



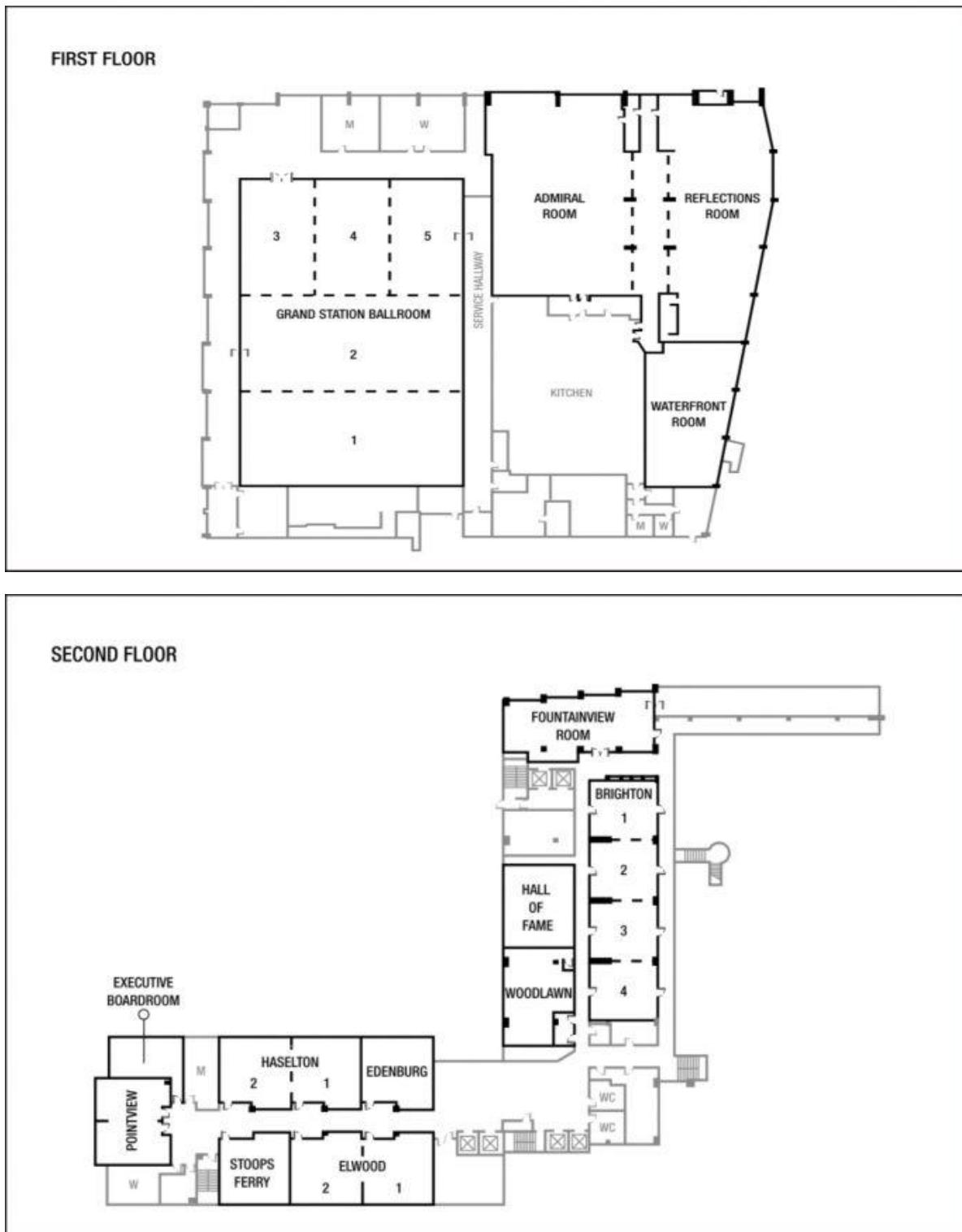
INNOVATE, INTEGRATE AND MOTIVATE!

Conference Guide

September 29-30

Sheraton Pittsburgh Hotel
at Station Square

Hotel Floor Plan



Letter from the President

Greetings Conference Attendees,

Welcome to the 2023 POTA Conference and to my hometown, Pittsburgh. I hope you enjoy the view of our beautiful city as much as I do. As I reflect on the last year and the beginning of my second term, I keep encountering the word “Value,” and it has stuck with me. I am asked by many, “What is the VALUE of being a member of the association?” or “What is a true VALUE-based payment system?”. I have also been asked, “What VALUE does an occupational therapy practitioner bring to a particular setting or population?”. As I answer these questions and others about the VALUE of our profession, I am thankful for all the members of POTA who promote and raise the bar on the VALUE of our profession each and every day. We have many active members who represent more than 14,000 practitioners in the state in advocacy, policy, and professional development. Sometimes, the days are long and frustrating when defending the VALUE of occupational therapy practice, but they are always worth it. Since our last conference, we have continued our efforts to promote the distinct VALUE of occupational therapy to insurance companies. We have also continued our legislative efforts to defend the VALUE of occupational therapy in the state. The Pennsylvania Occupational Therapy Association continues to focus on the VALUE of what we offer to our members and to the communities we serve. As we all participate in this 2023 POTA Conference: Integrate, Innovate, Motivate, I hope you find a renewed sense of VALUE for yourself as a person, a practitioner or student, and as a member of our profession. May we, together as a community, celebrate the VALUE we bring to this great profession.

“Do not try to become a person of success, but try to become a person of value.” Albert Einstein



Christine Daeschner OTD, MS, OTR/L

POTA President (2021-2025)

Welcome!

Hello Conference Attendees! Welcome!

As this year's Commissioner of Conference, I am excited to host this year's Pennsylvania Occupational Therapy Association State Conference, *Innovate, Integrate and Motivate!*

My conference team has worked diligently this year to bring you an amazing experience.

We are excited to offer the best education that PA has to offer, as well as several exciting speakers: Author Michael Kiel of *Challenge the Moment*, and our own AOTA President (and Pittsburgh resident) Alyson Stover!

