricate a foam-in-place back.
- Discuss the shared responsibilities and contributions with the practitioner-supplier relationship

D. New ADA 504 Regulations: Effects on OT Services

Presenters: *Iris G. Leigh, OTR/L, CAGS, Newton Public Schools*

Level: Introductory

AOTA Classification Code: Professional Issues – Legislative [ADA 504]

This presentation will familiarize occupational therapists and occupational therapy assistants with the new ADA Amendment Act of 2008 that broadens the scope and definition of major life activities and types of disabilities included in 504 plans. As related service providers, OT practitioners in public schools will be expected to provide services and accommodations to a more diverse caseload of students than were previously eligible for services under ADA regulations.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Understand the regulations: the new ADA Amendment Act and the implications for OT practice.
- Identify the disabilities and major life activities OT practitioners are most likely to have expertise in providing services for children.
- Determine the most important ways OT practitioners can contribute to the 504 team process for students eligible for 504 plans.
- Understand the difference between 504 and IDEA eligibility.

E. Occupational Therapy & Its Role in Influencing a Healthcare Organization

Presenter: *Daniel R. Kerls, MBA, OTR/L, MA, Massachusetts General Hospital*

Level: Intermediate

AOTA Classification Code: Professional Issues – Administration and Management [advocacy; contemporary issues and trends]

This presentation will focus on occupational therapy's role in indirect patient care related activities. Specifically, the roles occupational therapy practitioners can play in influencing the healthcare organization in which they work, as well as strategies for using occupational therapy techniques and education in advocating for patients and for initiatives in their work environment.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Identify opportunities in their own work environment where occupational therapy can play an advocate/influencing role.
- Be able to link occupational therapy techniques and principles to the ability to influence patient care and initiatives in a healthcare organization.
- Be able to articulate ways in which an occupational therapy practitioner can participate in indirect patient care activities that ultimately benefit patient care.

F. Role of Occupational Therapy Practitioners in Mental Health Recovery

Presenters: *Victoria Buckley, MS, OTR/L, CDVC III; Commonwealth of Massachusetts, DMH, Tewksbury Hospital*

Level: Intermediate

AOTA Classification Code: OT Process – Intervention [mental health]

The newest approach in mental health service delivery is the recovery model. This model uses consumer empowerment and self-advocacy as the paths to getting better. Professionals become partners with consumers who then steer their own recovery. Occupational therapists and occupational therapy assistants can contribute to this new approach due to their emphasis on the holistic view of the individual, their use of meaningful occupation (real life activities), and their reliance on role theory.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Define what the recovery model is in mental health practice
- Define role of occupational therapy in the recovery model
- List a minimum of three ways to partner with consumers to aid in recovery

G. Hippotherapy as an Effective Treatment Tool to Achieve Occupational Therapy Objectives

Presenter: *Barbara Smith, MS, OTR/L; Ironstone Farm; Monica Wu, MS, OTR/L; Minuteman Arc Early Intervention Program*

Level: Introductory

AOTA Classification Code: OT Process – Intervention [hippotherapy]

Hippotherapy involves using the horse as a treatment tool to achieve therapeutic objectives. Although both occupational and physical therapists have the training to utilize the horse's movement to achieve motor goals, occupational therapists specifically address sensory processing, communication, cognitive skills, social-emotional development, visual perceptual and eye-hand coordination deficits within the context of the hippotherapy setting. This introductory presentation will explain why a horse's movement is therapeutic and is used to address additional occupational therapy goals.

Learning Objectives:

By the end of this presentation, attendees will be able to:

- Appreciate and describe the similarities between horse and human gait.
- Understand the difference between hippotherapy and therapeutic riding.
- Describe how occupational therapists utilize the horse and sensory rich equine environment to address overall sensory processing, postural control, visual/perceptual, cognitive development, functional communication, social-emotional development and fine motor skills.

Poster Presentations

AOTA Classification Codes: Professional Issues – OT Research; OT Process - Intervention

Alzheimers Disease: A Caregiver's Guide

Nikki Aiello, COTA/L, OTS; Salem State College

Clinical Utility of a THR Precautions Scale (HIPS)

Audrie A. Amlaw, BA, OTS; Lilah DellaSelva, BS, OTS; Jenna LaFortune, BS, OTS; Heather Lesniak, BS, OTS; Bay Path College

Conserve Energy Today

Lou Fahey-Hudzik, COTA/L OTS; Salem State College

Correlation Between Cognitive Scores and Functional Performance

Meeta Gugnani, BSc, OT, MS, OT, OTR/L; New England Rehabilitation Hospital

Counterforce bracing's effect on strength and perceived comfort

Janet Curran Brooks, Ed.D., OTR; Sumedha Arora, OT; Sonia Deswal, OT; Ericka Davis, OTS; Lauren Burdulis, OTS; Courtney Barker, OTS; Jennifer Deen, OTS; Megan Stone, OTS; Nicole White, OTS; Tufts University, Department of Occupational Therapy

