



Massachusetts Association for Occupational Therapy

## **MAOT Virtual Conference 2021**



### **Emerging into the New Normal**

**Monday, October 25 – Friday, October 29, 2021**

Whova Platform

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

**MAOT ANNUAL CONFERENCE 2021**  
**Emerging into the New Normal**

Monday through Friday, October 25-29, 2021

**MAOT**

57 Madison Road  
Waltham, MA 02453  
Telephone #: 781-647-5556  
General Inquiries: [info@maot.org](mailto:info@maot.org)

**Conference Objectives:**

This 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:
- Critically reflect on anti-racist practice in healthcare.
  - Advance and strengthen the natural synergy between public health and occupational therapy.
  - Understand contemporary issues and trends influencing occupational therapy education practice and research.
  - Discuss the application of evidence-based research to best practice in occupational therapy.
  - Describe effective strategies to advocate for 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, MS, COTA  
Donna Caira, Administrative Manager  
Laurie Cecchi, OT, OTR, CAPS  
Alissa Conant, OTA, COTA,  
Elizabeth Craig OT, OTR  
Karen Hefler, OT, OTR, FAOTA  
Mary Malone, OT, MS, OTR  
Said Nafai, OT, OTD, OTR, CLT  
Maureen Nardella, OT, MS, OTR, FAOTA  
Sheri Purdy, OT, OTR  
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Alissa Conant, OTA, COTA Member at Large (CE Coordinator/Nominations/Awards)  
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Donna Caira, Administrative Manager

# **Conference Agenda**

## **Day 1: Monday, October 25, 2021**

### **11:00 a.m.-12:00 p.m.**

#### **Sexuality and Gender Identity: Consideration for Occupational Therapy Practitioners**

**Presenters:** Emily Machado, OT/s; Maureen Kennedy, OT/s; Madison Dubé-Adams OT/s; Sienna Carpenter, OT/s; Mary Alicia Barnes OT, OTD, OTR; Tufts University

**Educational Level:** Introductory

This presentation discusses the considerations required to effectively and respectfully address client needs related to the ADLs/IADLs of sexuality and gender expression. Culturally sensitive content is shared to provide guidance for occupational therapy practitioners to enhance comfort and awareness of client needs within these two domains. Specific tools and strategies for culturally responsive care will be discussed.

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

1. Explore personal comfort and biases related to sexuality and gender expression.
2. Offer a safe space for collaboratively developing interventions with clients regarding their sexuality and gender expression.
3. Use shared language that may be helpful when engaging clients in discussing needs related to sexuality and gender expression.
4. Identify gender-affirming tools and strategies that support sexuality and gender expression.

### **12:15 p.m.-1:15 p.m.**

#### **“Design Thinking” to Spark Innovation in PPOTD Projects**

**Presenters:** Jessica Asiello, OT, OTD, OTR; Sarah McKinnon, OT, OTD, MPA, OTR, BCPR; MGH

Institute of Health; Amanda Centi, PhD; Mass General Brigham

**Educational Level:** Introductory

There is a need for innovation in occupational therapy to address complex challenges in professional practice. An online post-professional OTD program applied “design thinking” to cultivate creative problem-solving skills in clinician-scholars. This course will share the design thinking process and its implementation in a doctoral project experience. Attendees will engage in example learning activities such as improvisational brainstorming, rapid prototyping, and feedback exercises.

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

1. Describe the design thinking process and its supporting evidence in health professions education.
2. Innovate solutions to problems encountered in occupational therapy practice through live demonstrations of brainstorming and rapid prototyping exercises.
3. Translate design thinking concepts and learning activities to Post-Professional Doctor of Occupational Therapy project experiences.

**2:30 p.m.-3:30 p.m.**

**Keynote Address:**

**Racism as a Public Crisis: Critical Reflection Towards Anti-Racist Practice in Healthcare**

**Keynote Speaker:** Victoria Garcia Wilburn, DHSC., OTR, CLT, FAOTA

**Educational Level:** All

Victoria Garcia Wilburn is an Assistant Professor of Occupational Therapy in the School of Health and Human Sciences at Indiana University-Purdue University Indianapolis. Garcia-Wilburn is a licensed occupational therapist and a community engaged scholar focusing her research with vulnerable and historically marginalized populations. Her most current projects focus on implementing occupation-based programming for adolescents in substance use disorder recovery. Dr. Garcia Wilburn serves on several boards to improve adolescent mental and behavioral health. Garcia-Wilburn's research has been supported by the Indiana Clinical and Translational Science Institute, the Indiana Department of Health, Overdose Lifeline, Inc, and Mental Health America of Indiana amongst others.

Garcia-Wilburn graduated from Boston University with a Bachelor of Science in Occupational Therapy (2005), earned her Master (2012) and Doctorate of Health Science in (2014) at University of Indianapolis. She also holds a certificate in Change Leadership from Cornell University and Diversity, Equity, and Inclusion from the University of South Florida. Garcia Wilburn is immediate past president of the Indiana Occupational Therapy Association and is current Chair of the Affiliated State Association of Presidents for the American Occupational Therapy Association. She made history this year (2021) being one the youngest professional to be awarded Fellow of the American Occupational Therapy Association and to be elected as American Occupation Therapy Board Director. She was awarded Occupational Therapist of the Year by the Indiana Occupational Therapy Association (2018), named to the Robert Wood Johnson Foundation New Connection Cohort (2019), inducted into the Indiana Latino Leadership Circle (2020) and awarded Newcomer Faculty Woman of the Year from the Office of Women at Indiana University (2021). Being a FirstGen student herself, she is committed to educational equity.

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

1. Define racism as a social determinant of health.
2. Describe health equity within the practice of occupational therapy.
3. Identify personal and professional contributions to achieving a self-healing community.

**3:45 p.m.-4:45 p.m.**

**COVID 19, HIIPAA, and Occupational Therapy: Navigating the New Frontier**

**Presenters:** Iris G. Leigh, OT, OTR, C.A.G.S, Retired.; Catherine E. Cullen, Esquire; Practiced Family Law and Education

**Educational Level:** Introductory

As occupational therapy practitioners are challenged with the protection of their clients and themselves during health crises, unsubstantiated guidelines should not replace legal and ethical tenants. Issues of HIPAA, including confidentiality, health disclosure, mask-wearing, and safety will be explored.

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

1. Describe and what information is protected under HIPAA.
2. Describe how best to comply with client confidentiality and public safety.
3. Describe individual versus collective health and safety rights.

