



Massachusetts Association for Occupational Therapy, Inc.

Conference 2018

“Building Resilience:

*Quality of Life through Occupational
Therapy”*



Friday, October 26, 2018

7:30 AM - 6:00 PM

Four Points by Sheraton Norwood

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

MAOT ANNUAL CONFERENCE 2018
"Moving Forward from Occupational Therapy's Centennial"

Friday, October 26

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 importance of leadership development in occupational therapy education and practice.
- Discuss opportunities for leadership and innovation in occupational therapy education and practice.
- Embrace one's professional responsibility to assume and sustain leadership and innovation within own practice.
- Describe effective strategies to advocate for occupational therapy.
- 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, EdD, OTR, CPE, FAOTA

Jean MacLachlan, OT, PhD, OTR

Conference Committee Members:

Lisa Boyajian, OTA, COTA

Donna Caira, Administrative Manager

Laurie Cecchi, OT, OTR

Elizabeth Craig OT, OTR

Karen Hefler, OT, OTR

Susan Henry, OT, OTR

Mary Malone, OT, MS, OTR

Said Nafai, OT, OTD, OTR, CLT

Maureen Nardella, OT, MS, OTR, FAOTA

Sheri Purdy, OT, OTR

Megan Ribak, OT, OTR

Joanna Stumper, OT, OTR

Melissa Tapp, OT, MS, OTR (CE Coordinator)

Melissa Tilton, OTA, BS, COTA, ROH

Conference Agenda

- 7:30-8:00** Registration/Breakfast Exhibits
- 8:00-9:15**
- Welcome & Introduction
 - MAOT Business Meeting
Karen Hefler, OT, OTR, MAOT President
 - Awards Ceremony
Who does the Awards Ceremony?
 - Legislative Update
Lisa Simonetti, MAOT Lobbyist
Sarah McKinnon, OT, OTD, MPA, OTR, BCPR, MAOT
Government Relations Representative
 - Practice Issues
 - ACOTE/AOTA/RA Update
 - Choosing Wisely Campaign
- 9:15-10:15** Keynote Address
Richard Mangino
- 10:15-10:45** Break/Exhibits
- 10:45-12:15** Session I
- A. Occupational Therapy Community Outreach Group for Women Refugees (45 minutes)
Understanding the Academic Experiences of Occupational Therapy Professionals of Color (45 minutes)
 - B. Become a Dementia Friend
 - C. Sexuality as an ADL
 - D. Gender Identity for OT Practitioners
 - E. OT Role in Driving and CarFit
 - F. The addition of DIR/Floortime Principles to Current Programming of Children with Autism (45 minutes)
Effect of Preschool Staff Training on Emotion Regulation (45 minutes)
 - G. Poster Session

- 12:15 – 1:00** Luncheon
AOTAPAC Presentation
Sarah McKinnon, OT, OTD, MPA, OTR, BCPR
- 1:00 – 1:30** Break/Exhibits
- 1:30 – 2:30** Session II
- A. The OT Practitioner's Management of Thumb Carpometacarpal Osteoarthritis
 - B. Trauma and the School-Based Occupational Therapy Practitioner
 - C. Participation in Blue Space: Reintegrating Veterans and Scuba
 - D. Lines, Drains and Tubes: Utilizing Simulation to Prepare Students
 - E. Disability Concordance: Effect on Rapport, Motivation and Client Satisfaction
 - F. International Fieldwork: Viability and Accessibility
 - G. Client-centered Outpatient Neurorehabilitation: Is it possible?
- 2:30 – 3:00** Break/Exhibits
- 3:00 – 4:30** Session III
- A. The OT Practitioner's Management of Thumb Carpometacarpal Osteoarthritis Orthopedic Fabrication Lab
 - B. The Occupational Therapist/Occupational Therapy Assistant partnership: Collaboration for Best Practice
 - C. Apps for Client Self-Management
 - D. Increasing Occupational Therapy Services in the Secondary Transition Process
 - E. Addressing Visual Dysfunction following mTBI/Concussion: Maximizing Occupational Performance
 - F. SBIRT: A Promising Approach to Addressing Problematic Use of Alcohol and Drugs
 - G. Goal-setting and Outcome Measurers for People with Aphasia

4:30 – 6:00

Session IV-Addressing Ethics and Moral Distress in Occupational Therapy Practice

MAOT BUSINESS MEETING AND AWARD CEREMONY 8:00 AM – 8:30 AM

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 - 8:30 AM – 9:00 AM

Presenter: Lisa Simonetti, MAOT Lobbyist, Sarah McKinnon, OT, OTD, MPA, OTR, BCPR, MAOT Government Relations Representative

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.

PRACTICE ISSUES – 9:00 AM – 9:15 AM

Presenters: MAOT Representatives

Educational Level: All

Learning Objectives:

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

1. Identify current professional issues that affect occupational therapy practitioners in the Commonwealth of Massachusetts and at the national level.
2. Identify issues related to ACOTE/AOTA/RA
3. Identify issues related to the Choosing Wisely Campaign.

(MAOT Representatives will be available at lunch for further discussion)

Keynote Address: 9:15 am – 10:15 am

Building Resilience: Quality of Life through Occupational Therapy

Presenter: Richard Mangino

Educational Level: All

Richard Mangino, 65, lost his arms and legs in 2002 after contracting a blood infection from an undetected kidney stone. In October, Bohdan Pomahac supervised a double hand transplant for Mangino. The Revere native can now open and close his fingers. "I look at the other person's eyes when they see my hands for the first time," he says. "It's like they're looking at magic."