Keep your eyes out for some new and refreshed events including:

- Two amazing pre-conference institutes that dive into *innovative* treatment techniques: functional vision screening and interventions in pediatrics, and immersive and *integrative* Neuro-divergent Care across the lifespan!
- The exhibitor hall will be expansive and offer many opportunities to explore new products, and employer and student opportunities.
- The Welcome Reception is re-invigorated to include a DJ, Picture Booth and District Specific Sections to visit with old and new friends!
- The Welcome Reception will include snacks and free craft beer samples, with any donations going to POTPAC!
- The Awards Ceremony will take place on Friday evening, followed by the Presidential Reception, including snacks and drinks, so come ready to celebrate and mingle!
- The Keynote will take place Friday following lunch, so be sure to get a seat!
- And Finally, the Plenary is sure to leave you *motivated* and excited to be an OT in the state of PA!

I hope this year's conference **motivates** you as an OT Practitioner and offers you new ideas and experiences, **innovative** and **integrative** tips and techniques, and of course new friends!

Best,

Nicole Lavery, OTD, OTR/L, CKTP, CEAS

Commissioner of Conference, 2023

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Keynote Speaker



Challenge The Moment

Michael Kiel

Rehabilitation Counselor/Rehabilitation Specialist

Please welcome Michael Kiel, our 2023 Keynote Speaker. Michael Kiel is a rehab counselor/rehab specialist, advocate and author. He holds an undergraduate degree in psychology and a graduate degree in rehab counseling. He has been working in the field of vocational rehabilitation for 20 years at the Hiram G Andrews Center in Johnstown PA. Michael works primarily with the Cognitive Skills Enhancement Program (CSEP), but also provides support for the Center for Assistive and Rehabilitative Technology (CART) along with advocacy and outreach. He has spent the bulk of his career working with young adults with disabilities. His career has centered around a comprehensive approach to employment and self-advocacy, which includes cognitive therapy, assistive technology, life skills/social skills, sexuality and intimacy along with many other topics. The overall goal of which is to empower individuals with disabilities to be independent and have an active voice in the world around them, in the hopes that a taste of empowerment will lead to a thirst for independence. He sits on several Boards of Directors and his personal interests include spending time traveling, motivational speaking, playing chess, writing and enjoying the company of friends and family, particularly his two nephews. He published his memoir, *Challenge the Moment*, in 2019.

Annual Award Recipients

Academic Educator Award – Dr. Ann Marsico, CScD, MOT, OTR/L

Award of Appreciation – A. Everette James, Director of Pitt Healthy Policy Institute

Research Award – Emily Grattan, PhD, OTR/L

Master Clinician – Michelle McCann, OTD, OTR/L, C/NDT, CBIS, PPSC

OT Award of Recognition – Elizabeth Deluliis, OTD, MOT, OTR/L, CLA, FNAP

OT Student Award of Recognition – Erica Glaneman, OTS

Student Spirit of OT Award – Kayla Michel, OTS

OTA Award of Recognition – Michelle Kreitzer, COTA/L

OTA Student Award of Recognition – Robin Cohen, BS, RDH, OTAS

Dr. Stephen Heater Award – Denise Chisholm, PhD, OTR/L, FAOTA

President's Award – Melanie Brock, COTA/L

Thursday at a Glance

4:00 - 8:00 pm	Information and Check-In <i>Grand Central Station III Foyer</i>
7:30 - 4:30 pm	Pre Conference Institute <i>Pointview</i> INTRODUCTION TO FUNCTIONAL VISION SCREENING AND INTERVENTION FOR PEDIATRICS Duration: 7:30AM- 11:30AM Jordan Porter This two-part presentation will provide attendees an introduction to the functional vision model and provide an evidence-based screening tool for completing a comprehensive vision screen in pediatric patients. The second part of the presentation will provide an introduction to vision interventions aimed to improve saccades and pursuits in pediatric clients.
	OCCUPATIONAL THERAPY: ESSENTIAL CO-COLLaborATORS IN NEURODIVERSITY-AFFIRMING CARE Duration: 12:30PM- 4:30PM Elizabeth Sherman; Jess Storm; Andrea Gallagher This institute is delivered by a collective of multiply disabled Autistic practitioners and educators to provide an immersive, lived-experience-informed perspective on occupational therapy's role in neurodiversity-affirming care across the continuum of OT practice settings.
9:00 - 4:30 pm	Board Meeting <i>Fountainview</i>
5:00 - 7:30 pm	Welcome Social Check in to the conference and join us for a snack while connecting with other conference attendees. <i>Reflections</i>

Friday at a Glance

6:30AM	Information and Check-In Duration: 6:30-8:30AM, 11-12PM, & 5-6PM <i>Grand Central Station III Foyer</i>
7:00	Breakfast <i>Grand Station II-V</i>
7:30 – 9:30 am	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
7:30 – 9:00 am	Poster Sessions <i>Grand Station I</i>
9:00 – 4:30 pm	Exhibit Hall Open <i>Grand Station I</i>
9:30 – 10:30 am	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
9:30 – 11:00 am	Poster Sessions <i>Grand Station I</i>
10:30 – 11:30 am	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
11:30 – 1:00 pm	Lunch & Annual Business Meeting <i>Grand Station II-V</i>
1:00 – 2:00 pm	Keynote Speaker Michael Kiel <i>Grand Station II-V</i>
2:00 – 3:00 pm	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
2:30 – 4:30 pm	Poster Sessions <i>Grand Station I</i>
3:00 – 4:00 pm	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
4:00 – 5:00 pm	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
4:00 – 5:00 pm	OTA Meet and Greet Melanie Brock <i>Come meet and collaborate on the needs and goals of OTA's in the state.</i> <i>Grand Station II-V</i>
5:15 – 5:40 pm	Student People Power Meeting <i>Grand Station II-V</i>
6:00 – 8:00 pm	Awards & Presidential Reception <i>Grand Station II-V</i>