## 5:00 p.m.- 6:00 p.m.

### **The Rehabilitation Treatment Specification System: PPOTD Project Application**

**Presenters:** Jessica Asiello, OT, OTD, OTR; Sarah McKinnon, OT, OTD, MPA, OTR, BCPR; MGH Institute of Health

**Educational Level:** Introductory

The Rehabilitation Treatment Specification System provides structure and common language to specify and communicate treatment theories. These skills are essential for occupational therapists to enhance clinical reasoning, justify value to stakeholders, and guide future research and program design. Experienced OTs in an online Post-professional OTD program applied the RTSS to design and pitch projects for complex practice problems. This course will provide case examples and interactive communication activities to facilitate experiential learning.

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

1. Describe the value of Rehabilitation Treatment Specification System (RTSS) in facilitating clinical reasoning and communication skills in occupational therapists and students.
2. Apply key RTSS concepts (i.e., ingredients, mechanisms of action, targets) to solutions for complex occupational therapy practice problems.
3. Translate RTSS and theory learning activities to doctoral project or capstone educational experiences.

## 6:15 p.m.-7:15 p.m.

### **Virtual Adaptation of a Mental Health Group for Young Adults**

**Presenters:** Leah Smith, OT/s; Mackenzie Lawton, OT/s; Boston University

**Level:** Introductory

The pandemic presented occupational therapy practitioners with the challenge of creating group interventions virtually when in person services were not available. This presentation will describe the creation of a virtual life skill group module focused on time management, goal setting, and meaning and values for young adults with severe mental illness (SMI) and/or early psychosis. Virtual engagement strategies that promote increased social interactions between members and problem-solving strategies for life skills challenges will be identified.

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

1. Identify 3 virtual strategies that promote individual and group participation.
2. Compare daily mental strategies that can be generalized to various occupations and life skills.
3. Describe the theory and evidence guiding the *Balancing Everyday Life* intervention and its application to virtual group-based occupational therapy interventions for young adults with mental illness.

## Poster Presentations

### **A University Clinic to Reduce Mental Health Inequities and Disparities**

**Presenters:** Kelsey Fitzhugh, OT/c; Morgan Castelbuono, OT/c; Danielle Whitman, OT/c; Jeffrey Joy, OT/c; Brittany Adams, OT, OTD, MS, OTR; Western New England University

**Educational Level:** Intermediate

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

1. To identify one benefit of a student-run clinic in terms of student education as well as benefits of a student-run clinic within an underserved community.
2. To describe the role of occupational therapy with a community affected by mental health implications, either on campus or off campus.
3. To describe one way in which the role of occupational therapy can benefit an underserved population from a global health perspective.

### **Impact of Virtual Reality on Quality of Life in Dementia Patients: A Scoping Review**

**Presenters:** Anna Leffler OT/s; Lauren Crasner, OT/s; Sophie Borg OT/s, Mollie Keyser OT/s, Hannah Okonsky OT/s; Tufts University

**Educational Level:** Student

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

1. See the value of VR as a nonmedical intervention and treatment option for individuals with dementia.
2. Understand how the use of VR can be used in a clinical setting to address QoL impairments commonly faced by individuals with dementia.
3. Understand the importance of maintaining or improving QoL for individuals living with dementia.

### **Inspiring Resilience, Courage, and Compassion through Mentoring**

**Presenters:** Nancy W. Doyle, OTD, OTR/L; Liat Gafni Lachter, PhD, OTD, OTR/L, Karen Jacobs, OT, EdD, OTR, CPE, FAOTA

**Educational Level:** Introductory

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

1. Describe six resilience-building strategies.
2. Incorporate these strategies into doctoral mentoring to inspire academic resilience, courage, and compassion.
3. Inspire resilient, courageous, and compassionate professional work even after the doctoral journey is complete.

### **Fatigue and Blood Pressure Management Post Mild CVA**

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

**Educational Level:** Intermediate

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

1. Understand how multiple factors increase out-patient fatigue and elevate systolic blood pressure of adults post mild CVA.
2. Learn how to translate knowledge about these factors into an intervention to reduce fatigue and blood pressure.
3. Understand how older individual in this population can benefit from regular self-monitoring of risk factors such as fatigue, blood pressure, activity level, stress, and sleep.

### **Occupational Therapy Level II Fieldwork Students' Utilization of Evidence-Based Practice to Promote Client-Centered Care**

**Presenters:** Vivian Phan, OT/c, OTD; Mary Evenson, OT, OTD, MPH, OTR, FAOTA; MGH Institute of Health Professions

**Education Level:** Intermediate

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

1. Demonstrate awareness of current evidence-based practice (EBP) utilization and demonstrate future opportunities for professional growth in providing EBP quality client-centered care.
2. Discuss potential reasons for differences in ratings of collaborative utilization of EBP between first and second Level II Fieldwork sequences (Level II Fieldwork I vs. Level II Fieldwork).
3. Identify gaps in literature necessary for improving frequency of EBP to provide client-centered care.

### **Rehabilitation Intensity in Patients with COVID-19**

**Presenters:** Benjamin E Canter, BA, Boston University; Lauren Raschen, MHA, MS, OTR/L; The New Jewish Home; Himali Weerahandi, MD, MPH, NYU Grossman School of Medicine; Wingyun Mak, PhD; Orah R. Burack, MA; Joann P. Reinhardt, PhD; Kenneth S. Boockvar, MD, MS; The New Jewish Home

**Educational Level:** Introductory

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

1. Learn about differences in rehab intensity in OT and PT compared to ST in geriatric patients in a large urban SNF during the COVID-19 pandemic.

2. Learn the reasoning behind varying rehab intensities and the implications of these intensities within confines of SNF during subacute rehabilitation.
3. Will learn the next steps in rehab intensity research for patients with COVID- 19.

### **Clinical Indicators to Optimize Therapeutic Outcomes in COVID-19**

**Presenters:** Benjamin E Canter, BA, Boston University; Lauren Raschen, MHA, MS, OTR/L; The New Jewish Home; Himali Weerahandi, MD, MPH, NYU Grossman School of Medicine; Wingyun Mak, PhD; Orah R. Burack, MA; Joann P. Reinhardt, PhD; Kenneth S. Boockvar, MD, MS; The New Jewish Home

**Educational Level: All**

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

1. Learn how clinical labs such as BUN/creatinine levels, oxygen saturation, and symptom quantity are associated with functional independence and rehabilitation needs and predict therapeutic outcomes in individuals with/recovering from COVID-19.
2. Acknowledge how communication between physicians and rehabilitation staff can assist in optimizing impact of OT and therapeutic outcomes.