"It gives you a cold sweat when you're taking a face off the donor," Bohdan Pomahac says. He should know. As the head of the plastic surgery transplant team at Brigham and Women's Hospital, Pomahac this year oversaw three separate procedures in which a patient received a brand-new face. Oh, and he also supervised a transplant that resulted in an amputee getting two new hands.

Pomahac is a man of science, of course, but he gets a little mystical when describing the intricate process. First he has to cut away the donor's tissue. After the face is removed, it's transferred to a preservative solution that makes it appear ghostlike. "It's pale, there is no color in the lips; it's almost gray," Pomahac says. "And then we bring it over here to the hospital and connect the vessels that provide the inflow and outflow of blood. That's the magical moment. You see the blood rushing in, and suddenly a wave of pigment spreads through the face from one side to the other. You can't believe it's happening."

After seeing successful face transplants in Europe, Pomahac became convinced that he could do the procedure here. The biggest challenge, he says, was proving to the hospital that these non-lifesaving surgeries were a worthy endeavor. Yes, the patients may be alive, he argued, but what kind of lives were they living? "There is no functional prosthetic for the face. These are the aspects of human life that we can restore," he says. And "no matter what prosthesis you have, the hand is not just something that's mechanical. You want to touch your family or loved ones."

After convincing the teaching hospital to develop the plastic surgery transplant program, Pomahac had to persuade the transplant-organ community to allow him to harvest donor tissues. He then raised millions of dollars and worked with healthcare providers to get his patients covered for the immunosuppressant drugs they would need to prevent rejection.

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

1. Understand the Brigham and Women's Hospital plastic surgery transplant program.
2. Discuss strategies for building resilience.
3. Describe occupational therapy's role in building resilience.

SESSION I: 10:45 AM – 12:15 PM

A. Occupational Therapy Community Outreach for Women Refugees

Presenters: Cheryl B. Lucas, OT, EdD, OTR; Kristen Cuccoli, OT/s, Cora Marica, OT/s, Katelyn McCarthy, OT/s, Julia Tinyszyn, OT/s, Casey Randall, OT/s, Sarah Gladu, OT/s, Michelle Fissette, OT/s, Brigid O'Rourke, OT/s; Worcester State University

Educational Level: Introductory **(45 Minutes)**

This session will review a Women's Refugee Group developed by Worcester State University's occupational therapy program. This voluntary group consisted of multicultural exchange, engagement in social relationships, and group activities specific to refugee women in the Worcester area. Engagement with this population provided a shared learning experience for both refugees and occupational therapy students that included reciprocal learning and cultural enlightenment.

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

1. Demonstrate understanding of the unique value occupational therapy practitioners bring to assisting refugees entering the United States, specifically in Massachusetts.
2. Review benefits of a community outreach program for refugees as a Level 1 fieldwork opportunity.
3. Describe the collaborative and mentoring relationship between occupational therapy students from differing academic levels and the benefits of integrating experiential learning in academic coursework.

Part 2

Understanding the Academic Experiences of Occupational Therapy Professionals of Color

Presenter: Cheryl B. Lucas, OT, EdD, OTR, Worcester State University

Education Level: Introductory **(45 Minutes)**

This session will review the findings of a research study aimed to describe and interpret the educational experience of occupational therapy (OT) professionals of color during participation in their occupational therapy educational programs. This was completed to help inform educational administrators and faculty of the need for review of cultural climate, learning pedagogies, and peer interaction for inclusion of non-white participants. Currently, students of color make up only 20% of the total enrollment in professional occupational therapy education programs (AOTA, 2015). With the proposed professional entry degree changes, the need to understand the concerns of occupational therapy professionals of color while participating in their education programs is paramount.

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

1. Demonstrate an awareness of the personal experience of participating in an occupational therapy educational program for occupational therapy professionals of color.
2. Demonstrate an understanding of Critical Race Theory and Bridging Multiple Worlds Theory as a framework for understanding the academic experiences of occupational therapy professionals of colors.
3. Preview best practices of including occupational therapy and occupational therapy assistant students of color into academic educational programs.

B. Become a Dementia Friend

Presenter: Daria Rabkin, OT; MS, CDP; Brightview Concord River

Education Level: Introductory

Dementia Friends is a global movement that is changing the way people think, act, and talk about dementia. Developed by the Alzheimer's Society in the United Kingdom, the Dementia Friends initiative is underway in Massachusetts. By helping everyone in a community understand what dementia is and how it affects people, each of us can make a difference for people touched by dementia. To become a Dementia Friend, you participate in a one-hour Dementia Friends Information Session offered by a Dementia Friends Champion. You will learn five key messages about dementia and a bit about what it's like to live with dementia. As a Dementia Friend, you turn your new understanding of dementia into a practical action that can help someone with dementia living in your community.

Learning Objectives: At the end of this presentation, participants will:

1. Understand the Dementia Friends movement and how to become involved as an occupational therapy practitioner.
2. State the relationship between Alzheimer's disease and dementia.
3. Understand that Alzheimer's disease is not a normal part of aging.
4. State at least two symptoms of dementia.
5. Understand that it is possible to live well with dementia.

C. Sexuality as an ADL

Presenter: Kate Burke, OT, Southeast Rehabilitation

Educational Level: Introductory

Sexuality is considered an ADL in the Occupational Therapy Framework: Domain and Process, however it is infrequently addressed by occupational therapists and occupational therapy assistants. This presentation seeks to help participants understand how and why to address sexuality in daily living.

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

1. Identify strategies for addressing impaired sexual expression.
2. Identify when a referral to another medical profession is indicated.