Saturday at a Glance

6:30 - 8:30 am	Information and Check-In <i>Grand Central Station III Foyer</i>
7:30 - 8:30 am	Coffee with the Commissioners <i>Grand Station II-V</i>
7:00 – 8:00 am	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
8:00 – 9:00 am	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
8:30 – 10:00 am	Poster Sessions <i>Grand Station I</i>
9:00 – 12:00 pm	Exhibit Hall Open <i>Grand Station I</i>
10:00 – 11:00 am	Presentation Sessions <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
11:00 – 12:00 pm	Presentation Sessions <i>*422-No Split Ends: Inclusive Haircare in OT continues</i> <i>Ellwood I-II, Haselton I-II, Brighton I-II, Brighton III-IV</i>
10:00 - 1:00 pm	Representative Assembly (RA) & Lunch <i>Grand Station II-V</i>
1:00 - 2:00 pm	Plenary Speaker Alyson Stover <i>Grand Station II-V</i>

Posters and Presentation

Thursday

**300- Introduction to Functional Vision
Screening and Intervention for Pediatrics |
Pointview Duration: 7:30AM- 11:30AM**

Jordan Porter

This two-part presentation will provide attendees an introduction to the functional vision model and provide an evidence-based screening tool for completing a comprehensive vision screen in pediatric patients. The second part of the presentation will provide an introduction to vision interventions aimed to improve saccades and pursuits in pediatric clients.

**414- Occupational Therapy: Essential
Co-Collaborators in
Neurodiversity-Affirming Care | Pointview
Duration: 12:30PM- 4:30PM**

Elizabeth Sherman; Jess Storm; & Andrea Gallagher

This institute is delivered by a collective of multiply disabled Autistic practitioners and educators to provide an immersive, lived-experience-informed perspective on occupational therapy's role in neurodiversity-affirming care across the continuum of OT practice settings.

Friday

122- Yoga Intervention for Acquired Brain Injury Resilience: Interactive Yoga and Meditation Workshop | Ellwood I-II Duration: 7:30-9:30AM

Kasey Stepansky, CScD, OTR/L, C/NDT, CBIS

Bring Your Own Yoga Mat! This workshop will review evidence supporting yoga and meditation intervention with clients with acquired brain injury across the continuum of care. After initial review of the evidence, participants will be provided an opportunity to experience Yoga and Meditation sessions and discuss adaptations that would be supportive of clients with acquired brain injuries, their families, and OT practitioners.

709- Occupational Therapy's Functional Intervention with Subtle Cognitive Impairments | Haselton I-II Duration: 7:30-9:30AM

Lisa Marshall & Brenda Crowley

Occupational therapy practitioners have a distinctive role in identifying and treating subtle cognitive impairments (SCI) with a functional cognition approach. SCI is seen in long covid, cancer, anxiety, depression, and concussions. Participants will have strategies for immediate implementation.

201- Microaggressions, Accountability, & Allyship in Occupational Therapy Practice | Brighton I-II Duration: 7:30-9:30AM

Sharon Novalis & Gina Zanardelli

Microaggressions can be present in all areas of occupational therapy practice. This presentation focuses on identifying and responding to micro-aggressions and the variety of available methods of professional development and advocacy available to OT practitioners.

402- Occupational Therapy and Emergency Management: A Just-Right Fit | Brighton III-IV Duration: 7:30-9:30AM

Tracy Nornhold & Ceena Jenkins

Pandemics, tornadoes, wildfires, and other disasters disrupt daily occupations. Participants will learn about the role of occupational therapy in the emergency management phases of mitigation, preparedness, response, and recovery. They will apply occupational therapy concepts to emergency management in case scenarios across multiple practice settings. The OT's role in working with emergency management agencies will also be discussed.

101- Learning together: Interprofessional insights to dementia education redesigned | Poster | Grand Station I Duration: 7:30-9:00AM

E. Adel Herge & Lauren Boccardo

A pilot multimodal dementia educational program incorporated online training, simulation, and virtual reality to facilitate

increased knowledge and empathy in interprofessional healthcare students. Students' perception of the value and feasibility of this program will inform future interprofessional education experiences.

104- Strategies for Developing Professional Reasoning through Computer-Based Simulation | Poster| Grand Station I
Duration: 7:30-9:00AM

Wendy Brzozowski

This presentation highlights strategies for using computer-based simulation to create practical and engaging learning opportunities for students to develop and apply professional reasoning skills. Presenters will also discuss robust debriefing rubrics that offer performance measures for participants, groups, and supervisors.

126- Building Capstone Sustainability through Level I Fieldwork | Poster| Grand Station I
Duration: 7:30-9:00AM

Kristy Meyer; Kevin Wegner; Nakia Lynn; & Giulia Heydeman

Higher education provides a setting for occupational therapy to support students with intellectual disability. We will describe a capstone collaboration designed to develop independent living skills for students within the Integrated Professional Studies (IPS) program and sustainability through Level I fieldwork. This Level I experience will support the students in the IPS program throughout their school year at Widener to further develop their independent living skills and allow for follow up and teach back of methods learned.

200- The Passage Program - OT in High School Transitions | Poster| Grand Station I
Duration: 7:30-9:00AM

Bernadette Alpajora; Sophia Huang; Julia Bryklycica; Mandy Adamson; & Anne Duncan

The Passage Program was developed to fill identified practice gaps in transition programming from high school to adulthood for marginalized students with disabilities. A manual detailing the program's structure was written and reviewed via the modified Delphi process.

203- Hand/Wrist Disorder Prevention in those who Communicate Using Sign Language | Poster| Grand Station I
Duration: 7:30-9:00AM

Any Hudkins; Allison Resetar; & Abby Clayton

Deaf and Hard of Hearing individuals who use ASL as their primary communication can significantly increase their risk for overuse injuries to the upper extremities, therefore a hand therapy program based on preventing overuse injuries would benefit this population greatly.

417- Increasing Confidence & Competence of OT Practitioners in an Intensive Therapy Program | Poster| Grand Station I
Duration: 7:30-9:00AM

Sudhee Acharya

The translation of evidence into practice is challenging. This presentation describes how to design and implement a flexible training program for pediatric occupational

therapy practitioners to promote the use of evidence-based concepts in practice within an intensive therapy program.