### **Virtual Reality and Chronic Pain for Older Adults**

**Presenters:** Tara Sarkar, OT/s, Nancy Baker, OT, Sc.D., MPH, FAOTA, Robert Edwards, Ph.D., M.S.P.H, Tufts University

**Educational Level:** Introductory

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

1. Describe the need for additional nonpharmacological tools to treat chronic pain.
2. Identify how Virtual Reality can be used as a pain management tool for older adults with chronic pain.
3. List 3 factors that make Virtual Reality a potentially feasible tool for older adults in the OT clinic.

## **Day 2: Tuesday, October 26, 2021**

**12:00 p.m.–1:00 p.m.**

### **Power of 5 Test Kitchen – Caregiver Engagement**

**Presenter:** Melissa Bernstein, OT, FAOTA, President/CEO, Dynamic Learning/AGE GRACEfully®

**Education Level:** All

Persons who have neurodegenerative disease such as dementia, Alzheimer’s disease, Parkinson’s disease, and other like conditions may experience a loss of memory and motor impairments. Other non-motor symptoms (concentration, anxiety, loneliness, just to name a few) may afflict an individual at different times and at different stages of the disease process. Guided activities of engagement such as meal preparation are safe and beneficial to the individual with neurodegenerative disease and the caregiver. This program will provide an enjoyable avenue and guidance for incorporating purposeful engagement and socialization as a meaningful activity through food and cooking in the kitchen. The integration and promotion of past reminiscences, mind-body connection, stimulation of the senses and use of music will enhance the cooking and dining experience.

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

1. Describe the basics of collaboration between caregiver and the individual with neurodegenerative disease in the kitchen.
2. Outline the Rules for the Caregiver to get started cooking in the Kitchen with an individual who has neurodegenerative disease.
3. Describe the Compassionate Cueing Techniques,
4. Describe the value of integrating cooking, food, past reminiscence, and music to promote purposeful engagement in the Kitchen.

## **1:15 p.m.-2:15 p.m.**

### **Systematic Progress Monitoring in School-Based Practice**

**Presenter:** Tara Mansour, OT, MS, OTR, Westwood Public Schools

**Education Level:** All

Without a systematic method to gather data that measures the efficacy of interventions, it's difficult to ensure that interventions are effective. Students' progress may be insufficient and ineffective instruction methods may remain unchanged. Occupational therapy practitioners often lack the time, skills, and strategies to collect data efficiently and effectively in daily practice. Learn simple data collection strategies to measure functional progress in a school setting, even for students with the most complex presentations.

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

1. Describe the importance of systematic progress monitoring in school-based practice
2. Increase their confidence of utilizing data and visual models to evaluate the efficacy of interventions
3. Describe strategies for data collection when treating students with sensory or self-regulation challenges

## **2:30 p.m.-3:30 p.m.**

### **Negotiating School-Based Medicaid**

**Presenters:** Jan Hollenbeck, OT, OTD, OTR, FAOTA, Medford Public Schools; Karen Hefler, OT, OTR, FAOTA, Owner/Director, Rehabilitation Therapy Associates LLC

**Educational Level:** Intermediate

This session will provide an overview of the MassHealth School-Based Medicaid Program process and resources. Participants will have the opportunity to ask questions and to discuss and problem-

solve solutions to challenges they may be facing in their school district/program **Learning**

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

1. Identify considerations for determining medical necessity.
2. List 3 key resources to understand the requirements of the SBMP.
3. Identify systems-level supports needed for effective SBMP implementation and strategies useful in advocating these.

## **3:45 p.m.-4:45 p.m.**

### **Video Analysis for Treating Children with Neurodevelopmental Disorders**

**Presenters:** Mary Beth Kadlec, OT, ScD, OTR, (CANDO) UMass Memorial Health Care, MGH Institute of Health; Maya Sjaanan, OTD, OTR; Daniele Elrich, OT/s; Stefanie Johnston, OT/s, MGH Institute of Health

**Educational Level:** Intermediate

This workshop introduces a line of research using a video analysis methodology called the Occupational Performance Coding System (OPCS, Kadlec) as applied to children with an autism spectrum disorder (ASD) and their parents who participated in occupational therapy (OT) treatment sessions in an outpatient clinic. Children with ASD present with variability in social communication, emotional regulation and performance skills that impact their social interactions and participation in activities with ease and joy. The OPCS is a new tool that identifies the interactional strategies and assistance provided by the occupational therapy practitioner (OTP) and the parents that support the youth's successful participation in therapeutic activities.

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

1. Describe the development of and engage in the application of the Occupational Performance Coding Scheme (OPCS, Kadlec) to videos of occupational therapy treatment.
2. Identify specific interactional and types of assistance that can be utilized to improve social communication, emotional regulation, and successful engagement in therapeutic activities.



3. Expand one's knowledge and confidence in using oneself as a powerful agent of change to have more successful and joyful interactions with children and their parents.

### **5:00 p.m.-6:00 p.m.**

#### **Pediatric Practice and Transition Planning Special Interest Group**

**Presenters:** Dr. Susan Krikorian, OT, OTD, OTR, New Bedford Public Schools; Dr. Tee Stock, OT, OTD, MS, MBA, OTR, Doctor of Occupational Therapy in Private Practice and Adjunct Faculty at MGHHP; Alison Bell, M.S. Ed, Auburn Public Schools

**Educational Level:** Intermediate

The Pediatric Practice and Transition Planning Special Interest Group (SIG) was created in June of 2019 to increase networking and membership benefits for occupational therapy practitioners (OTPs) working in school-based and private practice settings. This virtual session will provide an interactive platform for participants to discuss transitioning from telehealth to in person practice, learn about CVI and how to work collaboratively to best serve the complex needs of individuals with CVI, and strengthen professional connections

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

1. Introduce themselves and discuss changes in practice trends.
2. Gain expertise about CVI and learn best practices in providing occupational therapy services and modifications for children and youth with CVI.
3. Have an opportunity to network, share resources, and discuss topics for future Pediatric Practice and Transition Planning SIG meetings.

### **6:15 p.m.-7:15 p.m.**

#### **On the Dock: Bring Families Together Through Play**

**Presenter:** Jacqueline Roberman-Glyn, OTD, OTR/L

**Educational Level:** Introductory Technology in modern society is part of daily life. However, technology's impact is not all positive. This presentation will bring attention to the impact technology has on pediatric development and family dynamics and describe unique ways in which occupational therapy practitioners can intervene – including the use of *On the Dock*™, a classic-style board game designed to support child development and improve the quality of family togetherness.