D. Gender Identity for Occupational Therapy Practitioners: Working with and Supporting Trans and Gender-Non Conforming Folks

Presenter: MJ Craig OT/s; Tufts University

Educational Level: Introductory

Occupational therapy practitioners have a valuable and unique role to play in meeting the needs of transgender people, but research and training is lacking (Swentson, 2014). This presentation will introduce basic language, and challenges faced by the trans and gender-non conforming (GNC) community

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

1. Articulate concerns and needs of the trans/GNC community.
2. Use terminology in keeping with the model of gender diversity.
3. Identify best practices for working with this underserved population

E. OT Role in Driving and CarFit

Presenters: Elizabeth (Betsy) Craig, OT, OTR, New England Rehabilitation Hospital; Said Nafai, OT, OTD, 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 Massachusetts statutes related to specific diagnoses and restrictions on driving.

F. Part 1-The addition of DIR/Floortime principles to current programming of children with autism

Presenters: Emily Rudolph OT/s; Kathleen Schlenz, OT, MS; Salem State University

Education Level: Introductory

This session will share the results of a study investigating the impact of adding Developmental, Individual-differences, & Relationship-based model (DIR)/Floortime principles to current Applied Behavioral Analysis (ABA) programming for pre-school children with autism. Through didactic methods, Power Point presentation, experiential learning activities, video analysis, and small group discussion, occupational therapy practitioners will explore how DIR/Floortime experiences can be combined with ABA programming for positive outcomes. **(45 Minutes)**

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

1. Describe the difference between ABA principles and DIR/Floortime principles, including the benefits and limitations of each.
2. Appreciate the impact of DIR/Floortime-based interventions on the social-emotional development of children with autism.
3. Describe how DIR/Floortime principles can be incorporated into *occupation-based interventions* for children with autism.
4. Recognize and demonstrate the following DIR/Floortime principles:
 - a. Following the child’s lead.
 - b. Opening circles of communication
 - c. Closing circles of communication

F. Part 2-Effect of Preschool Staff Training on Emotional Regulation

Presenter: Sydney McKenzie, OT/s; Megan Mc Philemy OT/s; Salem State University

Educational Level: Intermediate **(45 Minutes)**

This session will present findings of a research study that examined the effect of preschool staff training on the emotional regulation skills of toddlers. Discussion is aimed to promote the role of occupational therapy practitioners in aiding the development of emotional regulation skills in the typically developing classroom.

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

1. Describe the role of emotional regulation skills in children’s academic and social success.
2. Be empowered to promote the role of occupational therapy in a typical preschool classroom.
3. Obtain a framework to consult on emotional regulation in a typical preschool classroom.

Poster Session

A Dementia Friendly Town

Presenters: Kara Woolridge, OT/s; Marina Mitchell, OT/s; Anju Mathew, OT/s, Yumi Masuda, OT/s, Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Understand how to provide a comprehensive training to business owners on how to interact with persons with dementia or memory loss.
2. Increase awareness about dementia in the town of Hampden in order to facilitate the safety and wellbeing of the town's residents and promote community.
3. Support individuals with Alzheimer's and/or dementia to function in their community as independently as possible, feeling supported, included, safe, and having access and a sense of social connection to their environment and persons around them through the education of dementia friendly interaction skills of business employees/owners.

A Group Intervention to Improve Kindergarten Readiness Skills

Presenters: Katie Appelbe, OT/s; Nicole Murgas, OT/s; Boston University

Educational Level: Introductory

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

1. Describe the student-centered collaborative goal setting process and its application to pre-kindergarten students.
2. Describe the goal reflection process for pre-kindergarten students.
3. Describe the structure of a preschool occupation-based kindergarten readiness group.

Bilingualism in Autism Spectrum Disorder

Presenters: Ramya Chandrasekaran, OT; Margaret Morris, OT, OTD, OTR; Tufts University

Educational Level: Introductory

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

1. Gain an understanding of parents' perspectives of bilingualism and its effects on their children with autism
2. Gain an understanding of the current evidence on the effects of bilingualism on children with autism.
3. Gain an understanding of the need for further research on bilingualism and its potential benefits on children with autism.

Buddies Exploring Science together: Social Participation for Youth with ASD

Presenter: Colleen Hogan, OT/s; Boston University

Educational Level: Introductory

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

1. Identify strategies for occupational therapy practitioners to collaborate and partner with community-based institutions, like museums, to create inclusive experiences for people with ASD.
2. Identify strategies and interventions to support social participation of youth with ASD in the community.
3. Describe how occupational therapy students can design and lead evidence-based, theory-driven groups.

Developing State OT/PT Guidelines in Massachusetts Public Schools

Presenters: Diane Blengs, OT, MS, OTR, Retired from Chelsea Public Schools, Sharon Ray, OT, ScD, OTR/L, Stoney Brook University, June Bunch, OT, MS, MHA, OTR, Jan Hollenbeck, OT, OTD, OTR, Medford Public Schools

Educational Level: Intermediate

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

1. Describe the rationale and need for school OT/PT guidelines.
2. Identify ways that school guidelines support school practice.
3. Describe the process of creating state OT/PT guidelines.

Enhancing Leisure through Sculpture for Adults with ABI

Presenter: Estie Martin, OT/s, Boston University

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

1. Describe an arts-based intervention approach to promoting leisure interest and participation among adults with brain injuries.
2. Describe ways to modify art projects to promote participation and enjoyment for people with varying cognitive and physical limitations.
3. Describe some of the ways decreases in leisure participation can affect self-worth and self-perceived agency for individuals with brain injuries.

Facilitating Student-Centered Transition Planning: An OT Perspective

Presenters: Jan Hollenbeck, OT, OTD, OTR; Charlotte Heim, OT, MS; Medford Public Schools

Educational Level: Intermediate

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

1. Describe the importance of a well-developed post-secondary student vision in transition planning.
2. Identify ways occupational therapy can facilitate development of and movement toward students' post-secondary visions.
3. Identify the role of intra and inter agency/community collaboration in the secondary transition process.

