



Massachusetts Association for Occupational Therapy, Inc.

Conference 2017

Moving Forward from Occupational Therapy's Centennial



Friday, November 10, 2017

7:30 AM - 4:30 PM

Four Points by Sheraton Norwood

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

MAOT ANNUAL CONFERENCE 2017
"Moving Forward from Occupational Therapy's Centennial"

Friday, November 10

7:30 AM - 4:30 PM

MAOT

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Waltham, MA 02453

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Four Points by Sheraton Norwood

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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:

- Appreciate the achievements of AOTA's Centennial Vision and priorities for Vision 2025.
- Discuss opportunities for professional engagement, leadership and innovation in occupational therapy education and practice.
- Embrace one's professional responsibility to assume and sustain professional engagement, leadership and innovation within own practice.
- Describe effective strategies to advocate for occupational therapy and its distinct value.
- Identify emerging areas of practice in occupational therapy.
- Understand contemporary issues and trends influencing occupational therapy education and practice.
- Discuss the application of evidence-based research to best practice in occupational therapy.
- Network with colleagues.

Acknowledgments

Conference Committee Co-Chairs:

Karen Jacobs, OT, OTR, EdD, CPE, FAOTA

Jean MacLachlan, OT, PhD, OTR

Conference Committee Members:

Lisa Boyajian, OTA, COTA

Michelle Brown, OT, OTD, OTR, BCP

Donna Caira, Administrative Manager

Laurie Cecchi, OT, OTR

Elizabeth Craig, OT, OTR

Linda Duncombe, OT, EdD, OTR, FAOTA

Karen Hefler, OT, OTR

Mary Malone, OT, MS, OTR

Maureen Nardella, OT, MS, OTR, FAOTA

Sheri Purdy, OT, OTR

Megan Ribak, OT, OTR

Elizabeth Stevens-Nafai, MS, OTR, CLT

Joanna Stumper, OT, OTR

Melissa Tapp, OT, MS, OTR (Awards/Nominations)

Melissa Tilton, OTA, BS, COTA, ROH

Conference Agenda

- 7:30-8:00** Registration/Breakfast
Exhibits
- 8:00-9:15** Welcome & Introduction
- MAOT Business Meeting
MAOT President-Karen Heffler, OT, OTR
- Awards Ceremony
Melissa Tapp, OT, MS, OTR
- Legislative Update
Lisa Simonetti, Lobbyist
- AOTAPAC
Sarah McKinnon, OT, OTR, OTD, BCPR, MPA
- 9:15-10:15** Keynote Address
- Shawn Phipps, PhD, MS, OTR/L, FAOTA,
Vice President AOTA
- 10:15-10:45** Break/Exhibits
- 10:45-12:15** Session I
- A. Top 10 Apps Used by College Students with TBI
 - B. Putting Student's Strengths, Innate Attributes, and Interests to Work
 - C. COPD: Occupational Therapy's Role in Chronic Disease Management
 - D. Trauma, Behaviors & Sensory Issues: How Can We Help?
 - E. Optimizing Leadership Capacity by Addressing Ethics in Occupational Therapy Practice: An Interactive Discussion Using Case Studies and Simulations
 - F. Seating and Positioning: Bringing it Back to the Basics
 - G. Driving for the Generalist: How Do I Address Driving in My Everyday Practice?
 - H. Round Table Discussions
- 12:15 – 1:00** Luncheon

1:00 – 1:30

Break/Exhibits

1:30 – 2:30

Session II

- A. Using the MATCH-ACES Assessment Tool in School-Based Practice
- B. A Feasibility Study: Implementing the Zones of Regulation® Curriculum for a Whole Class
- C. Activities Schedules as a Collaborative Intervention in School
- D. Eliminating Barriers: Dollar Deals for Purposeful Activities
- E. CarFit and Beyond: The Role of Occupational Therapy
- F. Poster Session

2:30 – 3:00

Break/Exhibits

3:00 – 4:30

Session III

- A. Executive Functioning and Assistive Technology in the Classroom
- B. Knowledge for Post-Secondary Transition Planning
- C. School Best Strategies through Documentation and Data Collection
- D. Establishing Occupational Therapy into Mental Health Agencies: A Review of the Journey of Building an OT Program Where No OT has Gone
- E. The Roadway to Leadership-Skills for Leadership Sustainability
- F. A Proposal for a Therapeutic Intervention for ARFID
- G. Incorporating Koru, a Standardized Mindfulness Program, in Fieldwork Preparatory Coursework

MAOT BUSINESS MEETING AND AWARD CEREMONY 8:00 AM – 8:45 AM

Presenter: Karen Hefler, OT, OTR, MAOT President

Educational Level: All

Learning Objectives:

By the end of this program, participants will be able to:

1. Identify MAOT's professional activities over the past year.
2. Learn about professional opportunities available for future participation with MAOT.
3. Enhance awareness of the professional responsibility and benefits of MAOT membership.