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

1. Identify the benefits of low-tech play for young children and describe the potential dangers of high-tech toys and games.
2. Determine developmental impact (positive or negative) various features of games and toys possess.
3. Guide parents in creating the best play environment for their children.

## **Poster Sessions**

#### **Autism in Morocco: Education/Skills Training for Caregivers**

**Presenters:** Emily Belastock, OT/s; Marilyn Wey, OT/s; Haley Wheeler, OT/s; Rita Marie Young, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

**Educational Level:** Intermediate

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

1. Describe the current societal climate surrounding a diagnosis of autism in present-day Morocco.
2. Describe why general education surrounding a diagnosis of autism, and education about advocacy efforts, are necessary for caregivers of children with autism in Morocco.
3. Understand why skills training is necessary for caregivers of children with autism in Morocco.

### **From Worry to Warriors: A Virtual Empowerment Program for Parents of Infants Diagnosed with a Critical Congenital Heart Defect**

**Presenters:** Anjelica Fortunato, OT,OTD , OTR; Jennifer Phillips, OT, OTD, OTR; Boston University

**Educational Level:** Introductory

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

1. Identify and discuss at least three factors contributing to the identified problem.
2. Identify and discuss how an occupational therapy practitioner is uniquely qualified to support parents.
3. Identify and discuss three components of the empowerment program and correlating program outcomes.

### **Evaluating the Effectiveness of an Online Mindfulness Course**

**Presenters:** Katelyn Loring, OT/s; Mary Barnes, OT, OTD OTR; Tufts University

**Educational Level:** Intermediate

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

1. Identify at least three key areas mindfulness has been shown to impact.
2. Summarize methods used for program evaluation of an eight-week online mindfulness program for adults.
3. Discuss changes seen in participants after completing an eight-week online mindfulness course and potential roles for occupational therapy.

### **Exploring Perceived Stress & Self-Compassion of Caregivers of Children with Chronic Conditions**

**Presenters:** Emily E. Handley, OT/c; Emily Zeman Eddy, OT, OTD, MS, OTR; MGH Institute of Health

**Educational Level:** Introductory

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

1. Understand the preliminary results regarding the relationship between caregiver perceived stress and self-compassion within the context of COVID-19.
2. Describe the current supporting literature suggesting a need to address caregiver mental health.
3. Identify possible methods of integrating evidence-based self-compassion interventions into the delivery of occupational therapy for caregivers of children with chronic conditions.

### **Families with Serious Illness: Art and Psychosocial Well-Being**

**Presenters:** Elise Pohlhammer, OT/s; Ryan Whitney, OT, OTD, OTR, MA; Tufts University

**Educational Level:** Introductory

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

1. Describe the role that a sense of control (or lack thereof) can have in the experiences of families with children with serious illness.
2. Describe the impact of creative arts programming on the psychosocial well-being of families with children with serious illness.
3. Articulate the potential role of art in addressing the psychosocial needs of families with children with serious illness through occupational therapy services.

### **Interdisciplinary Health Equity Outreach for a Community of Color**

**Presenters:** Cheryl Boucakis, OT, OTD, OTR; Yasmin Lynch, OTA, OT/s; Deborah James, OT, OTR, Bay Path University

**Educational Level:** Intermediate

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

1. Understand the process of creating a community outreach program from development to implementation.

2. Learn ways to collaborate with the community and other disciplines to address health equity.
3. Recognize the importance of addressing health equity in a population of color.

### **Journey Towards Healing: Facilitating Reintegration of Combat Veterans**

**Presenters:** Angela Frame, MS, OTR/L, Long Beach VA Medical Center; Karen Jacobs, OT, EdD, OTR, CPE, FAOTA

**Educational Level:** Introductory

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

1. List the three main areas of difficulty that combat veterans face when reintegrating to civilian life.
2. Describe at least two theories that can be used to guide occupational therapy interventions to facilitate reintegration.
3. Identify the posttraumatic growth outcomes of successful community reintegration.

### **Linking Body Cues to Emotions for Elementary Age Children: An Understanding by Design Curriculum for Social-Emotional Learning**

**Presenter:** Alisa TeSelle, OT, OTD, OTR, Town of Franklin, MA

**Educational Level:** Introductory

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

1. Identify importance of body cues that impact emotional self-regulation in children.
2. Recall 3 evidence-based interventions impacting self-regulation in children.
3. Verbalize 3 effective evidence-based intervention components that impact self-regulation in children.

### **Pediatric Stroke Throughout the Lifespan**

**Presenters:** Jessica Winter, OT/s, Debra Latour, OT, OTD, M.Ed., OTR; Western New England University

**Educational Level:** Introductory

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

1. Understand the lifelong implications of pediatric stroke.
2. Recognize the role occupational therapy practitioners, play in promoting independence and improving quality of life among clients with pediatric stroke.
3. Comprehend the impact on families and friends that pediatric stroke has.

### **Attention Deficit Hyperactivity Disorder (ADHD): Across the Lifespan**

**Presenter:** Allison Hemmer, OT/s; Western New England University

**Educational Level:** Introductory

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

1. Describe the different effects that ADHD has on an individual's lifespan.
2. Understand the gaps in care that need to be improved in order to increase and individual's quality of life that has ADHD symptoms/signs.
3. Define what occupational therapists can do to fill the gaps in care.

### **Occupational Therapists' Role with Direct Care Workers**

**Presenters:** Jessica Winter, OT/s; Kayla Just, OT/s; Allison Hemmer, OT/s; Michael Salemi, OT, OTD, OTR; Western New England University

**Educational Level:** Introductory

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

1. Describe the differences in amount and content of training between the three kinds of direct care workers.
2. Recognize the challenges of direct care workers.
3. Comprehend the need for the occupational therapy skillset to address the need for further training among direct care workers.

### **School-based Professional's Perception of Student Attention Amidst COVID-19**

**Presenters:** Jackie Paquin, OT, OTD, OTR; Emily Zeman Eddy, OT, OTD, 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. Describe changes in the perceived attention and participation by teachers and therapy practitioners of students during remote instruction, after the initial onset of social distancing.
2. Understand the teaching, learning, or therapy experiences and attention-supporting strategies used during remote instruction compared to times of typical onsite instruction.
3. Discern possible needs to support occupational engagement, attention, and participation in remote instruction and hybrid learning formats currently and in the future for all students, as the practices change with any future variations in school-based delivery of education and related services.