FitFocus

Presenters: Victoria Clifford, OT/s; Melissa Greenstein, OT/s; Meredith Joseph, OT/s; Rachel Tasaro, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Describe how physical exercise can benefit individuals with intellectual disabilities.
2. Describe exercise program and how it is client-centered.
3. Describe the cognitive and social benefits of the program for individuals with intellectual activities.

Forging Formal Pathways to School Leadership

Presenter: Jan Hollenbeck, OT, OTD, OTR, Medford Public Schools

Educational Level: Advanced

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

1. Identify 3 talking points to advocate for administrative leadership roles in school systems.
2. Articulate how to use the talking points to promote pathways to administrative leadership roles for occupational therapy practitioners in school systems at state and local levels.
3. Be aware of and identify how to access AOTA resources to support leadership in school-based practice.

Goal Setting and Problem-Solving for Community Re-Entry Post-Incarceration

Presenters: Jade La Rochelle, OT/s; Natalie Petrone, OT/s; Emily Briggs, OT/s; Boston University

Educational Level: Introductory

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

1. Understand the potential role of occupational therapy practitioners in the criminal justice system and the importance of addressing roles, routines, and habits in this setting, particularly those related to community re-entry.
2. Describe the purpose and methods for addressing goal setting and problem-solving related to community re-entry through group intervention in a criminal justice setting.
3. Describe the current evidence on the occupational needs of women within the criminal justice system and the efforts of other occupational therapy practitioners in this setting.

Graded Motor Imagery

Presenters: Jennifer Packard, OT, OTR, CLT; Christine Caiati, OT, MS, OTR; Stephanie Corrigan-Saraceni, OT, MS, OTR, CHT; Spaulding Outpatient Center

Educational Level: Introductory

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

1. Define GMI and the three stages of intervention.
2. List target patient populations who may respond well to GMI and will be able to identify 2-3 uses in their own practice environment.
3. Be educated in where to find additional evidence and training to enable them to implement GMI in their own practice.

How is Identity Affected in Full-Time Wheelchair Users?

Presenters: Sarah Cooper, OT/s, B.S.; Kathleen Price, OT/s, B.A.; Olivia Viellette, OT/s, B.A.; Tufts University

Educational Level: Introductory

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

1. Understand the concept of personal identity.
2. Appreciate how the experience of being a full-time wheelchair user may impact a person's sense of personal identity, which is dynamic across time.
3. Be knowledgeable about ways that occupational therapy practitioners can positively influence the personal identity development of clients who are full time wheelchair users.

Implementing Transformative Level 1 Fieldwork Experiences in an Entry-Level OTD Program

Presenters: Brittany Adams, OT, OTD; Laura Graves, OT, OTD; Western New England University

Educational Level: Introductory

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

1. Understand the necessity for developing alternative fieldwork options.
2. Describe the transformative fieldwork approach.
3. Identify an alternative method to traditional fieldwork Level I placements.

International Interprofessional Service Learning to Peru

Presenters: Kate Barlow, OT, DOT, MS, OTR; Patricia Meyers, OT, OTD, OTR; Tess Kania, BSN; Dragana Reljic, BSN; Victoria Lehr, OT/s; Kevin Greenfield, OT/s; American International College

Educational Level: Introductory

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

1. Describe the value of interprofessional education when occupational therapy and nursing students collaborate during an international service learning course and travel experience to Peru.
2. Gain an understanding of the value of an international service learning course as it addresses student cultural competency to prepare students for work in culturally diverse employment settings.
3. Recognize curriculum connections addressing interprofessional education and cultural competence which are ACOTE standards as well as shared learning objectives for healthcare practitioners.

Live Your Best Life Program

Presenters: Aize Obamedo, OT/s; Gina Silveria, OT/s; Tammy Truong, OT/s; Peter Walsh, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Recognize the social forces affecting homelessness.
2. Describe the benefits for homeless individuals to learn coping skills to help them reintegrate into the community.
3. Understand the importance of training staff members appropriate skills to work directly with homeless individuals.

Mechanical Circulatory Support Devices in Acute Care

Presenter: Kathleen Ausmann, OT, OTR, Brigham and Women's Hospital

Educational Level: Intermediate

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

1. Identify and describe various types of MCSDs used in the acute care setting.
2. Describe the unique role of OT with MCSD patients.
3. Identify and describe potential complications post MCSD implantation and the occupational therapy interventions utilized.

Meditation-Based Interventions for Adults with Dementia: A Scoping Review

Presenters: Lindsey Hoffman, OT/s; Rebecca Hutt, OT/s; Celine Tsui, OT/s; Kim Zorokong, OT/s; Tufts University

Educational Level: Introductory

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

1. Understand the potential benefits of meditation-based interventions for clients with dementia.
2. Consider implementing mindfulness practices into their interventions with clients with dementia.
3. Advocate for more rigorous research in the area of mindfulness intervention for people with dementia.

Mindfulness: Preventative Occupational Therapy Mental Health

Presenter: Susan Krikorian, OT, OTD

Educational Level: Intermediate/Advanced

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

1. Realize high-level research in the area of youth mental health occupational therapy intervention is sparse and appreciate how modified mindfulness-based interventions for youth in the school context are showing preliminary evidence in optimizing adolescents' mental health and participation in daily occupations.
2. Consider using mindfulness as a complementary health approach and integrative health (CHAIH) practice.
3. Discover an e-Learning occupational therapy intervention that may benefit adolescents who internalize problems.