428- IADL Game Development for U.S. Newcomers | Poster| Grand Station I Duration: 7:30-9:00AM

Stephen Kern; Janna Rus; Dariana Garza; Noa Krakow; & MarÃa Sanchez

This poster discusses the development of an interactive board game to facilitate IADL participation and resettlement for newcomers to the U.S. The game development process utilizes a non-language-based approach to increase accessibility for non-English speaking newcomers.

600- Telehealth Success With Veterans Participating in Vision Rehabilitation | Poster| Grand Station I Duration: 7:30-9:00AM

Amy Rebovich

Outcomes elicited during a 3-month pilot project indicated improved performance, reduced self-perceived impairment with Veterans participating in Vision Rehab via Telehealth services. Qualitative themes emerged proving improved satisfaction, life balance, sense of well-being, and occupational integrity.

603- Implementing CAPABLE with Care Partners: A Case Study | Poster| Grand Station I Duration: 7:30-9:00AM

Pamela Toto; Tucker Achin; & Ava Giatras

This poster describes CAPABLE, a nationally recognized, evidence-based program led by occupational therapy to help older adults age in place. Learn the components of CAPABLE through a case study examining how care partners can be included.

705- Unilateral Neglect: Patient-reported symptoms undetected by existing assessments | Poster|Grand Station I Duration: 7:30-9:00AM

Katie Mullen; Brice Hounshel Smith; & Emily Grattan

Unilateral spatial neglect (USN) is common post stroke, yet existing clinical assessments may not detect or measure USN adequately. The purpose of this study was to compare clinician-rated assessment scores on the Catherine Bergego Scale to participant-reported symptoms of USN.

103- Level II Fieldwork Preparatory Course Improves Student Confidence | Ellwood III-V Duration: 9:30-10:30AM

Caroline Cameron; Leigh V. Leonard; & Amanda Parezo

This presentation reviews a fieldwork preparatory course to improve student readiness and confidence for level II fieldwork. Statistically significant improvements were seen in all areas, and analysis of student feedback revealed

common themes. Application to future programming will be reviewed.

131- Clinician to academician: Preparing to take the leap | Haselton I-II Duration: 9:30-10:30AM

Caitlyn Foy & Lauren Sponseller

OT faculty will discuss objectives for achieving success as adjunct or full-time faculty members. Participants will gain knowledge and perspective of faculty roles through discussion and break-out groups, and create personal professional development goals related to teaching, scholarship, and service.

304- Assisting Community Integration for Transgender youth with autism | Brighton I-II Duration: 9:30-10:30AM

Sowmya Ganesh & Karen Rice

Transgender youth with autism spectrum disorder in high school face substantial obstacles transitioning from school environment to the community to participate in meaningful occupations. An interprofessional team approach can improve ability to smoothly transition to community through successful collaborative interventions.

405- Exploring the impact of musculoskeletal pain in mothers | Brighton III-IV Duration: 9:30-10:30AM

Gina Fox; Taylor Allen; Jaime McNabb; Jillian Meitzler; & Veronica Martonik

Results of a study related to the prevalence and perceived impacts of musculoskeletal

pain on new mother's occupational performance will be described. Implications for future preventative education and occupational therapy intervention will be explored.

108- Effectiveness of Mock Interviews with Video Stimulated Recall | Poster | Grand Station I Duration: 9:30-11:00AM

Amanda Gault & Ann Cook

Presenters will educate current students and faculty on strategies to prepare students for successful interviews as they prepare for their first entry-level OT position. Join us as we take a deep dive into mock interviewing utilizing video simulated recall.

110- Experiences of Occupational Therapy Students with Disabilities | Poster | Grand Station I Duration: 9:30-11:00AM

Joanna Behm & Amelia Phung

Despite an increasing focus on DEI from AOTA, inclusivity of people with disabilities is inconsistent in occupational therapy education and within the profession. This study explored the experiences of 86 students with disabilities in OT school regarding accommodations.

121- Facilitating Entrepreneurial Skills and Innovation Within the Classroom | Poster | Grand Station I Duration: 9:30-11:00AM

Retta Martin

This course will demonstrate how to use a Business Model Canvas to facilitate entrepreneurial skills in OT students. The

BMC provides the structure for students to develop a program/business idea in a non-traditional OT role.

129- Education in Justice, Equity, Diversity and Inclusion | Poster | Grand Station I
Duration: 9:30-11:00AM

Nakia Lynn

Education in justice, equity, diversity, and inclusion with occupational therapy faculty members improves their self-efficacy to recruit underrepresented students. This poster will discuss an evidence-based online education project and how attendees can increase their self-efficacy in recruiting diverse students.

301- Size Matters Handwriting Program Implementation with School-Age Children | Poster | Grand Station I
Duration: 9:30-11:00AM

Judith Parker Kent & Talia Persaud

Informed by literature considering preceding handwriting programs, the Size Matters Handwriting Program aims to produce optimal handwriting outcomes by employing a combination of key practices that support handwriting success. We discuss its influence on legibility and overall execution feasibility.

310- Autism-Related Transition Services: A toolkit for support | Poster | Grand Station I
Duration: 9:30-11:00AM

Joanne Baird & Rebekah Funk

Individuals with disabilities transitioning to adulthood face barriers due to the lack of a

central process for services. This session includes a transition toolkit that promotes awareness of local resources, suggestions for use, and ideas for replication.

401-Examining Occupational Therapists' Knowledge of Population Health Concepts | Poster | Grand Station I
Duration: 9:30-11:00AM

Jennifer Whittaker; Morgan Albro; Mary Bunone; Kristine Fusaro; & Sinead Girdusky

Population-based practice is essential to reduce health disparities while promoting equity and justice. This presentation will share results of a mixed methods study of U.S. occupational therapists' self-reported level of knowledge about and confidence using population health concepts.

406- Digital Coaching App for IDD and Work | Poster | Grand Station I
Duration: 9:30-11:00AM

Nicole Roberts & Brittany Holmes

This study used a digital coaching app to provide support to young adults with IDD during job tasks. Goals of this study include determining if there was a change in job performance and a change in perceptions of job performance.