## **Day 3: Wednesday, October 27, 2021**

### **12:00 p.m.-1:00 p.m.**

#### **Feasibility, Acceptability, and Effectiveness of a Sensory Integration Occupational Therapy Clinic Telehealth Program: A Program Review**

**Presenters:** Olivia Easterbrooks-Dick, OT, MS, OTR, OTA The Koomar Center & Research Coordinator – SPIRAL Foundation; Sarah Sawyer, OT, MA, OTR, OTA The Koomar Center

**Educational Level:** Intermediate

This presentation describes the development and subsequent review of a program to deliver Sensory Integration (SI-OT) services via telehealth. Telehealth was found to be a feasible, acceptable, and effective method of delivering SI-OT services by parents and therapists. Through telehealth therapists addressed goals, occupations, and skills. Working directly in the home led to increased parent engagement, understanding and carryover while strengthening the therapist-family relationship.

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

1. Identify at least three benefits to clients and their families receiving sensory integration occupational therapy services via telehealth.
2. Describe therapist perceptions of the effectiveness and appropriateness of providing sensory integration occupational therapy services via telehealth.
3. Identify at least three challenges occupational therapy practitioners may experience when providing sensory integration occupational therapy services via telehealth.

### **1:15 p.m.-2:15 p.m.**

#### **Sensory Processing and Integration Assessment Across the Lifespan**

**Presenter:** Douglene Jackson, PhD, OTR/L, LMT, ATP, BCTS, Western Psychological Services (WPS)

**Educational Level:** Introductory

Sensory processing and integration assessments continue to be developed in efforts to support practitioners as they assess for concerns. Whether assessing in-person or virtually, there are assessments available to identify challenges and support individuals across the lifespan.

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

1. Identify appropriate assessments for sensory processing and integration differences across the lifespan.
2. Describe practical strategies for in-person or telehealth assessment.
3. Understand results to make appropriate recommendations for intervention.

### **2:30 p.m.-3:30 p.m.**

### **Sensorimotor Strategies for Caregiver-Child Dyads Exposed to Trauma**

**Presenters:** Carli DiMeo, Pilot Program Coordinator Child Witness to Violence Project at Boston Medical Center; Carson DeSantis, BS, OTD, Pilot Program Coordinator, Child Witness to Violence Project at Boston Medical Center

**Educational Level:** Intermediate

Occupational therapy practitioners recognize the need to support families in the co-occupations and co-regulatory demands associated with family social participation. Caregiver-child dyads with trauma history experience barriers to family role competence, calling for innovative approaches. This presentation will outline a group intervention for caregiver-child dyads exposed to violence discuss the group's efficacy and feasibility for this population. This intervention was delivered via Zoom to support families impacted by domestic violence in their homes during the pandemic.

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

1. Articulate the role of occupational therapy in trauma-based, family-centered mental health settings
2. Identify key factors of intervention that improve parenting self-efficacy and co-regulation in parent-child dyads exposed to trauma while maximizing feasibility for this population
3. Articulate 3 concrete ways to implement a dyadic intervention for caregiver-child dyads impacted by domestic violence in their own practice settings

### **3:45 p.m.-4:45 p.m.**

#### **Parents' Perspectives of Parent-Mediated Pediatric Occupational Therapy**

**Presenters:** Mary Beth Kadlec, OT, ScD, OTR, Massachusetts General Hospital, Center for Autism & Neurodevelopmental Disorders (CANDO); Assistant Professor, MGH Institute of Health Professions Department of Occupational Therapy; Allison Klowan, OT, OTD, OTR

**Educational Level:** Intermediate

This presentation will describe parent-mediated therapy for children with neurodevelopmental disorders as an occupational therapy service delivery model that can be used in an outpatient pediatric setting. By learning the results of a qualitative research study on the parents' perspectives of parent-mediated occupational therapy services, the participants will gain an understanding and appreciation for the parents' point of view and the positive outcomes that parents described experiencing as a result of the services they received.

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

1. Describe parent-mediated occupational therapy as a service delivery model and how it can facilitate improved client and family outcomes.
2. Describe the specific benefits that parents report experiencing because they were included in outpatient occupational therapy sessions with their children through the use of a parent-mediated occupational therapy service delivery model.
3. Reflect on their own occupational therapy practice and consider how to apply principles for evidence-based parent-mediated therapy that promotes improved outcomes through client and family-centered care.

### **5:00 p.m.-6:00 p.m.**

#### **School-Based Practice: Are You Prepared?**

**Presenters:** Jan Hollenbeck, OT, OTD, OTR, FAOTA, Medford Public Schools; Karen Hefler, OT, OTR, FAOTA, Owner/Director, Rehabilitation Therapy Associates LLC

**Educational Level:** Student

Designed for the OT or OTA student or occupational therapy practitioner considering entering school-based practice, this session will identify and explain important knowledge and resources to prepare for entry into school-based practice.

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

1. Identify 5 key areas of knowledge important in school-based practice.
2. List 5 key resources they can access to prepare for school-based practice.
3. Describe 3 potential roles in school-based practice in addition to providing traditional student IEP services.

**6:15 p.m.-7:15 p.m.**

**Impact of Telehealth Interventions on Limiting Burden**

**Presenters:** Daniel Reichling, OT/s, Kate Aufort, OT/s, Tufts University

**Educational Level:** Student

Telehealth is an evidence-based health intervention that is becoming increasingly popular in the United States. This scoping review approach yielded seven articles from four databases to determine whether telehealth interventions are an effective tool to limit burden and improve quality of life for caregivers of individuals with Alzheimer's Disease-Related Dementias (ADRD). Three of the seven studies reported statistically significant decreases in depression, and four of the seven studies reported statistically significant decreases in caregiver burden.

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

1. Understand the challenges and prominence of caregiver burden.
2. Learn about different types of telehealth interventions for caregivers of individuals with ADRD.
3. Understand the effectiveness of the respective interventions.

**Poster Session**

**Semester Themes of the Innovation Project: Key Ingredients for Innovation at the MGH IHP's Post-Professional OTD program**

**Presenters:** Sarah McKinnon, OT, OTD, MPA, OTR, BCPR; Jessica Asiello, OT, OTD, OTR; MGH Institute of Health

**Educational Level:** Introductory

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

1. Identify the role of post-professional OTD education in advancing occupational therapy and interprofessional practice.
2. Identify strategic vision and key themes of Innovation Project within Post-Professional OTD education.
3. Provide strategies and things to consider when developing a post-professional OTD project experience.