Creating a Sensory Smart School

Marjory Ackerman, MA, OTR/L, MPA and Joan Epstein, OTR/L; Amherst Public Schools

Developing and Maintaining the Occupation of Friendship

Samantha Ahman, OTS; Katelyn Kennedy, OTS; Bay Path College

Disembodied: Betrayal and Loss of Meaningful Social Role

Sharan L. Schwartzberg, Ed.D, OTR/L, FAOTA; Mary Alicia Barnes, OTR/L; Tufts University, Department of Occupational Therapy, Graduate School of Arts & Sciences

Does a Workshop Intervention Help Reduce Test Anxiety?

Brittani Mathis, OTS; Kaitlin Sardella, OTS; Sandra Widmer, OTS; Bay Path College

Elder Depression – How Can We Help?

Kelly Redwine, COTA/L, OTS; Salem State College

Emergency, Launching Oppositional Thumb Reclamation Society

Amy L. Slutzky, MS, OTR/L; Cambridge Public School Department

Who's Ready to Write?" - In-Class Writing Readiness Support Tool

Shannon Granger, OTR/L; Concord Public Schools

Indoor Gardening Occupational Therapy Groups Through the use of Multi-Sensory Environment will Improve the Quality of Life in Patients with Dementia in Long Term Care Facilities

Helle Valenzano, COTA/L, OTS, Salem State College

Leisure Participation and Individuals with Aphasia: Group Intervention

Megan Fowler, MS, OTR/L; Katherine Hartigan, MSOT; Boston University, College of Health and Rehabilitation Sciences; Sargent College

Life Skills Intervention Program and Mental Illness, Homelessness, and Trauma

Christine Peters, BA, OTS; Christine A. Helfrich, PhD, OTR/L, FAOTA, Boston University, College of Health and Rehabilitation Sciences: Sargent College

Making a World of Difference

Alicia Kearney, COTA/L, OTS; Kelly Roush, COTA/L, OTS; Said Nafai, COTA/L, OTS; Salem State College

Occupational Therapy's Role in Response to Intervention

Gina Jardin Alexander, MEd., OTR/L; Seekonk Public Schools

Preventing Obesity in Elementary School Children: Occupational Therapy's Role in an Urban After-School Program.

Madelaine Stoer, OTS; Sarah Weissman, OTS; Boston University College of Health and Rehabilitation Sciences: Sargent College

Strategies for Navigating into Community Based Practice

Michelle M. Savrann, MHA, OTR/L; Youth Opportunity Upheld, Inc.

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Lori Beal, M.Ed., OTR/L; Sari Ehrens, MOTR/L; Spaulding Rehabilitation Hospital

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Dawn Alexander, COTA/L, OTS; Ellen Magovern, OTS; Kristen Labak Sasur, OTS; Rachael Visconti, OTS; Bay Path College

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Darlene Bancroft, COTA/L, OTS; Salem State College

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Contact Hours/AOTA CEUs:

Conference attendees/learners will be eligible for a total of 8 contact hours (.8 AOTA CEU). The learner is responsible for completing his/her contact hour/CEU tracking form and obtaining the convener's signature and/or stamp at the conclusion of each session. This tracking form will be included in each learner's conference packet and must be turned in at the registration desk located in the hotel lobby prior to exiting the conference. Contact hours will be awarded for reviewing poster presentations. Each poster presentation review will earn .2 contact hours. A maximum of 2 contact hours can be earned through a learner's review of poster presentations (10 poster presentations). Participants are invited to review as many poster presentations as they wish, but continuing education credit will cap at 2 contact hours (10 or more poster presentations = 2 contact hours). Official contact hour/AOTA CEUs will be kept on file at the MAOT office and an official verification certificate will be emailed to the participant within 30 days of the conference.

Registration:

The conference/workshop fee may be paid by personal check, Master Card, or Visa.

\$155.00 MAOT & AOTA Member before 9/4/09 and \$165.00 after 9/4/09
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Registrants are welcome to confirm their registration, or obtain additional information by contacting MAOT at (781) 647-5556 or visit the web site at www.maot.org

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MAOT is committed to providing equal access and reasonable accommodations for all participants in this continuing education offering in accordance with the ADA. Please indicate your need for ADA accommodations on the registration form and contact MAOT at least two weeks before the conference so that arrangements can be made.

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Traveling south on I495 take exit #32 "Westford, to route 225". At the end of the ramp, turn left onto Boston Road. At the first intersection, turn right onto route 110 west. The hotel is located ¼ mile on the right side.

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Take I93 north for approximately 17 miles to I495 south. Take exit #32 off of I495 south "Westford, to route 225". At the end of the ramp, turn left onto Boston Road. At the intersection, turn right onto route 110 west. The hotel is located ¼ mile on the right.

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