501- Perceptions of OT in Mental Health Group Homes | Poster | Grand Station I
Duration: 9:30-11:00AM

LaRonda Lockhart-Keene; Alexandra Nichols; Kristen Meyer; & Ashley Seiver

Evidence supports the value of OT in a variety of mental health-based community

settings. However, literature does not mention community group homes in its description of community settings. This poster explores perceptions of OT in adults living in group homes.

506- Growing Resiliency with Caregivers: A Stress Management Program | Poster | Grand Station I Duration: 9:30-11:00AM

Rachel DeStefano & Michelle McCann

Occupational therapists (OTs) can support the caregiver population by educating caregivers on stress management and leisure techniques. This presentation describes how OTs can support caregivers through the use of performance patterns as defined in the Occupational Therapy Practice Framework.

607- Assessment on Older Adult Fall Risk | Poster | Grand Station I Duration: 9:30-11:00AM

Karen Probst

There is a lack of evidence that supports the validity of Stopping Elderly Accidents, Deaths & Injuries assessments (STEADI). Research was conducted to compare the full 12-question STEADI to a possible 3-question STEADI to assess older adult fall risks.

710- Effectiveness of BITS on Neurological Functions of Balance | Poster | Grand Station I Duration: 9:30-11:00AM

Julie Nagle; Karena Klabunde; Kelsey Ober; Mary Norcross; & Elizabeth Nguyen

The effectiveness of an optokinetic dynamic program utilizing the Bioness Integrated

Therapy System on neurological functions of balance in college-athletes was explored. Outcomes were measured with the Comprehensive Coordination Scale, determining endpoint movement, quality of movement, and movement coordination.

118- AOTA Fieldwork Performance Evaluation Changes and Scoring Impact | Ellwood I-II Duration: 10:30-11:30AM

Michael Fantuzzo & Amanda Gault

Presenters will educate current occupational therapy practitioners on the new student fieldwork performance evaluation (FWPE), reviewing the documentation platform, Formstack, how to effectively score, rate, and interpret the student's performance, and to submit accordingly for midterm and final review.

504- The Lived Experience of Suicide Loss: Occupational Therapy's Role | Haselton I-II Duration: 10:30-11:30AM

Sharon Novalis & Deanna Hamilton

For every completed suicide, there are approximately 42-115 loss survivors. This presentation contains the results of a qualitative study exploring the experiences of survivors of suicide loss. The OTPF is utilized to explore OT's role in working with survivors.

204CTM- Student Leadership: Where to Begin and How to Grow | Brighton I-II
Duration: 10:30-11:30AM

Tiffany Gaydosh & Grace Laudenslager

Conversations that matter are open-ended sessions where the facilitators and individuals attending can have an open discussion about various topics. For this session, the facilitators will be prompting the conversation on student leadership. From this session, students will be given real-life advice and learn how to use their abilities to move into a successful leadership position.

420- Key Stakeholders: Your Voice in Occupational Therapy Research | Brighton III-IV
Duration: 10:30-11:30AM

Felicia Chew; Catherine Verrier-Piersol; Dawn Clayton Bieber; & Cara Lekovitch

OT practitioners typically use research to guide their practice; however, they can also serve as key stakeholders in the process of generating evidence. This course will dispel misconceptions about engaging in research and share methods for participating in building evidence.

125- Challenging the Exceptional and Supporting the Struggling Student | Ellwood I-II
Duration: 2:00-3:00PM

Kristy Meyer; Sarah Klunk; & Jeanne Coviello

The skills required to address the needs of an exceptional student differ from those of a struggling student. FW Educators will be provided with tangible strategies and

resources to enhance skills to support all students for entry-level practice.

412- Creating Opportunities: Diversifying the Workforce Begins with Us | Haselton I-II
Duration: 2:00-3:00PM

Bridget Trivinia; Ken Knecht; Colleen Burrell; & Nathalie Musey

Underrepresentation in the workforce requires the efforts of all practitioners. Educating others and developing accessible pathways to support underrepresented prospective students and their journeys into the profession is everyone's responsibility.

302- Putting Heart into Occupation: Pediatric Cardiac Intensive Rehabilitation | Brighton I-II
Duration: 2:00-3:00PM

Sarah Stevens & Tabatha Rudzinski

Discover occupational therapy's role in an innovative cardiac rehabilitation program for children with complex cardiac conditions. Through exploration of program implementation, attendees will learn to maximize occupational participation for children facing prolonged hospital admissions on the acute cardiac unit.

421- Knowledge to Action: Implementing Evidence in to Everyday Practice | Brighton III-IV
Duration: 2:00-3:00PM

Pamela Toto

Implementing evidence into everyday practice seems like it should be easy, but challenges such as time, support and readiness pose barriers. Gain skills to implement three knowledge translation

resources to enhance your success in the clinic, community and classroom.

109- Assessing and Identifying Educational Needs of FW Educators | Poster| Grand Station I Duration: 2:30-4:00PM

Michele Peterson

This poster will provide an overview of the data-driven process used to gather information about topics of interest to fieldwork educator and plans to disseminate future educational offerings to support clinicians in this vital role.

113- Integrating Justice, Equity, Diversity, and Inclusion into Fieldwork Preparation | Poster| Grand Station I Duration: 2:30-4:00PM

Anna Grasso

AOTA's Vision 2025 highlights a commitment to diversity, equity and inclusion in the field of OT, and academia has a large role to play. This poster details an ongoing endeavor to build student capacity to understand and embody JEDI principles.

124- Focusing on Emotional Intelligence to Boost Fieldwork Success | Poster| Grand Station I Duration: 2:30-4:00PM

Karen Weis

Emotional intelligence plays a significant role in students' success in Level II fieldwork. Learn about the important skills that students can build ahead of their clinical experiences and how they will boost

confidence and contribute to positive supervisory relationships.

130- Student Perspectives on Coping Strategies and Burnout Education | Poster| Grand Station I Duration: 2:30-4:00PM

Kimberly Duetsch; Amanda Weikert; & Madeline Senft

A survey of healthcare students revealed that students had varied experiences in how their healthcare programs address burnout and stress. Qualitative analysis revealed that students desire implementation of burnout prevention and stress management strategies into the curriculum.