**Ride and Garden Social Club Program Design**

**Presenters:** Caroline Lurie, OT/s; Elisheva Milov, OT/s; Madison Lecker, OT/s; Marla Muyulema, OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

**Educational Level:** Introductory

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

1. Discuss key structures of Ride and Garden Social Club.
2. Identify source of motivation for specified interventions.
3. Understand possible needs of young adults diagnosed with ASD.

**Men's Outdoor Activities Program for Dementia Care**

**Presenters:** Angela Cusano, OT/s; Alexandra Dixon, OT/s; Nicole Descheneaux, OT/s; Alice Eduwu, OT/s; Said Nafai, OT, OTD, OTR, CLT

**Educational Level:** Student

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

1. Learn about how to activities for marginalized individuals so that they can develop a sense of efficacy and improved physical and social outcomes.
2. Learn about ways to improve mental wellbeing and overall quality of life within the residences.
3. Understand the importance of social environment within this program by encouraging patients to participate in their desired occupations with their fellow residents.

**Ergonomics Intervention for Police Officers**

**Presenters:** Sarah Cota, OT/s; Reagan Nichols, OT/s; Alliyah Ramirez, OT/s; Carl Nicolas,

OT/s; Said Nafai, OT, OTD, OTR, CLT; American International College

**Educational Level:** Intermediate

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

1. Identify stretching techniques that they can educate clients on to help reduce hip and back pain from sitting in a vehicle.
2. Complete a police car assessment to help officers have a better work setup in their vehicles
3. Educate police officers on proper body mechanics while sitting in their vehicles.

### **Sensory Riding Circle**

**Presenters:** Carly Alhanti, OT/s, Isabela Avelar, OT/s, Susan Cotti, OT/s, and Dalia Abraham, OT/s, Said Nafai, OT, OTD, OTR, CLT; American International College

**Educational Level:** Introductory

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

1. Learn about the techniques and benefits of hippotherapy and therapeutic riding, and how this approach to therapy can be utilized to improve clients' sensory processing abilities
2. Learn about the sensory integration stations of the program and how they offer sensory integrated opportunities to improve important life skills including sensory processing, postural control, fine and gross motor skills, social participation, and emotional learning
3. Participants will gain understanding of sensory integration and the importance of advocating for the benefits of sensory activities with clients, especially school-age children

### **Occupational Therapy for Daily Harm Reduction in Illicit Substance Use**

**Presenter:** Kim Phu, OT/c, Hampshire Hope

**Educational Level:** Introductory

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

1. Recognize occupational therapy's role in harm reduction for illicit substance use.
2. Learn how reestablishing ADL's and IADL's can help facilitate recovery.
3. Learn common functional deficits that can occur with illicit substance use.

### **The Effects of an Adapted Virtual Sensory-Enhanced Yoga Program**

**Presenters:** Alexandra D. Haney, OT/s; Emily Zeman Eddy, OT, OTD, MS, OTR

**Educational Level:** Student

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

1. Understand that participating in a sensory-enhanced yoga program can have a positive impact on perceived stress.
2. Understand that occupational therapy practitioners can successfully collaborate with academic and school/community programs in a health promotion role supporting social emotional learning for at-risk youth.
3. Identify potential methods of integrating a sensory-enhanced yoga program in their practice setting (i.e., creating an after-school yoga group, collaborating with school teachers to integrate yoga into the school day).

### **Teen Anxiety and Social Outcomes in Dog-Assisted Interventions**

**Presenter:** Kathryn Grove, OT, MS, OTR

**Educational Level:** Introductory

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

1. Identify the various settings and population groups in which dog-assisted interventions for youth with social anxiety have been trialed.
2. Describe the state of evidence for decreasing anxiety, increasing social participation, and enhancing social skills among teenagers with social anxiety through dog-assisted interventions.
3. Discuss recommended areas of future study to further enhance our understanding of dog-assisted interventions and participation among teenagers with social anxiety.

## **The Effects of Cognitive Behavioral Therapy and Mindfulness on Comorbid Substance Use Disorder and Depression: A Scoping Review**

**Presenters:** Hailey Pister, OT/s; Alexis Parent, OT/s; Olivia Sabol, OT/s; Angie Velásquez, OT/s  
**Educational Level:** Student

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

1. Describe the gap in literature surrounding evidence-based interventions for substance use and comorbid depression.
2. Demonstrate understanding about the effectiveness of CBT and mindfulness interventions in treating substance use disorder and depression.
3. Describe the gap in literature related to treating comorbid substance use disorder and depression.

## **Day 4: Thursday, October 28, 2021**

### **12:00 p.m.-1:00 p.m.**

#### **Maintaining Professional Self in an Indifferent Environment Through Reflective Practice**

**Presenter:** Virginia Spielmann, PhD, OTR/L

**Educational Level:** All

Professional reflection offers the only workspace where human relationships and professional sense of self are prioritized and attended to. Through reflective activities professional legitimacy, identity and profile are privileged, nurtured, and explored. Thus, professional reflection offers the clinician an opportunity to actively resist being socialized into a deficit based, medical model that historically fails to recognize the humane. Through professional reflection processes, we can explore the tensions within which we must operate including balancing biomedical and occupation focused models of care and theory and practice. Professional reflection activities can offer the practitioner boundaried and relationship-based care and support that mitigates vicarious trauma and refuels energies. Thus, enabling the practitioner to go out and care for others.

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

1. Describe at least 3 attributes of Reflective Practice in the context of Occupational Therapy services and settings.
2. Discuss the Reflective Spiral model and how it might guide Reflective Supervision.
3. Identify at least 5 priorities for creating environments that support effective Reflective Supervision.

### **1:15 p.m.-2:15 p.m.**

#### **JEDI In the Health Professions: How an Interprofessional Post-Professional OTD Course is Changing Practice**

**Presenters:** Jessica Asiello, OT, OTD, OTR; Sarah McKinnon, OT, OTD, MPA, OTR, BCPR; MGH Institute of Health

**Educational Level:** Introductory

Occupational therapy practitioners are well-suited to support inclusive communities, however as discussed, there is a gap in how practitioners address issues affecting justice, equity, diversity, and inclusion (JEDI) in professional practice. An online Post-Professional OTD program shares an innovative approach to address this gap through core coursework in an accessible, interprofessional, and online doctoral course – the first PP-OTD program with a course dedicated to JEDI content. Content modules and relevant student outputs

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

1. Identify role of OT in addressing to justice, equity, diversity, and inclusion (JEDI) in occupational therapy education and practice.
2. Identify key content areas for potential JEDI discussions in the workplace following outcomes in an online course development.
3. Share how occupational therapy practitioners are currently addressing JEDI issues in professional practice settings following participation in an online Post-Professional OTD course.