Occupational Therapy Roles in Driving and Community Mobility

Presenters: Judy Romano, OT, MS; Renee Johnson, OT, MS; Driving Solutions, LLC

Educational Level: Intermediate

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

1. Describe how occupational therapy practitioners are uniquely positioned to address the driving and community needs of their clients through collaboration of driver rehabilitation services and local transportation options.
2. Demonstrate the various resources currently available for the occupational therapy practitioner, including the Spectrum of Driver Rehab services, to facilitate appropriate referrals when the expertise of a driver rehabilitation specialist is required.
3. Describe the driving licensing and eligibility to drive in Massachusetts.

Play Skills in Children with Visual Impairments

Presenters: Rachel Crist, OT/s, BA; Jiennie Kim, OT/s; BS; Molly Cabana, OT/s, BS; Tufts University

Educational Level: Introductory

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

1. Describe the important role of occupational therapy practitioners in supporting successful play participation of children with visual impairments.
2. Specify the impact of visual impairment on children's development and engagement in the occupation of play.
3. Describe possible adaptations that occupational therapy practitioners can implement to provide the "just-right challenge" for play participation of children with visual impairments.

Parents (Back)packing Their Children

Presenters: Nisha Mahase, OT/s; Kinjal Patel, OT/s; Anjali Schutt, OT/s; Julia Vincelette, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Carry backpacks with waist belts and chest straps properly fitted to their body.
2. Pack their backs properly (heavy items in the back, lighter items towards the front).
3. List 2 physical problems that can occur with improper backpack wear.

PNF for Parkinson's

Presenters: Casey Allen, OT/s; Bianca Aridou, OT/s; Logan Smith, OT/s, Britni Spring, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Identify the benefits of incorporating PNF techniques into intervention for Parkinson's Disease.
2. Identify factors that influence occupational therapy service delivery in the PNF for Parkinson's Program.
3. Identify the evaluation methods that will be used for the program.

ProjectGen

Presenters: Randi Craft OT/s; Kathlene Emanuel OT/s; Zaina Malouf, OT/s; Kiana Orozco, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Understand the need for a program that targets the youth population in Great Barrington, Massachusetts
2. Understand how seniors will benefit from this program and how it fosters intergenerational relationships.
3. Have all the information necessary to launch a similar program.

Promoting Fieldwork in Home Care: Meeting Workforce and Society's Needs

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

Educational Level: Introductory

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

1. Understand the current context of home care practice and fieldwork education.
2. Identify strategies for negotiation and collaboration with home health care affiliations to promote home health fieldwork placements.
3. Recognize opportunities for implementation in their own practice settings or academic program.

Sensory Strategy Program

Presenters: Christopher Bisogni, OT/s; Jolene Domyan, OT/s; Liane Chan, OT/s; Lorin Colucci, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Understand the benefits of sensory integration strategies for self-regulation and sensory modulation.
2. Address individual sensory needs of students through sensory integration strategies.
3. Encourage independent use of sensory integration strategies within the home and community.

Smoke and Mirrors

Presenters: Sarah Latham, OT, OTD, OTR, CHT, Spaulding Outpatient Centers North Shore

Educational Level: Introductory

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

1. Understand the importance of mirror therapy (MT) and graded motor imagery (GMI) as appropriate interventions for phantom limb pain (PLP) and phantom sensations (PSs).
2. Understand the role of occupational therapy (OT) in implementing MT and GMI with these populations.
3. Recognize the importance of a continuing education course to educate occupational therapy practitioners in the proper application of MT and GMI with these populations while promoting evidence-based practice.

Social Participation and Navigation (SPAN) Feasibility Study

Presenters: Xianghong Tan; OT; KK Women's and Children's Hospital Singapore; Gary Bedell, OT, PhD, FAOTA, Tufts University

Educational Level: Intermediate

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

1. Gain an understanding of a newly developed technology-based program – SPAN, designed to promote social participation in teens and young adults with brain injuries.
2. Gain an understanding of the perceived usefulness of the features within a technology-based program – SPAN, from the perspectives of graduate occupational therapy students.
3. Gain an understanding of the suggestions given by graduate occupational therapy students to inform further modifications to the SPAN website and web-based goal setting application for future use with teens and young adults with acquired brain injuries.

The Giving Garden

Presenters: Kelsey Bouthilette, OT/s; Courtney Fox, OT/s; Khudia Fall, OT/s; Mia Sgueglia, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Provide children with learning opportunities outside of the classroom, and enhance participation and social interaction between peers and families.
2. Encourage communication between staff and parents to support the children's learning.
3. Promote overall health and wellness of children and their families by facilitating bonding and participation within the community and home environments.

The Lighthouse for Young Adults

Presenters: Lauren Begue, OT/s; Renaldy Byas, OT/s; Jeannie Eng, OT/s; Neha Patel, OT/s; Said Nafai OTD, OTR, CLT; American International College

Educational Level: Introductory

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

1. Understand how the continuous use of social media on a weekly basis can attract and inform young adults in becoming a long-term member of a clubhouse.
2. Understand how interacting with multiple schools about the importance of mental health awareness for the youth population is important.
3. Understanding the importance of gathering data on the amount of young adults that are diagnosed with mental illnesses; in and/or out of school.

The Role of Occupational Therapy in Managing Chronic Graft-versus-Host Disease

Presenters: Twyla Fink, OT, MS, Spaulding Hospital for Continuing Medical Care; Gregory Sutton, OTA/s; North Shore Community College

Educational Level: Introductory

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

1. Define chronic graft-versus-host disease and identify common symptoms and risk factors associated with this condition.
2. Describe the role of occupational therapy practitioners in working with clients with chronic GVHD, including client-centered, holistic approaches.
3. Identify multiple occupational therapy frames of references (FORs) that may be applied in working with clients with chronic GVHD.