LEGISLATIVE UPDATE - 8:45 AM – 9:15 AM

Presenter: Lisa Simonetti, MAOT Lobbyist

Educational Level: All

Learning Objectives:

By the end of this program, participants will be able to:

1. Identify legislative issues that affect occupational therapy practitioners in the Commonwealth of Massachusetts and at the federal level.
2. Identify methods to become involved in state legislative issues.

On behalf of MAOT, we would like to congratulate the following recipients for this year's 2017 awards.

The Catherine Trombly Award for Contribution to Occupational
Therapy Education and Research

Fieldwork Educator Award

Herbert Hall Award for Outstanding Service to the Profession of
Occupational Therapy

The Linda Savino Award for Outstanding Political Activism

MAOT Outstanding Practitioner of the Year for Clinical Excellence

Keynote Address: 9:15 am – 10:15 am

Bridging the Centennial Vision to Vision 2025

Presenter: Shawn Phipps, PhD, MS, OTR/L, FAOTA, Vice President, American Occupational Therapy Association; Chief Quality Officer & Associate Hospital Administrator Rancho Los Amigos National Rehabilitation Center; Adjunct Assistant Professor of Clinical Occupational Therapy, Board of Councilors, University of Southern California USC Chan Division of Occupational Science & Occupational Therapy

Educational Level: All

This Keynote Address will highlight and celebrate our significant achievements with AOTA's Centennial Vision and present our plan for transitioning to Vision 2025, with a focus on AOTA's strategic priorities in pursuit of Vision 2025. Plan to be a part of shaping Vision 2025 and the future of Occupational Therapy!

Learning Objectives

1. Identify the significant achievements with AOTA's Centennial Vision.
2. Describe AOTA's plan for transitioning from the Centennial Vision to Vision 2025.
3. Discuss AOTA's strategic priorities in pursuit of Vision 2025.

SESSION I: 10:45 AM – 12:15 PM

A. Top 10 Apps Used by College Students with TBI

Presenter: Amanda Nardone, OT/s, CBIS; Karen Jacobs, OT, OTR, EdD, CPE, FAOTA, Casey Primeau, OT/s, Sabrina Rodriguez, BS, Anna Saucier, Boston University

Educational Level: Introductory/Intermediate

The Brain Injury Association of America reports 2.5 million Americans sustain a Traumatic Brain Injury (TBI) annually (BIAA, 2015). This presentation examines the findings from Project Career which demonstrates that everyday technology in the form of iPads and Apps can improve academic and employment outcomes of college students with TBI. In this hands-on presentation, we will examine the impact of TBI on college students, best practices for selecting Apps, and the 10 most popular Apps used by participants.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe the learning challenges experienced by college students with traumatic brain injuries.
2. Describe the Project Career intervention and outcomes to date.
3. Make App recommendations for students with TBI.

B. Putting Student's Strengths, Innate Attributes and Interests to Work

Presenters: Jan Hollenbeck, OT, OTD, OTR, Medford Public Schools; Emily Berheide, OT, MS, OTR, Owner, Finding Futures

Educational Level: Intermediate

Student's strengths, innate attributes and interests are the foundation of future success. School-based occupational therapy practitioners are in a position to lead the way for their students and teams in this critical aspect of self-determination. A student-centered framework for thinking about individual student strengths, innate attributes and interests will be presented. Participants will learn and collaborate to develop strategies for implementing this powerful framework for students from preschool to adulthood.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify 3 ways student-centered intervention can facilitate positive outcomes for students.
2. Describe a framework for incorporating individual student's strengths, innate attributes and interests into school practice.
3. Develop an action plan for implementing this student-centered framework for their current population.