202- Occupational Therapy: Certified Brain Injury Specialist in Acute Care | Poster| Grand Station I Duration: 2:30-4:00PM

Caitlyn Foy; Erin O'Sullivan; & Brigid Harkin

Earning a Certified Brain Injury Specialist (CBIS) certification as a rehabilitation team in the acute care setting will provide a more standardized level of care, offer the opportunity to enhance skills, and can emphasize the importance of occupational therapy.

305- Development of F.O.R.E.S.T.: Community Integration During Post-Transition | Poster| Grand Station I Duration: 2:30-4:00PM

Ann Marsico; Brianna Petrucci; Hallie Daughtry; Kelsey Grimm; & Emily Haus

The F.O.R.E.S.T. program was created for individuals with disabilities post-graduation, who want to maximize their independence

in the community. Educational materials for business owners to increase their knowledge on improving workplace participation for participants prior to community integration were created.

311- Telehealth: An Accessible Solution for Rural Pediatric Populations | Poster| Grand Station I Duration: 2:30-4:00PM

Damaris Jackson; Stanley Chang; & Ariel Elliott

Rural children often go without therapy, interrupting their ability to partake in ADL's, health management, leisure, and play. This poster presents information about the acceptability of telehealth to coach caregivers and therapists to increase access to remote pediatric populations.

407- Intimacy and Sexuality for Individuals with Spina Bifida | Poster| Grand Station I Duration: 2:30-4:00PM

Sydney Kaercher & Kenneth Reichl

This narrative literature review synthesized the neurological effects of Spina Bifida on sexual activity, the impact on intimacy, and approaches to individualized education.

409- Addressing Occupational Dysfunction Through Telehealth- A Scoping Review | Poster| Grand Station I Duration: 2:30-4:00PM

Jim Foster & Mary Zadnik

This presentation will identify the groups and populations where telehealth was utilized to address occupational dysfunction during the Covid-19 pandemic period.

507- Address your Stress for Academic Success | Poster| Grand Station I Duration: 2:30-4:00PM

Sowyma Ganesh & Nadine Mayrena

Adolescent students subjected to academic overload and challenging curriculum may experience increased stress impacting their mental health and academic performance. This session will discuss the effectiveness of selected evidence based intervention methods used as coping strategies for stress reduction.

605- Communication and Dementia: Reducing Behaviors During Inpatient Care | Poster| Grand Station I Duration: 2:30-4:00PM

Cara Lekovitch; Cydnie Bauer; Natalie Scelsi; Nicholas Pito; & Amanda Wapinsky

Staff employed at an inpatient psychiatric unit reported difficulty managing behaviors exhibited by patients with dementia when completing ADL tasks. Staff attended an in-service focusing on evidence-based strategies best for interacting with people with dementia.

608- OT Intervention Using Assistive Technology for Dementia Patients | Poster| Grand Station I Duration: 2:30-4:00PM

Cynthia Abbot-Gaffney; Jessika Mahal; Kaili Koontz; & Gabi Schneider

Dementia is a condition that causes functional and cognitive loss in individuals, this loss heightens concerns for medication misuse. Assistive technology interventions, specifically medication management tools,

can be effective in counteracting medication misuse in adults diagnosed with dementia.

105- Promoting Inclusive Higher Education: Faculty Training Module Development | Ellwood I-II Duration: 3:00-4:00PM

Elizabeth Kee & Sharon Novalis

Disabled people face disproportionate barriers to entry and completion of higher education. This project seeks to reduce one aspect of this systemic threat through the creation and implementation of a virtual training series for full-time higher education faculty.

413- Type 1 Diabetes: Occupational Therapy's Role in Treatment | Brighton I-II Duration: 3:00-4:00PM

Karlie Musich & Elizabeth Deluliis

Health management is an essential occupation in the OTPF-4. Management of type one diabetes is a significant condition requiring lifelong care. This presentation will equip occupational therapists with the knowledge to develop competency in treating individuals with type one diabetes.

429-State Board of Education and Licensure: How to Lose your License to Practice | Haselton I-II Duration: 3:00-4:00PM

Joanne Baird & Kerri Hample

424- Stress Management: Practice What We Teach | Brighton III-IV Duration: 3:00-4:00PM

Lisa Marshall

This course provides evidence of the A&P of the nervous system in response to stress, the impact of chronic stress, the prevalence of compassion fatigue, and burnout in healthcare. Prevention and coping strategies for immediate implementation will be provided.

115- Mission Possible: Teaching Professional Behavior to Graduate Students | Ellwood I-II Duration: 4:00-5:00PM

Cara Lekovitch

Teaching professional behaviors in graduate school for health professions is complex. In this presentation attendees will understand how to implement a series of learning activities to develop professional behaviors in graduate level occupational therapy students.

700- The Occupational Therapy Educational Splinting Tool: A Case Study | Haselton I-II Duration: 4:00-5:00PM

Gina Fox; Jillian Benedetti; Morgan Gibau; Robin Hill; & Natalie Shearer

The occupational therapy educational splinting tool (OTEST) is a decision tree designed to guide the novice practitioner's clinical decision making for upper extremity splinting after acquired brain injury. Opportunities for application of the OTEST via case examples will be provided.

**307- Visual Insufficiency and Pediatric Occupations: Making the Connection |
Brighton I-II Duration: 4:00-5:00PM**

Sharon Marcy & Fern Silverman

Children and adolescents who have difficulty using their visual system efficiently are at occupational risk. During this presentation we'll explore the impact of visual inefficiency as reported by young individuals, and intervention strategies OTs can use to mitigate dysfunction.

**410- NBCOT Student Presentation |
Brighton III-IV Duration: 4:00-5:00PM**

Jodi Schreiber, OTD, OTR/L, C/NDT, LSVT BIG

This presentation will provide an overview of NBCOT to OTA and OT students. An overview of the value of NBCOT from a student and future OT practitioner perspective will be shared. The board certification exam and other professional education opportunities through NBCOT are topics of this session.

Saturday

119- Promoting Health Equity in OT Education | Ellwood I-II Duration: 7:00-8:00AM

Erica Glaneman; Retta Martin; & Michelle McCann

OT educators can support students' ability to promote health equity and prepare students to meet diverse needs of all client populations. This session explores methods educators can use to integrate health equity into the OT classroom.