The Steps to Independent Living: A Homeless Youth Initiative

Presenters: Maggie Gorton OT/s; Danielle Campbell OT/s; Shakir Edwards OT/s; Said Nafai OTD, OTR, CLT; American International College

Education Level: Introductory

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

1. Convey what the purpose of the STILP program is and the distinct value in occupational therapy intervention within this population.
2. Understand the monetary value of the program and the grants that are needed to run the program.
3. Understand how the program will be evaluated and revised to create better outcomes for the youth homeless population in Springfield, MA.

Thumb Pain Splinting Increases Strength, Decreases Pain Immediately

Presenters: Ashia Jae Castendyk, OT; Carol Hart, OTA; Spaulding Outpatient Peabody

Educational Level: Intermediate

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

1. Explain the research supports using thumb splinting to manage pain.
2. Identify how thumb splinting demonstrates immediate improvement in pain and strength
3. Appreciate how splinting may be a cost-effective way to manage pain and increase strength in a value-based healthcare system.

SESSION II 1:30 PM - 2:30 PM

A. The OT Practitioner's Management of Thumb Carpometacarpal Osteoarthritis – Continued in Session IIIA (Must sign up for both sessions)

Presenters: Rachel Moody, OT, CHT, OTR; Michelle Cormier, OT, CHT, OTR; Spaulding Outpatient Center

Educational Level: Intermediate

The thumb carpometacarpal (CMC) joint, or basal joint, is located at the base of the thumb and is crucial to enabling occupation and function. Unfortunately, it is also the second most common site of arthritis in the hand. Progression of osteoarthritis (OA) leads to pain, weakness, contracture and instability of the joint and frequently results in a MD referral to occupational therapy help to manage the condition. The occupational therapy practitioner's management of the condition is based on a sound understanding of the joint anatomy, arthrokinematics, and pathomechanics and focuses on position via custom orthosis fabrication, therapeutic exercises for enhancing overall occupational performance. This presentation will consist of two parts. The first session will be a lecture with a PowerPoint presentation and will address the anatomy and mechanics, disease progression, rationale for and commonly used orthoses, CMC stability exercises and joint protection review. Part two will be a lab for actually fabricating a custom thermoplastic thumb orthosis including pattern formation.

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

1. Identify the thumb CMC joint location, basic anatomy, and arthrokinematics.
2. Describe the thumb CMC joint's role in functional pinch activities and functional performance.
3. Describe 3 treatment interventions used by occupational therapy practitioners for conservative management of the condition.

B. Trauma and the School Based Occupational Therapy Practitioner

Presenter: Colleen Cameron Whiting, OT, MS; Norfolk Public Schools

Educational Level: Intermediate/Advanced

Experiencing trauma in childhood can have a significant effect on school performance, particularly in the occupational performance areas of education, social participation, and play. This presentation will highlight how occupational therapy practitioners working in the public schools can play a unique supportive role for these children through individualized programming that includes: consulting and collaborating with a multidisciplinary school team; analyzing environments, tasks, and routines with a trauma-informed sensory-based approach; and providing direct occupational therapy.

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

1. Describe how having experienced trauma in childhood can affect school performance.
2. Articulate how sensory-based supports can help facilitate regulation for the child that has experienced trauma.
3. Identify what multifaceted programming occupational therapy practitioners can provide for this population in the schools.

C. Participation in Blue Space: Reintegrating Veterans and Scuba

Presenter: Daniel J. Houlihan, OT, OTD, CHT

Educational Level: Intermediate

This presentation will describe the research and initial findings from the DiveMind Project, a phenomenological study of fourteen combat veterans of the Iraq and Afghanistan wars who have chosen to engage in scuba diving since returning home. The common essential elements within participating veterans' sensory-emotional scuba experiences and their perceptions of its role in reintegration will be described. Implications for practice and opportunities for involvement in occupations beyond scuba will also be discussed.

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

1. Identify the major personal, environmental and occupational factors which played a role in motivating engagement in the occupation of scuba among combat veterans in this study.
2. Articulate the meaning of the construct of reintegration/participation and its relation to human health and well-being.
3. Recognize the utility of a qualitative phenomenological approach to understanding client stories.

D. Lines, Drains and Tubes: Utilizing Simulation to Prepare Students

Presenters: Emily A. Zeman, OT, OTD, MS, OTR; Amanda Mack OT, MS, OTR; MGH Institute of Health Professions

Educational Level: Intermediate

This presentation will share the learning, self-efficacy, and perceived confidence outcomes of a pilot, simulation-based, acute care lab with entry-level occupational therapy doctoral students. Feasibility for future integration into interprofessional learning activities with other disciplines will be explored.

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

1. Describe how an acute care simulation experience for students prior to entering Level II fieldwork benefits student learning, self-efficacy, and perceived confidence.
2. Understand how Level II Fieldwork supervisor feedback may inform the development of innovative or additional learning experiences by the academic program.
3. Reaffirm the utilization of simulation as an instructional method to prepare students for Level II Fieldwork.

E. Disability Concordance: Effect on Rapport, Motivation and Client Satisfaction

Presenter: Jamie Viola, OT/s, Salem State University

Educational Level: Introductory

This presentation will review a research study examining the effects of disability concordance within practitioner-client dyads on rapport, motivation, and client satisfaction. Survey research methods utilized to explore relationships among constructs will be extensively discussed. Moreover, data analysis, results, conclusions, and implications will be explored in detail. This presentation aims to highlight unique contributions occupational therapy practitioners with physical disabilities bring to the professional arena and to challenge attitudinal barriers within the profession

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

1. Identify attitudinal barriers to service provision for occupational therapy practitioners with a physical disability.
2. Discuss potential benefits of concordance within therapeutic relationships between occupational therapy practitioners and clients.
3. Describe the influence of disability concordance on rapport, motivation, and client satisfaction.