C. COPD: Occupational Therapy's Role in Chronic Disease Management

Presenter: Laurie Cecchi, OT, OTR; Felicia M. Chew, OT, MS, OTR, FAOTA, Genesis Rehabilitation Services

Educational Level: Introductory

This session addresses the unique opportunities and role of occupational therapy with the individual who has COPD. The concept of chronic disease management and quality of life are central to the effective intervention with this individual. Assessment, intervention and education will be discussed as well as OT's role in the interprofessional team.

Learning Objectives: By the end of this presentation, participants will be able to:

1. Understand the unique role of OT in chronic disease management.
2. Understand best practice/evidence based practice in the area of evaluation, intervention and education to establish/restore function.
3. Understand that a collaborative approach reinforces and supports each team member's role and the benefits for the client.

D. Trauma, Behaviors & Sensory Issues: How Can We Help?

Presenter: Jean MacLachlan, OT, PhD, OTR

Educational Level: Introductory

Learn about the connection between childhood neglect, trauma and sensory processing issues. Understand what some of the resulting behaviors mean and how they impact occupational participation and performance. There will be a discussion of ways to support daily function through sensory-based coping strategies and environmental modifications.

Learning Objectives: By the end of this presentation, participants will be able to:

1. Understand the impact of trauma on occupational participation and performance.
2. Describe the connection between trauma and sensory issues.
3. Identify the use of sensory-based coping strategies to support occupational participation for clients of all ages in a variety of settings.

E. Optimizing Leadership Capacity by Addressing Ethics in Occupational Therapy Practice: An Interactive Discussion Using Case Studies and Simulations

Presenters: Sarah McKinnon, OT, OTD, OTR, BCPR, MPA, Boston University, Partners Healthcare Network; Kimberly Erler, OT, PhD, OTR, Massachusetts General Hospital, MGH Institute of Health Professions

Educational Level: Intermediate

In order to build on the objective of the AOTA Centennial Vision to strengthen the capacity of occupational therapy to influence and lead, this session will use case studies and simulations to optimize leadership skills of practitioners in their own practice settings. We will start with a review of leadership theories, Vision 2025, the Occupational Therapy Code of Ethics, and the *Choosing Wisely* campaign; then, we will transition into an interactive session where participants will have the opportunity to apply new knowledge.

Learning Objectives: By the end of this program, participants will be able to:

1. Identify the role of leadership at all levels of practice in promoting the profession of occupational therapy.
2. Integrate leadership theories, Vision 2025, the Occupational Therapy Code of Ethics (AOTA, 2015), and the *Choosing Wisely* campaign into the development of personal leadership styles and behaviors.
3. Cultivate their ability to influence practice by applying leadership skills to case studies and simulations.

F. Seating and Positioning: Bringing it Back to Basics

Presenter: Sarah M. Psillas, OT, PhD Candidate, MS, OTR, CEIS, American International College

Educational Level: Introductory

This short course will provide participants an overview of the components of a wheelchair evaluation for the adult population, how to match technology to a user, and important considerations when adapting standard wheelchairs to create a custom seating system.

Learning Objectives: By the end of the program participants will be able to:

1. Identify and describe components of a wheelchair evaluation.
2. Identify the order in which seating and positioning should be addressed when completing a wheelchair evaluation for the adult population.
3. Apply learned concepts to a case study by assessing current condition and selecting appropriate wheelchair components for best seating system.

G. Driving for the Generalist: How Do I Address Driving in My Everyday Practice?

Presenter: Jaclyn Davin, OT, OTR, CDRS, and Donna Erdman, OT, OTR, PDI, CDRS, Spaulding Cape Cod

Educational Level: Introductory

This interactive presentation aims to introduce methods to infuse addressing driving and community mobility into everyday practice across the life span. The course will explain the scope of driving as an IADL in generalist practice. There will be emphasis on addressing community mobility with all individuals.

Learning Objectives: By the end of this program, participants will be able to:

1. Have a discussion to acknowledge that addressing driving and community mobility is part of Occupational Therapy.
2. Specify what role a generalist plays versus a specialist in the occupation of driving and community mobility.
3. Identify the various ways OT practitioners address driving and community mobility in everyday practice.
4. Develop ways to start conversations, identify possible outcomes and determine actions to better address driving and community mobility within one's practice.
5. Provide generalist resources that can be easily added to practice and pathways for referral.