312- Breaking the Mold: Expanding the Scope of School Based Practice to Address School Mental Health | Haselton I-II Duration: 7:00-8:00AM

Miranda Viron

School-based occupational therapy practitioners have long been stereotyped into practice focuses such as handwriting, sensory needs, and classroom accommodations to support educational needs of students driven by IDEA-related guidelines. But what if we are made for more? What if we can further meet the needs our students' educational needs by addressing Maslow's Hierarchy first? This 50-minute session will outline key components of federal legislation, education, and school guidelines to support this expansion of school-based practice to meet necessary social and mental health needs of the students we work with.

411- Managing the Complex Needs of the Veteran Population with Chronic Pain | Brighton I-II Duration: 7:00-8:00AM

Megan Kenney

In this presentation, participants will identify methods to manage chronic pain in the veteran population including various intervention strategies geared towards addressing the complex and biopsychosocial nature of chronic pain.

419- Wellness Programming for Individuals Seeking Bariatric Surgery | Brighton III-IV Duration: 7:00-8:00AM

Mina Stollberg & Michelle McCann

Occupational therapy in bariatric surgery programs can be valuable in establishing a comprehensive wellness program. The discussed program focuses on physical activity and mindfulness training for individuals seeking bariatric surgery, within the outpatient bariatric care setting.

127- Teaching Students to Manage Challenging Situations in Fieldwork | Ellwood I-II Duration: 8:00-9:00AM

Ann Marsico; Cara Lekovitch; & Ketki Raina

Stop, Talk, Roll framework equips occupational therapy students with skills to address inappropriate behavior and challenging situations during Fieldwork. Through the framework, students learn how to respond healthily, minimize psychological and physical costs, grow stronger, and become resilient in the workplace.

706- Integrating New Research into Practice: Utilizing OT Groups | Haselton I-II
Duration: 8:00-9:00AM

Melissa Luchnsky; Katie Ashbaugh; Amber Bowser; & Morgan Gleixner

This course explores new research and clinical implementation findings from a 2022 quasi-experimental study completed at six SNFs which found statistically significant improvements in self-care utilizing an evidence-based group protocol that included fine-motor, cognition, strength, flexibility, balance, and occupation-based components.

502-Mitigating Trauma's Impact Through Sensory Modulation | Brighton I-II
Duration: 8:00-10:00AM

Michelle Rampulla & Meredith Gray

Research shows the physical impact of trauma on brain structures that inhibit sensory processing, cognition and emotional regulation. In this session, we will review research, apply theory to case studies, and explore options to incorporate OT principles into your practice.

415- Menstrual Hygiene: A Critical Area for Occupational Justice | Brighton III-IV
Duration: 8:00-10:00AM

Blythe Westendorf

Engagement in menstrual hygiene management (MHM) is influenced by an interplay of personal, societal, cultural, and contextual factors. With our focus on client-centered and holistic care, OT practitioners are equipped to address

personal, performance, and environmental factors which can negatively impact menstruating individuals' engagement in this intimate and critical activity of daily living.

117: Accessibility and Post-Secondary Education Institutions | Poster| Grand Station I
Duration: 8:30-10:00AM

Lindsay Church; Meagan Bader; Grace Bobosky; Grace Bormes; & Corinne Fischer

Persons living with physical disabilities (PLWD) may face barriers to accessing post-secondary education institutional offerings. Identification of barriers should lead to swift implementation of necessary change to ensure equity and inclusion of PLWD employed by or attending post-secondary institutions.

132- Clinical Reasoning and Reflection-Integrating Evidence Across Skill Levels | Poster| Grand Station I
Duration: 8:30-10:00AM

Diana Goodman & Kasey Stepansky

308- Grasping on to Success in Kindergarten: Handwriting Skills | Poster| Grand Station I
Duration: 8:30-10:00AM

Brianna Brim & Sarah Sturgill

How does a kindergartner grasp on to fine motor success? (Hint: it's not with dynamic tripod) The purpose of this project is to provide OTPs with resources to inform teachers of non-grasp related activities to facilitate success of all students.

313- Attitudes Toward Animal Assisted Intervention | Poster | Grand Station I
Duration: 8:30-10:00AM

Cathy Goodman

The purpose of the qualitative narrative study was to understand the attitudes and perceptions of stakeholders of elementary school age children with disabilities who have engaged in animal assisted therapy in a school setting.

404- Exploring the Impact of Social Media on the Perception of Disabilities | Poster | Grand Station I
Duration: 8:30-10:00AM

Amy Hudkins & Rachel Bills

The use of social media, specifically TikTok, was used to explore its impact on the perception of disabilities with pre-professional phase occupational therapy students.

418- The Role of Occupational Therapy in Domestic Violence | Poster | Grand Station I
Duration: 8:30-10:00AM

Sharon Novalis; Anna Harvey; Cassidy Shirlow; Halle Groter; Alyssa Negri

This systematic review informs the audience of the prevalence of domestic violence and how it affects a survivor's occupational performance. The studies convey experiences of survivors and key areas for intervention within the domain of occupational therapy.

423- Paraprofessionals Self-Confidence After Client-Centered Trainings | Poster | Grand Station I
Duration: 8:30-10:00AM

Nicole Roberts & Christina Thomas

Paraprofessionals are commonly utilized in adult day centers that provide care to clients with intellectual and developmental disabilities (IDD). Providing trainings to improve staff communication to increase client engagement in occupations may be a beneficial endeavor for occupational therapists (OT).

500- Comparing Well-being and Happiness from a Global Perspective | Poster | Grand Station I
Duration: 8:30-10:00AM

Tammy Divens & Jessica Divens

Happiness is something most people desire. This IRB approved research project compares perspectives on happiness and ways to approach well-being between American and European cultures. It includes American occupational therapy students and French psychology students at different universities.