F. International Fieldwork: Viability and Accessibility

Presenters: Elizabeth Stevens-Nafai, OT, OTR, CLT; Worcester Public Schools; Said Nafai, OT, OTD, OTR, CLT; American International College

Educational Level: Advanced

The demand for domestic fieldwork opportunities has increased dramatically with the exponential growth of occupational therapy education programs (ACOTE, 2016). Creatively meeting the ACOTE standards of providing “culturally sensitive care” can be fulfilled with international fieldwork opportunities (ACOTE, S42, 2012). Understanding the possible benefits and pitfalls of international fieldwork affiliations can help students and faculty access a unique, culturally relevant learning experiences.

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

1. Identify current Accreditation Council for Occupational Therapy Education (ACOTE) standards for international fieldwork.
2. Describe the mechanisms available to access legitimate international fieldwork opportunities (i.e. clearinghouses, Listservs, WFOT databases, etc.).
3. Cite three opportunities and barriers to successful international fieldwork experiences.
4. Ask questions live to a Level II OT student currently on a fieldwork experience abroad.

G Client-centered Outpatient Neurorehabilitation: - Is it possible?

Presenter: Colleen Muse, OT, OTR, Bay Path University

Educational Level: Introductory

This presentation is targeted to new and practicing clinicians to discuss and share clinical examples on the importance of evidence-based practice, our current occupational therapy practice framework (OTPF), Vision 2025 and how this can be incorporated into a busy outpatient Neurorehabilitation setting for care and best practice. Case examples will be discussed, and open discussion will be encouraged to explore, and problem solve clinical scenarios.

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

1. Identify how EBP applies to an outpatient clinic and its relevance to the future of occupational therapy services.
2. Understand the link and importance of Vision 2025 and OTPF to daily clinical practice.
3. Identify at least 2 occupation-based treatment strategies to incorporate into current practice.

SESSION III 3:00 PM - 4:30 PM

A. The OT Practitioner's Management of Thumb Carpometacarpal Osteoarthritis (Orthopedic Fabrication Lab)– Continued from Session IIA (Must sign up for both sessions)

Presenters: Rachel Moody, OT, OTR, CHT; Michelle Cormier, OT, OTR, CHT; Spaulding Outpatient Center

Educational Level: Intermediate

Thumb carpometacarpal (CMC) joint, or basal joint, is located at the base of the thumb and is crucial to enabling occupation and function. Unfortunately, it is also the second most common site of arthritis in the hand. Progression of osteoarthritis (OA) leads to pain, weakness, contracture and instability of the joint and frequently results in a MD referral to Occupational Therapy help to manage the condition. The occupational therapy practitioner's management of the condition is based on a sound understanding of the joint anatomy, arthrokinematics, and pathomechanics and focuses on position via custom orthosis fabrication, therapeutic exercises for enhancing overall occupational performance. This presentation will consist of two parts. The first session will be a lecture with a PowerPoint presentation and will address the anatomy and mechanics, disease progression, rationale for and commonly used orthoses, CMC stability exercises and joint protection review. Part two will be a lab for fabricating a custom thermoplastic thumb orthosis including pattern formation.

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

1. Explain the role of a custom fabricated rigid thermoplastic thumb CMC orthosis in the treatment of CMC OA by occupational therapists.
2. Utilize a handout for demonstrating pattern completion with anatomical landmarks for a rigid custom thermoplastic CMC orthosis.
3. Be able to demonstrate thermoplastic splint pattern application on a thumb/and appropriate attachment sites for straps.

B. The Occupational Therapist/Occupational Therapy Assistant Partnership: Collaboration for Best Practice

Presenters: Maureen S. Nardella, OT, MS, OTR, FAOTA, OTA Program, North Shore Community College; Jeramie Silveira, OT, OTD, Salem State University; Melissa Tilton, OTA, BS, COTA, ROH, Genesis Rehab Services; Karen Hefler, OT, OTR, Rehabilitation Therapy Associates LLC

Educational Level: All

Dillon's (2001) assertion that "effective [OT/OTA] intraprofessional relationships enhance the quality of occupational therapy services provided" (p.1) remains applicable to current practice and AOTA's Vision 2025. In order to best meet the needs of clients within increasingly complex and financially burdened healthcare, human service and educational systems of service delivery, occupational therapists and occupational therapy assistants must effectively work in intraprofessional teams. This workshop will explore opportunities to enhance OT/OTA collaboration within educational programs and clinical practice.

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

1. Identify the roles of the occupational therapist and occupational therapy assistant in the collaborative intraprofessional relationship at the educational level and the clinical level.
2. Identify three ways to develop and utilize the occupational therapist and occupational therapy assistant intraprofessional relationship in their current practice.
3. Identify three ways to use the occupational therapist and occupational therapy assistant intraprofessional relationship to improve the quality of therapy provision, responsibly reduce the costs of healthcare, and promote practitioner satisfaction.

C. Apps for Client Self-Management

Presenter: Minna Levine, OT, PhD, OTR, Western New England University

Educational Level: Intermediate

This presentation will review mobile apps relevant for 1) data collection for treatment notes; 2) data collection and guidance for providers, clients, and families as part of varied treatment frameworks; 3) data collection about families about negative behavior and/or developmental milestones of their children, and 4) treatment-based data collection as part of single-subject research or outcome studies. Its major focus will be apps as an emerging treatment modality to facilitate client self-awareness, self-management and self-efficacy.