H. Round Table Discussions:

Fieldwork - Mary Alicia Barnes, OT, MS, and Kim Bushey, OT, MBA, OTR;

Leadership - Shawn Phipps, PhD, MS, OTR/L, FAOTA;

Mental Health – Allison Sullivan, OT, DOT, OTR, CAGS; and Allyson Lewis, OT, OTR;

Occupational Therapy Assistant – Lisa Boyjian, OTA, COTA and Melissa Tilton, OTA, BS, COTA, ROH;

OT and OTA Education & Mentoring - Mary Malone, OT, MS, OTR and Jeramie Silveira, OT, OTD;

School Based – Karen Hefler, OT, OTR

Learning Objectives:

1. Explore key topics in designated practice area.
2. Gain understanding of key topics in designated practice area.
3. Formulate ideas for own professional development related to designated practice area.

SESSION II 1:30 PM - 2:30 PM

A. Using the MATCH-ACES Assessment Tool in School-Based Practice

Presenter: Sarah DiMeo, OT, PhD, OTR, Southborough Public Schools

Educational Level: Introductory/Intermediate

This presentation will introduce occupational therapy practitioners to the Matching Assistive Technology to Child - Augmentative Communication Evaluation Simplified (MATCH-ACES), a collaborative assessment tool that can be used by an educational team to select an assistive technology intervention for a student. The presentation will highlight the key aspects of the evaluation, including scoring and interpretation, while reviewing recent research conducted using the tool.

Learning Objectives: By the end of this program, participants will be able to:

1. Become familiar with selected parts of the MATCH-ACES assessment tool.
2. Understand how to interpret two assessment tables on the MATCH-ACES.
3. Explore a case study that was used to research the MATCH-ACES.

B. A Feasibility Study: Implementing the Zones of Regulation Curriculum for a Whole Class

Presenter: Erin McQuaid, OT, OTD, CAPS; Brookline Public Schools, McQuaid Occupational Therapy

This presentation discusses an Institutional Review Board (IRB) approved research study assessing the feasibility of implementing The Zones of Regulation Curriculum (Kuypers, 2011) at a whole class level. The study also assessed the feasibility of replication of the study design. The intervention was co-lead by an occupational therapy practitioner and teacher so the relevance of collaboration will be highlighted.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe the mechanism of teacher and occupational therapy practitioner collaboration throughout the study.
2. Describe the general findings and limitation of the study.
3. Name at least two factors to consider in designing a possible future feasibility study.

C. Activity Schedules as a Collaborative Intervention in Schools

Presenters: Marianne DiMare Estrela, OT, OTD, OTR; Malden Public Schools; Colleen Dunwell, OT; Tufts University

Educational Level: Introductory

This presentation will enable occupational therapy practitioners to collaborate with classroom teachers in the implementation of activity schedules for children with autism within an intensive learning preschool program. Research suggests that young children diagnosed with an autism spectrum disorder (ASD) often demonstrate restrictive and repetitive behaviors (Lequia, Machalicek, & Rispoli, 2012). Upon implementation of this evidence-based intervention incorporating activity schedules into the daily classroom routine, preschool aged children with autism can demonstrate improvements in leisure/play skills by their annual review.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe the efficacy of activity schedules for the development of toy play/leisure skills.
2. Describe the prerequisite skills necessary for implementation of activity schedules.
3. Describe the implementation of activity schedules within the classroom setting in collaboration with staff.

D. **Eliminating Barriers: Dollar Deals for Purposeful Activities**

Presenters: Julianne M. Lessard, OT, OTR, CHT; Margaret Tooley, OT/s, BS; Springfield College

Educational Level: Introductory

Client access and participation in activities is essential to all areas of practice. This presentation will discuss the use of creative and inexpensive activities that are functional and purposeful. We will transition to an interactive session with small group stations, hands-on experiences creating dollar activities, and open discussion to facilitate brainstorming and collaboration. Specific resources for implementing accessible activities in home programs will be provided to share with coworkers and clients.

Learning Objectives: By the end of this program, participants will be able to:

1. Reflect on the role of occupational therapy in advocating for equitable access and increase awareness of the effects of socioeconomic status on the client's participation in both clinical and home program activities.
2. Demonstrate increased understanding of how to integrate creative, simple, and inexpensive activities into practice.
3. Discuss specific strategies for developing home programs that use accessible and purposeful activities based on the information and resources provided.