## **2:30 p.m.-3:30 p.m.**

### **Role of Occupational Therapy in Transition Planning: Parent Perceptions**

**Presenters:** Marissa McCormack, OT, MS, OTR, Amanda Nihan, OT, MS, OTR, and Kathleen Schlenz, ABD, OT, Salem State University

**Educational Level:** Intermediate

The Individuals with Disabilities Education Act requires a formal planning process for students preparing to transition from high school to the community. Students and family members are considered integral members of the Transition Planning team. Occupational therapy is often an under-utilized member of that team. Through video-recorded didactic and media-based content, results will be shared from recent research that explored perceptions from Massachusetts parents regarding the role that OT practitioners play in transition planning.

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

1. Summarize 3 key concepts from recent evidence-based practice resources that address transition planning for young adults with intellectual disabilities.
2. Identify at least 3 trends in emerging data that address perceptions from Massachusetts parents and primary caregivers regarding the role that occupational therapy practitioners play in the postsecondary transition planning process.
3. Describe 3 ways that occupational therapy practitioners could address gaps in parent/caregiver satisfaction with the Transition Planning process.

## **3:45 p.m.-4:45 p.m.**

### **LVAD Candidate Evaluations: Implications for Occupational Therapy Practice**

**Presenters:** Jessica Asiello, OT, OTD, OTR; Abigail Begin, OT, MS, OTR, Kimberly Beatty, OT, MS, OTR, Erin Donovan, OT, MS, OTR, Kimberly Erler, OT, PhD, OTR, Marissa Dittrich, OT, MS, OTR; Christine Kelley, OT, MOT, OTR, Hannah Sherritt, Massachusetts General Hospital,

**Educational Level:** Intermediate

Acute care occupational therapy practitioners provide a unique perspective on an individual's ability to successfully manage a left ventricular assist device (LVAD) and ensure a safe discharge plan. We will provide scenarios of LVAD candidates representing a spectrum of medical decision outcomes and illustrating the MGH evidence-based preoperative occupational therapy evaluation protocol. We will provide rich discussion of clinical reasoning and recommendations based on individualized occupational profiles, standardized functional measures, psychosocial factors, and ethical considerations.

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

1. Analyze the complex cognitive, physical, and psychosocial factors influencing self-management for adults with left ventricular assist devices (LVAD).
2. Describe an evidence-based standard of care for the preoperative evaluation of LVAD candidates, including standardized functional assessments.
3. Advocate for the distinct value of occupational therapy in the growing population of LVAD candidates.

## **5:00 p.m.-6:00 p.m.**

### **Perceptions of the Educational Value of an Academic Clinic in Professional Graduate Programs**

**Presenters:** Morgan Castelbuono, OT/c; Danielle Whitman, OT/c; Kelsey Fitzhugh, OT/c; Jeffrey Joy, OT/c; Brittany Adams, OT, OTD, MS, OTR; Western New England University

**Educational Level:** Introductory

Academic clinics enhance student education through hands-on experiences for learning and skill development while simultaneously providing services to underserved populations. Through an examination of perceptions of professional graduate students and alumni, the results indicate those who participated in an academic clinic found it to be highly beneficial and that it increased their competence and preparation level for their field. This presentation will discuss further

benefits and implications for developing an academic clinic within professional graduate programs **Learning Objectives:** By the end of this program, participants will be able to:

1. Understand the role of academic clinics within professional graduate education.
2. Identify at least 3 ways in which academic clinics add unique value to educational programs.

## **Poster Session**

### **Addressing the Lack of Occupational Therapy Inclusion in ICU: An Innovative Approach to Increasing Our Role**

**Presenter:** Jessie Franco, OT, MS, OTR

**Educational Level:** Intermediate

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

1. Understand the factors and consequences of lack of occupational therapy in ICU settings.
2. Share current state of evidence related to the role of occupational therapy in the ICU setting, contributing factors, and published attempts to address this problem.
3. Define key ingredients for proposed innovative solution for increasing inclusion of occupational therapy in ICU settings.

### **Attention Deficit Hyperactivity Disorder (ADHD): Across the Lifespan**

**Presenters:** Allison Hemmer, OT/s; Debra Latour, OT, OTD, M. Ed., OTR, Western New England University

**Educational Level:** Introductory

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

1. Describe the different effects that ADHD has on an individual's lifespan.
2. Understand the gaps in care that need to be improved in order to increase an individual's quality of life that has ADHS symptoms/signs.
3. Define what occupational therapy practitioners can do to fill in the gaps in care.

### **Creative Approaches to Service-Learning in a Virtual Environment**

**Presenters:** Lori Vaughn, OT, OTD, OTR; Elizabeth McAnulty, OT, OTD, OTR; Springfield College

**Educational Level:** Intermediate

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

1. Discuss the relevance of service learning in occupational therapy education.
2. Develop strategies for implementing virtual service-learning activities.
3. Discuss strategies for creating service-learning activities within their occupational therapy classes/curriculum.

### **Evaluating the Effectiveness of an Online Mindfulness Course**

**Presenters:** Katelyn Loring, OT/s; Mary Barnes, OT, OTD, OTR; Tufts University

**Educational Level:** Intermediate

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

1. Identify at least three key areas mindfulness has been shown to impact.
2. Summarize methods used for program evaluation of an eight-week online mindfulness program for adults.
3. Discuss changes seen in participants after completing an eight-week online mindfulness course and potential roles for occupational therapy.

### **Unlimbited Wellness: Virtual Support for Upper Limb Absence**

**Presenters:** Debra Latour, OT, OTD, M.Ed., OTR; Maccabee Gabay, OT/s; Alison Johnson, OT/s; Sarah Kelly, OT/s; Samantha Pagano, OT/s; Maura Pitluck, OT/s; Western New England University

**Educational Level:** Introductory

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

1. Recognize virtual platforms as effective tools for facilitating support groups.
2. Understand the unique needs of the ULA population.
3. Learn about community program development evaluation.

### **Simulated Patient Experiences in an Occupational Therapy Curriculum**

**Presenters:** Victoria D'Ortenzio, OT/s; Meredith Grinnell, OT, OTD, OTR; Tufts University

**Educational Level:** Introductory

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

1. Summarize the current state of the science regarding patient actor simulations in occupational therapy programs.
2. Understand the preliminary findings on feasibility of implementing patient actor simulations in an occupational therapy curriculum.
3. Explain the limitations and understand the need for future research in this area.