509- Supporting Self Efficacy and Wellness of Breastfeeding Mothers: PEO-based Prenatal Education | Poster | Grand Station I
Duration: 8:30-10:00AM

Emily Scott; Lindsay Birckhead; & Jacaya Austin Cuartas

Description and program evaluation of a community-based prenatal education program for support of postpartum wellness and breastfeeding self efficacy. Data including perceived occupational

challenges and reported self efficacy of mothers planning to breastfeed is discussed.

602- Designing a Multi-Sensory Dementia-Friendly Outdoor Space | Poster | Grand Station I Duration: 8:30-10:00AM

E. Adel Herge & Kaitlyn May

Occupational therapy student, architects, agency leadership, and staff designed a multi-sensory dementia-capable outdoor space for individuals with intellectual disabilities and dementia. The Alzheimer's Garden Audit Tool evaluated specific design elements and qualities necessary for an effective dementia-capable outdoor environment.

606- CAPABLE goals: What Matters Most to Older Adults | Poster | Grand Station I Duration: 8:30-10:00AM

Pamela Toto & Kayla Valente

CAPABLE is a preventative, low-cost, client-centered intervention that promotes aging in place for older adults. To accomplish successful aging, occupational therapists aim to discover what matters most through goal setting. This presentation will highlight common goals and strategies within CAPABLE.

610- How can Occupational Therapy Practitioners Facilitate Cancer Survivors' Sense of Self Identity | Poster | Grand Station I Duration: 8:30-10:00AM

Linda Harris

Christiansen stated (1999), that “we build our identities through our occupations” (p.547) and this creates a sense of meaning when describing ourselves. We choose occupations that are a reflection of our personal values, our expression of the self, and a test of our abilities to prove to ourselves and to others that in the wake of an illness one can engage in occupations (Christiansen, 1999; Lyons, 2006). “Cancer can often become part of one’s identity” (Lyons, 2006, p.4). Lyons (2006) proposed that cancer can threaten a person’s identity because the person “may struggle to independently and effectively complete occupations that define who he or she is” (p. 9). A person labeled as a “cancer patient” can overshadow a person’s self-perception of their identity, uniqueness, and individuality (Lyons, 2006). Individuals can experience feelings of isolation and loss of role identity, which can impact a sense of returning to prior occupations (Maher & Mendonca, 2018). The investigator will seek to understand how OT may address the unmet needs of cancer survivors to potentially facilitate a revitalized sense of self efficacy to re-engage in occupations.

701- Perceived Social & Leisure Engagement Among Individuals with POTS | Poster | Grand Station I Duration: 8:30-10:00AM

Joanna Behm; Megan Hamilton; & Madeleine Skolka

Individuals with energy-limiting conditions like Postural Orthostatic Tachycardia Syndrome (POTS) experience diminished ability to participate in all areas of occupation. This study examined the leisure and social engagement of those with POTS.

Results indicate low satisfaction in these valued occupations.

112: Leveraging Quality Improvement to Drive the Doctoral Capstone | Elwood I-II
Duration: 9:00-10:00AM

Michelle McCann

Quality Improvement (QI) can be integrated within occupational therapy practice by doctoral capstone students and aid organizations in building value-based care and services. Important principles in quality improvement will be explored to expand knowledge of the doctoral capstone.

708: Identifying Occupational Therapy's Vital Role in Oncology Rehabilitation | Haselton I-II
Duration: 9:00-10:00AM

Lisa Marshall & Brenda Crowley

Evidence-based research identifies the need, benefit, lack of referrals, and trained clinicians necessary to fulfill the growing demand for oncology rehabilitation. By understanding cancer, treatments, side effects, and occupational therapy interventions, we can advocate our value.

123- Developing an OT Student-Led Teaching Community Health Clinic | Ellwood I-II
Duration: 10:00-11:00AM

Elizabeth Sherman; Erin Phillips; Abigail Miller; Mary Catherine Kelly; & Samantha Parzynski

This session describes a transformative learning experience of developing a teaching community health clinic. Faculty and student presenters will describe their

experience of co-collaboration, community-engaged learning, and OT professional identity development through leadership participation in a university community health clinic.

306- Super Self Sensory Room: A Tiered Approach to Self Regulation | Haselton I-II
Duration: 10:00-11:00AM

Larysa Spisic & Candice Donnelly Knox

The Super Self™ Sensory Room is multi-tiered approach to self-regulation that addresses the whole child. Attendees will learn how to create and implement a physically and emotionally safe and therapeutic space that meets students' sensory, emotional, behavioral, and academic needs.

426- Expanding Ergonomic Concepts Across All Areas Of Occupation | Brighton I-II
Duration: 10:00-11:00AM

Sara Loesche

This presentation will address the use of ergonomics outside of the occupation of work. It will discuss addressing risk factors and interventions in the areas of occupation that include several IADLs, rest and sleep, education, and leisure.

422-No Split Ends: Inclusive Haircare in OT
| Brighton III-IV Duration:
10:00AM-12:00PM

Nika Pierre-Paul; Tamika Voltaire; Erika Luft-Bolko; Shailyn Rose; & Guadalupe Villanueva

Presenters discuss hair types, appropriate products and care techniques. Participants will break into interactive groups to learn how hair plays a role in different aspects such as: religion, culture, and ethnicity to promote occupational identity, performance, and participation.

102- Community-Engaged Communities of Practice | Ellwood I-II Duration:
11:00AM-12:00PM

Ann Stuart & Deanna Fracul

Occupational therapists are leaders in community engagement. Challenges to community-engaged teaching and scholarship will be discussed, and demonstrate the value of a multi-disciplinary and scaffolded community-engaged support network, or community of practice.

503CTM- Spirituality and Occupation in Young Adults | Haselton I-II Duration:
11:00AM-12:00PM

Deborah Budash

Spirituality and occupations are interconnected. Our occupations give meaning to life and are how we enact our values and beliefs. This session will discuss the results of a study that explored spirituality and occupation in adults aged 18-25 years.

427- Innovative Approach to Interprofessional and Intercollegiate Global Health | Brighton I-II Duration:
11:00AM-12:00PM

Ashley Martins

This program is designed to highlight the integral role of occupational therapy during an interprofessional and intercollegiate global health initiative designed to provide innovative health and disease prevention programming in Belize

Exhibitors