E. **CarFit and Beyond: The Role of Occupational Therapy**

Presenters: Elizabeth (Betsy) Craig, OT, CAPS, OTR, New England Rehabilitation Hospital; Said Nafai, OT, OTD, MS, OTR, CLT, American International College

Educational Level: Introductory

The purpose of this presentation is to introduce the CarFit program, the "We Need to Talk" Program, and resources for Occupational Therapy practitioners dealing with driving as a generalist.

Learning Objectives: By the end of this program, participants will be able to:

1. Understand the role of occupational therapy in CarFit.
2. Identify ways to implement CarFit in your area.
3. Understand the "We Need to Talk Program" and how to implement it in your setting.
4. Develop community resources related to driving and limitations for older adults.
5. Understand MA statutes related to specific diagnoses and restrictions on driving.

F. **Poster Session**

Cognitive Framework for Assessment, Treatment and D/C Planning in Acute Care

Presenters: Jessica Ranford, OT, MS, OTR; Caitlin McCuster, OT, MS, OTR; Massachusetts General Hospital

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Learn a framework for assessment of cognition through a top-down, ADL approach, skills assessment and standardized assessments.
2. Identify evidence-based interventions for efficient and consistent treatment of cognitive impairments.
3. Review a standard approach to the clinical decision-making process for the safest discharge recommendations.

Culinary Creativity: Using the Occupation of Cooking to Reach Goals in Adolescent Mental Health

Presenter: Joanna Stumper, OT, MS, OTR; The Justice Resource Institute

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify at least three ways interventions utilizing the occupation of cooking can be integrated into OT treatment planning and goal development.
2. Identify two ways to structure an effective meal preparation intervention in the face of programmatic and motivational challenges.
3. Feel confident in their ability to develop a group protocol and integrate a similar intervention into any setting, including those with adolescents in residential treatment.

Developing Safety Skills in Entry-Level OT Students

Presenter: Amanda Mack, OT, MS, OTR, MGH Institute of Health Profession

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe an occupational therapy error.
2. Describe 2 common reasons for occupational therapy error.
3. Identify 2 different methods to develop competency in safety skills in entry-level occupational therapy students.

Effective Advocacy Activities to Promote the Distinct Value of Occupational Therapy

Presenters: Sarah McKinnon, OT, OTR, MS, BCPR, MPA; Karen Jacobs, OT, OTR, EdD, CPE, FAOTA, Boston University Sargent College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Discuss the evidence-based literature and resources supporting the need for advocacy in occupational therapy.
2. Identify an evidence-based, theory driven educational platform to facilitate advocacy.
3. Identify effective advocacy activities to promote the distinct value of occupational therapy.

Fatigue and Functional Outcomes in Cancer Rehabilitation

Presenters: Amanda Mack, OT, MS, OTR, MGH Institute of Health Professions; Twyla Fink, OT, MS, OTR, Karla Garrity, OT, MS, OTR, and Monica Arrigo, PT, DPT, Spaulding Hospital for Continuing Medical Care Cambridge

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the relationship between fatigue on admission to an inpatient oncology rehabilitation unit and functional status upon discharge to community.
2. Define two standardized measures to evaluate fatigue and functional outcomes within an oncology rehabilitation setting.
3. Identify the need for further clinical research relating to fatigue and functional outcomes for clients with cancer diagnoses.

Infusing Standardized Measures: Clinical Utility of the COPM and MoCA in an Outpatient Occupational Therapy Setting

Presenters: Amanda Roberts, OT, OTD, OTR, MGH Institute of Professions; Julie MacLean, OT, OTR; Regina Doherty, OT, OTD, OTR, FAOTA, FNAP; Massachusetts General Hospital

Educational Level: Advanced

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Demonstrate an understanding of the utility of the COPM and MoCA and the impact on clinical practice in the care of clients experiencing cognitive dysfunction.
2. Express how the integration of the COPM can support the role of OT when working with those experiencing cognitive deficits, which support documentation of outcomes in relation to the IMPACT Act of 2014.
3. Expand their understanding of the diagnosis of functional neurological disorder as well as the role of the COPM to outline meaningful change as a result of OT intervention with this diagnosis.