### **Peer Health Coach Model for the SCI community**

**Presenter:** Yaqi Shi, OT/S, Tufts University

**Educational Level:** Introductory

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

1. Identify current challenges related to health management for the SCI community in addressing secondary health conditions after SCI.
2. Describe major roles of the SCI PHC and the benefits of the PHC model in health management.
3. Summarize occupational therapy practitioners' role in supporting the SCI PHC and applications of the PHC model to occupational therapy.

### **Measuring Stress and Anxiety in College Students: The Role of Occupational Therapy**

**Presenters:** Kelsey Fitzhugh, OT/c; Jeffrey Joy, OT/c; Brittany Adams, OT, OTD, MS, OTR; Western New England University

**Educational Level:** Intermediate

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

1. Identify one occupational performance area in which college students are affected by stress and anxiety.
2. Define two student-reported barriers to accessing services on campus.
3. Identify one way in which occupational therapy can provide services to those affected by barriers preventing access to healthcare.

### **Supporting Knowledge on Obesity and Bariatric Care for Occupational Therapy**

**Presenters:** Jennifer Phillips, OT, OTD, OTR; Karen Jacobs OT, Ed.D., OTR, CPE, FAOTA; Boston University (BU), College of Health & Rehabilitation Sciences; Sargent College.

**Educational Level:** Introductory

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

1. Identify occupational therapy's role in obesity and bariatric care.
2. Identify that adults can effectively learn via an online education program.
3. Identify the need for continuing education on obesity and bariatric care for occupational therapy practitioners and students.

## **Day 5: Friday, October 29, 2021**

**11:00 p.m.-12:00 p.m.**

### **Fostering Ethical Reasoning in Occupational Therapy Practice: Practical Strategies**

**Presenters:** Kimberly S. Erler, OT, PhD, HEC-C; MGH Institute of Health Professions; Deborah

Yarett Slater, OT, MSOT, FAOTA, MGHHP. Ethics Consultant

**Educational Level:** Introductory

Ethical reasoning is central to occupational therapy practice, education, research. Fostering ethical reasoning skills can empower OTs and OTAs and decrease moral distress. This interactive session will explore the new AOTA Occupational Therapy 2020 Code of Ethics with an emphasis on the application of ethical principles and standards. Then, participants will have the opportunity to apply a decision-making framework to ethically challenging cases and learn strategies for integrating ethical reasoning into daily practice.

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

1. Develop knowledge of the new AOTA Occupational Therapy 2020 Code of Ethics.
2. Apply ethical principles, related standards of conduct and an ethical decision-making framework to diverse occupational therapy cases.
3. Identify at least one strategy for promoting an ethical culture in their own practice setting.

**12:15 p.m.-1:15 p.m.**

**Keynote Address:**

**Creating Synergy Between Public Health and Occupational Therapy**

**Keynote Speaker:** Emily Rothman, Boston University Professor and Chair of Occupational Therapy

**Educational Level:** All

Emily F. Rothman, ScD is Professor and Chair in the Department of Occupational Therapy at Boston University. She is also Professor of Community Health Sciences at the Boston University School of Public Health. Dr. Rothman has conducted research on adolescent and young adult health for more than two decades, with funding from the National Institutes of Health (NIH), National Institute of Justice, US Centers for Disease Control and Prevention, US Department of Defense, Robert Wood Johnson Foundation, and other entities. Her primary focus has been on the development and testing of interventions to prevent dating and sexual violence, with a recent emphasis on how to promote healthy relationship skills for autistic and other neurodiverse individuals. Her program of research has focused on marginalized populations and addressing health inequity. Dr. Rothman has published more than 100 peer-reviewed publications, is the author of the forthcoming book *Pornography and Public Health* (Oxford University Press), and is frequently consulted by media. She has appeared on the Today Show on NBC, and her research has been featured on NPR and by the New York Times magazine, the Wall Street Journal, CNN, Teen Vogue, and other media outlets.

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

1. Identify tools and frameworks used in public health that can be useful for occupational therapy professionals.
2. Explain how occupational therapy professionals can be helpful to public health researchers and decision-makers.
3. Advance and strengthen the natural synergy between public health and occupational therapy in their own communities and at the state level

**1:30 p.m.-3:00 p.m.**

**MAOT BUSINESS MEETING**

**Presenter:** Karen Hefler, OT, OTR, FAOTA, 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**

**Presenters:** 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.
2. Identify methods to become involved in state legislative issues.

### **AWARDS CEREMONY**

**Presenter:** Alissa Conant, OTA, COTA, MAOT Member-at-Large (CE Coordinator/Nominations/Awards)

**3:15 p.m.-4:15 p.m.**

### **The American Occupational Therapy Foundation: Advancing the Science of Occupational Therapy to Improve Both Practice & Health**

**Presenter:** Lawrence Liff, Chief Development Officer at AOTF, Nancy Baker, Sc.D., M.P.H., OT, FAOTA

**Educational Level:** All

AOTF is the nation's leading non-profit investing in new occupational therapy research and the future occupational therapy workforce. Through our mission to build new evidence for practice, support occupational therapy students and disseminate information we are strengthening occupational therapy and improving the delivery of care. Over the last few years in particular, AOTF has been able to grow its research, scholarship, and program portfolio thanks to a dedicated community of donors and volunteers. Learn more about our work, our impact and how you can support the future of occupational therapy.

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

1. How is AOTF building new knowledge for occupational therapy practice?
2. Where can occupational therapy practitioners obtain new evidence for practice?
3. How can occupational therapy practitioners support AOTF, the creation of new evidence and future occupational therapists?

**4:30 p.m.-5:30 p.m.**

### **AOTPAC: American Occupational Therapy Political Action Committee**

**Presenter:** Allison Klowan, OT, OTD, OTR, Ambassador, American Occupational Therapy Political Action Committee

**Educational Level:** All

The American Occupational Therapy Political Action Committee (AOTPAC) is the policy arm of AOTA, whose purpose is to 1) elect and retain legislators who understand occupational therapy and are supportive of causes of the profession and 2) expand the mission of occupational therapy. Occupational therapy is not fully understood in the political arena where health care decisions are made, and contributions through private donations from association members can increase advocacy presence where these decisions are made.

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

1. Understand basic information regarding legislative process affecting federal policy.
2. Identify current legislation and how recent changes affect the future of occupational therapy.
3. Identify opportunities in leadership, advocacy and legislation as a student, new graduate, or seasoned practitioner.

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