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

1. Describe findings from studies on the use of self-monitoring/guidance apps for teens and adults with anxiety, depression, self-injury behaviors, emotional dysregulation, schizophrenia, Asperger's, cardiovascular risk factors and executive functioning issues.
2. Describe features of apps for self-reporting about mood, behavior, sources of stress, and thoughts, for understanding of triggers and trends, and for receiving reminders/guidance.
3. Access references about specific app protocols for use in-hospital, immediately post-hospitalization, and community-based care for self-monitoring and guidance.

D. Increasing Occupational Therapy Services in the Secondary Transition

Process

Presenters: Kate Barlow, OT, DOT, MS, OTR; American International College; Neil Gile, EdD, Longmeadow Public Schools

Educational Level: Introductory

The purpose of this presentation is to provide strategies for increasing the role of occupational therapy practitioners in secondary transition services using a Response to Intervention (RtI) model. With the experience and knowledge of a secondary, school based administrator with 11 years of experience, combined with an occupational therapist with 12 years of school based experience, this presentation will advance the knowledge of school based clinicians on how to successfully advocate for an increased role in transition services.

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

1. Identify strategies to increase the role of occupational therapy practitioners in the secondary transition process.
2. Gain an understanding of the Response to Intervention (RtI) Model in the Secondary schools.
3. Recognize the barriers to implementation of the RtI model from a school based administrator to improve future advocacy for the role of occupational therapy practitioners.

E. Addressing Visual Dysfunction Following mTBI/Concussion: Maximizing Occupational Performance

Presenters: Laura Lizotte, OT, MS OTR; Chelsea Mello, OT, MS OTR; Marnie Deardorff, OT, MS, OTR; Nicole Kelly, OT, MS, OTR; Emerson Hospital Center for Rehabilitation and Sport Therapies

Educational Level: Introductory

Visual dysfunction is a prevalent symptom following a concussion/mTBI. Symptoms may include headaches, blurry or double vision, eye strain or photophobia. Functional deficits may include difficulty with reading, clumsiness, or poor tolerance to community level environments. In this presentation, participants will learn about approaches to managing visual dysfunction through the use of rehabilitation techniques, task modification and symptom management strategies.

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

1. Identify common visual impairments associated with concussion and effective screening and evaluation procedures.
2. Identify treatment strategies for visual dysfunction associated with concussion as well as environmental modifications and compensatory strategies for symptom management.
3. Describe common return-to-school and return-to-work recommendations for patients with visual dysfunction following concussion.

F. SBIRT: A Promising Approach to Addressing Problematic Use of Alcohol and Drugs

Presenters: Allison Sullivan, OT, DOT, MSOT, OTR; American International College; Hannah Sullivan, MPH, Visionary Consulting Partners, LLC.

Educational Level: Introductory

This presentation will provide occupational therapy practitioners with important information regarding the Substance Abuse and Mental Health Services Administration's (SAMHSA) evidence-based approach to screening, brief intervention, and referral to treatment (SBIRT) for identifying, reducing and preventing problematic use of alcohol and illicit drugs within primary health care settings. The rationale for occupational therapy leadership in this preventative health care program and resources for implementing it will be included.

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

1. Define SBIRT and identify components of this evidence-based intervention approach for identifying, reducing, and preventing problematic use, abuse, and dependence on alcohol and illicit drugs.
2. Identify why it is critically important for occupational therapy practitioners in primary care settings in Massachusetts to advocate for and implement this important preventative intervention.
3. Understand the need for more research related to occupational therapy intervention and SBIRT, as well as potential obstacles to implementation of SBIRT in treatment settings, and resources for continuing education on this topic.

G. Goal Setting and Outcome Measures for People with Aphasia

Presenters: Anne Escher, OT, OTD; Sue Berger, OT, PhD, FAOTA; Boston University

Educational Level: Introductory

This short course presents the challenges and solutions of collaborative goal setting and using outcome measures for people with aphasia. A variety of outcome measures will be presented and strategies to use them effectively with people with aphasia will be discussed.

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

1. Perform collaborative goal setting for people with aphasia.
2. Adapt outcome measures for people with aphasia.
3. Examine the challenges and solutions in performing collaborative goal setting and using outcome measures with people with aphasia.

SESSION IV 4:30 PM -6:00 PM

Addressing Ethics and Moral Distress in Occupational Therapy Practice

Presenter: Kimberly Erler, OT, PhD, OTR; Boston University

Educational Level: All

This interactive ethics oriented session will explore common sources of moral distress in occupational therapy practice across various practice settings. After a brief review of ethical principles, the American Occupational Therapy Association Code of Ethics, and other ethics related content available through AOTA, participants will apply ethical principles and a decision-making framework to case examples and determine the range of potential ethical responses. This session will further prepare participants to identify and address ethical issues in occupational therapy practice aimed at reducing moral distress and optimizing outcomes

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

1. Explore factors that contribute to moral distress in their practice setting.
2. Identify resources to support ethical practice in occupational therapy.
3. Apply ethical principles and a decision-making framework to case scenarios to determine potential ethical responses.

SAVE THE DATE

Massachusetts Association for Occupational Therapy

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Worcester State University

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Registration:

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

\$95.00 MAOT Primary Presenter Fee

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Confirmation & Cancellation:

Registrants who complete their registration online at www.maot.org will receive a confirmation via email. Registrants who mail in their registration are welcome to confirm their registration, or obtain additional information, by contacting MAOT at (781) 647-5556. Fees are refundable only if notification of cancellation is received two weeks prior to the conference. There will be a \$ 25.00 charge for a returned check.

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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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