Inmates' Perspectives on Community Re-Entry

Presenter: Jake J. Ferrara, OT, MOT; Worcester State University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the role of occupational therapy in forensic settings.
2. Describe the barriers facing the profession in expanding its presence in American jail settings.
3. Describe the attitudes and beliefs about community re-entry described by inmates from a minimum-security jail setting.

Innovative Collaborations for Level I Fieldwork in Emerging Areas

Presenters: Mary E. Evenson, OT, OTD, MPH, OTR, FAOTA; Emily A Zeman, OT, OTD, MS, OTR; MGH Institute of Health Professions

Educational Level: Introductory/Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify roles and responsibilities of practitioners who serve as a liaison between practice settings and academic fieldwork program.
2. Understand how to integrate population-based and community services emerging areas of practice into Level I fieldwork.
3. Justify the rationale and required resources to academic program administration to support these types of innovative fieldwork collaborations.

The Investigation of Parental Awareness Related to Schoolbag Carriage

Presenters: Karen Jacobs, OT, OTR, EdD, CPE, FAOTA; Boston University; Sara Dockrell, PT, PhD, Trinity College Dublin; Dagny Barclay, BS; Sabrina Rodriguez, BS, David Kang, Boston University; Julie Byrne, Emma Gleeson, Sinead Kelly, Caitriona Morre, Eimear O'Meara, Catherine Blake, PhD, and Ciran Simms, PhD, Trinity College Dublin

Educational Level: Intermediate

Learning Objective By the end of this poster presentation, participants will be able to:

1. Describe the evidence research on healthy schoolbag use.
2. Discuss the study's results on parents' awareness of school backpack carriage.
3. Discuss the study results on parents' preferred methods of receiving information about students' appropriate use of schoolbags and occupational therapy's role in the dissemination of this health promotion material.

mCIMT Plus Shaping in a 4-year-old Student Status Post TBI

Presenter: Theresa A. Johnson, OT, MS, OTR, Perkins School for the Blind, Deafblind Program

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe a method of using mCIMT with a child in a school setting.
2. Describe a method of pairing mCIMT with shaping through discrete trials.
3. Describe the benefits of using mCIMT with shaping to increase functional outcomes.

Occupation Based Practice: Our History and Future

Presenter: Sarah M. Psillas, OT, PhD Candidate, MS, OTR, CEIS, American International College

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe the history and current literature on occupation based practice.
2. Apply the characteristics and concepts from diffusion of innovation to occupation based practice within the field of occupational therapy.
3. Analyze his or her current practice to further develop the use of occupation based practice.

Occupational Therapy for Patients s/p Lymph Node Transplantation to the Upper Extremity

Presenters: Katie Rowlenson, OT, MOT, OTR; Colleen Craven, OT, MOT OTR; Beth Israel Deaconess Medical Center

Education Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Describe generalized post-op care to the forearm.
2. Explain functional recovery following lymph node transplant to the forearm.
3. Describe the role of OT s/p lymph node transplant.

Perspectives on the Same Site Model in Fieldwork

Presenters: Kate Barlow, OT, DOT, MS, OTR; Michael Salemi, OT, OTR; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Gain knowledge about the studies published on the same site model and student preparedness for clinical education in the past 5 years.
2. Be knowledgeable regarding students' perceptions regarding using the same site model for fieldwork.
3. Make an informed decision with regards to implementing the same site model with their local college/university.

Photovoice: Group Leisure Intervention for Adults with Aphasia

Presenter: Anne Escher, OT, OTR, OTD; Boston University

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Explain photovoice as a way to elicit clients' experiences.
2. Describe a photovoice project for adults with chronic stroke and aphasia living in the community.
3. Understand the results of the photovoice intervention and the implications for OT.

The FOCUS Program – A Systematic and Comprehensive Approach to Improve Eating Skills and Mealtime Participation

Presenter: Lori Goodrich, OT, OTR, C/NDT, The Koomar Center

Educational Level: Intermediate

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Identify 3 clinical patterns identified amongst restrictive eaters.
2. Identify and describe the phases of treatment utilized as part of the FOCUS Program.
3. Identify 2 areas of mealtime participation improved by providing a comprehensive approach to intervention.

Students' Perspectives on the Efficacy of 2:1 Model in Fieldwork

Presenters: Kate Barlow, OT, OTD, MS, OTR; Diana Kenney, PT, DPT, MS, CAGS, PCS, CRC; American International College

Educational Level: Introductory

Learning Objectives: By the end of this poster presentation, participants will be able to:

1. Gain knowledge about the studies published on the 2:1 model in the past 5 years.
2. Be knowledgeable regarding personal attributes and factors related to fieldwork educator success using the 2:1 model.
3. Make an informed decision with regards to trying the 2:1 model with their local college/university.

SESSION III 3:00 PM - 4:30 PM

A. Executive Functioning and Assistive Technology in the Classroom

Presenter: Alicia Zeh-Dean, OT, MS, OTR, Cotting Consulting

Educational Level: Intermediate

Executive functioning skills are an important aspect of a student's role as a learner and class participant. These are the skills that help a student attend, manage their time and tools, and organize their belongings. This presentation will provide Google Chrome and iPad based tools that can help students in the eleven areas of executive functioning as outlined by Dawson and Guare (2009). The apps and extensions explored will be tools to aid students who are struggling with varied aspects of their performance as students. Through demonstration and discussion, participants in this presentation will leave with a comprehensive resource list and further information for assessing and addressing executive function needs. Participants are encouraged to bring their devices and trial these apps/extensions during the presentation.

Learning Objectives: By the end of this program, participants will be able to:

1. List at least one tool to support each area of the eleven executive functioning skill categories as outlined by Dawson & Guare (2009).
2. Differentiate between assistive technology tools for cognitive and behavior support.
3. Identify tools for helping to assess a student's executive functioning skills.

B. Knowledge for Post-Secondary Transition Planning

Presenter: Tee Stock, OT, OTD, MS, OTR, MBA, Pediatric Occupational Therapist in Private Practice

Educational Level: Intermediate

This presentation is aimed at increasing understanding of post-secondary transition planning (PSTP), including the current legislation, the potential methods occupational therapy practitioners employ, and the post-secondary transition planning (PSTP) roles OT practitioners and other key stakeholders can assume. The presentation describes the current literature and legislation on post-secondary transition planning. Ideas and implications for children, families, districts and occupational therapy practitioners will be discussed and best practice suggestions such as self-determination and person-centered planning will be explained. Practitioners will leave with practical ideas on PSTP approaches, assessments and interventions.

Learning Objectives: By the end of this program, participants will be able to:

1. Demonstrate an increase in their knowledge about the post-secondary transition planning process for children with disabilities by learning new information.
2. Have an understanding of what the literature says about potential methods to use for quality post-secondary transition planning.
3. Identify strategies that improve the quality of post-secondary transition planning.
4. Gain understanding of the role parents, educators, and occupational therapy practitioners play in the post-secondary transition planning process.

C. School Best Practice Strategies through Documentation and Data Collection

Presenters: Diane Blengs, OT, MS, OTR, Retired from Chelsea Public Schools; Sharon Ray, OT, ScD, OTR, Stony Brook University; Jan Hollenbeck, OT, OTD, OTR, Medford Public Schools; June Bunch, OT, MS, MHA, OTR, Private Practice;

Educational Level: Intermediate

Effective documentation can help organize your practice: from creating effective strategies to support student participation, managing your workload, to documenting your value. As a science-based discipline, decisions about school-based occupational therapy services are determined through the use of data. This session will also provide an update on the status of the Guidelines.

Learning Objectives: By the end of this program, participants will be able to:

1. Describe and document the critical features of a school-based evaluation.
2. Develop a system of goal writing that supports data-driven decisions.
3. Understand the role of data collection and documentation in managing your practice.

D. Incorporating OT into Mental Health Programs: Tools & Tips

Presenters: Jane Musgrave, OT, MS, OTR, Joanna Stumper, OT, MS, OTR

Educational Level: Intermediate

The purpose of this presentation will be to share methods used to assist the development of an OT department within an existing mental health program. In 2013, the state of Massachusetts allocated funding for specific requirements within community based mental health programs for children and adolescents, with one of these requirements being that OT services be “available” in the program. This created multiple new opportunities for OT to be present within programs with at-risk youth, and many open OT positions for programs to fill. Due to widespread requests from agencies across the state, the Massachusetts Department of Mental Health sought an OT to run “What is OT?” workshops for these programs, to help establish the expectation of what services would be adding by including OT. The workshops were a success, with attendees ranging from corporate leaders to mental health program directors to occupational therapy practitioners themselves seeking guidance as to how to successfully mesh into an existing program. The OT who ran these workshops is one of the speakers for this presentation, and both speakers have actively developed and implemented new OT departments within existing mental health programs. Presentation material includes specific resources for program development, recommended assessments to utilize with the population, and materials for advocacy and support which outline the distinct value of OT within the youth mental health setting.

Learning Objectives: By the end of this program, participants will be able to:

1. Name 3 ways to educate non-OT professional as to the value and role of including OT at their facility.
2. Identify 2 ways to implement a consultation model of OT as well as a direct service model of OT into residential and home based treatment community mental health programs.
3. Identify 2 techniques for expanding OT services in these programs as well as a model for OT supervision for programs with only one OT staff.

E. Roadmap to Leadership: Skills for Leadership Sustainability

Presenters: Melissa Tilton, OTA, BS, COTA, ROH, Genesis Rehab and North Shore Community College; Midge Hobbs, OT, MA, OTR, MGH Institute of Health Professions; Jessica J. Bolduc, DrOT, MS, OTR/L, Mercy Hospital, MeOTA President Elect; Janice Diane Hinds, MS, OTR/L, BCMH

Educational Level: Intermediate

This intermediate-level, interactive workshop is geared toward practitioners who have served in state-level or comparable leadership roles and wish to expand their understanding and application of leadership skills. The course will focus on skill enrichment for current leaders of state or national level organizations, and/or for those in pursuit of such leadership roles or other [volunteer-based] situations that involve followership. Active engagement in the didactic and collaborative portions will provide participants opportunities to enrich application of leadership skills as well as develop a personalized leadership progression plan.

Learning Objectives: By the end of this program, participants will be able to:

1. Apply various leadership styles through didactic and role play scenarios.
2. Develop a personal leadership development plan by identifying own strengths, skills, interests, and resources

F. **A Proposal for a Therapeutic Intervention for ARFID**

Presenters: Kate Barlow, OT, DOT, MS, OTR; Allison F. Sullivan, OT, DOT, MS, OTR, American International College

Educational Level: Introductory

There are no known evidence-based treatment recommendations for avoidant/restrictive food intake disorder (ARFID), a new diagnosis accounting for approximately 5-15 % of the population (Norris, Spettigue & Katzman, 2016), although experts have suggested that cognitive strategies, nutritional involvement and medical monitoring are promising avenues for successful intervention (Norris, Spettigue & Katzman, 2016). This presentation introduces a new, evidenced-based treatment approach for patients ages 1- 5 years, diagnosed with ARFID.

Learning Objectives: By the end of this program, participants will be able to:

1. Define ARFID and identify problems associated with this diagnosis.
2. Identify promising intervention strategies for working with children diagnosed with ARFID.
3. Recognize the need for more research related to occupational therapy intervention, ARFID and the relationship between pain and ARFID.

G. **Incorporating Koru, a Standardized Mindfulness Program, in Fieldwork**

Preparatory Coursework

Presenters: Emily A. Zeman, OT, OTD, MS, OTR, Mary E. Evenson, OT, OTD, MPH, OTR, FAOTA, MGH Institute

Educational Level: Intermediate Mindfulness is a means to promote values clarification, self-care practices, and professionalism among occupational therapy graduate students. A feasible 4-session mindfulness program, Koru, embedded in fieldwork preparatory coursework, fosters students' identity and self-management to support emerging competency in delivering present, cost-effective and compassionate care as they enter the field.

Learning Objectives: By the end of this program, participants will be able to:

1. Explore an innovative and accessible instructional method to promote student flexibility, self-care, & professional socialization.
2. Actively complete steps of a proposed implementation plan and program evaluation for a mindfulness program in their school or setting.
3. Identify resources required for mindfulness program adoption and replication.

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Conference attendees/learners will be eligible for a total of 6.25 contact hours based on attainment of learning objectives. Participants must be present for entire workshop or panel session as only full credit will be awarded. Participants will not be allowed entrance into a session after the presenter has completed initial review of learning objectives. The learner is responsible for completing his/her assessment of attained learning objectives on the contact hour tracking form, signing his/her name on the contact hour tracking form, and then 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 prior to exiting the conference. Official contact hours will be kept on file at the MAOT office and an official verification certificate will be emailed to the participant within 60 days of the conference.

Registration:

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

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