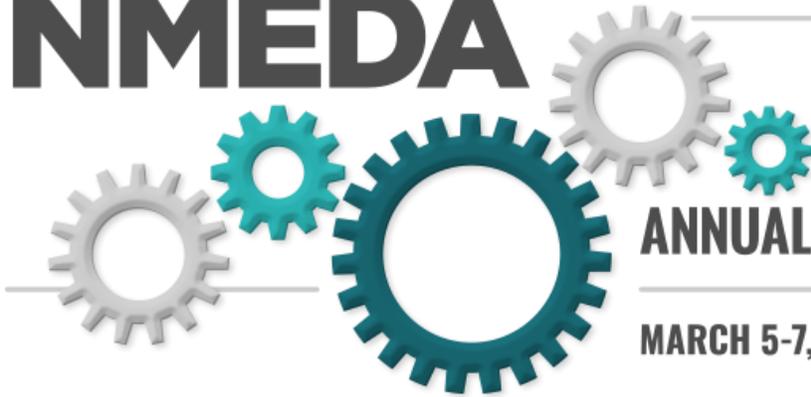


NMEDA



ANNUAL CONFERENCE & EXPO

MARCH 5-7, 2019 | DAYTONA BEACH, FL

ADED Track 101 2019 NMEDA Annual Conference-Daytona Beach, FL

Tuesday – Wednesday March 5 & 6, 2019

8:30-5:30 each day (7.5 hours each day)

Room TBD – Breakfast on your own on Tuesday

15 ADED contact hours

Tues 10:30-10:45 break, 12:00-1:00 lunch, 2:30-2:45 break

Wed 10:30-10:45 break, 12:00-1:00 lunch, 3:00-3:15 break

ADED Course: Introduction to Driver Rehabilitation

Speakers: Dan Allison MS, OTR/L, ATP, CDRS & Beth Gibson OTR, CDRS

Learning Level: Introductory

Abstract:

This two-day course is designed for the new driving evaluator. The skills and knowledge needed to establish an adaptive driving program or become a new staff member for an established program will be discussed and shared. How to develop an evaluation and training techniques, introduction to adaptive equipment, documentation and interactions with equipment vendors will be discussed.

Learning Objectives:

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

1. List the basic components of a Driver Rehabilitation Clinical Evaluation.
2. List the basic components of a Driver Rehabilitation On-Road Assessment.
3. Recognize resources for networking within the Driver Rehabilitation Community.
4. Develop the necessary and optional components for starting a Driver Rehabilitation Program.
5. Recognize the key stakeholders in the world of driver rehabilitation.
6. Identify the sequence of basic on-road training techniques.

Tuesday, March 5, 2019**Session times: 8:45-12:00, 1:00-5:15**

7 ADED contact hours

10:30-10:45 break, 12:00-1:00 lunch, 2:30-2:45 break

8:45 – 12:00 (10:30 – 10:45 Break) 3 hours**Presentation Title: Trouble in the Trenches: How to dig out by using a Clinical Decision-Making Tool****Speaker: Tamalea Stone, BAHon, BHSc. OT, OT Reg.****Learning Level: Advanced**

Abstract: Adaptive equipment must be considered for some of our clients to be able to access and/or operate a vehicle. Clinicians have gathered their experience through continuing education, mentoring, and often self-learning. Following a comprehensive assessment, the clinician must attempt to determine the best option for equipment based on the client's needs and functional abilities. The chosen option is not always optimal when challenged with barriers such as funding, compatibility with current vehicle or mobility aid and/or availability of products. Determining what is best for the client is only one piece of the puzzle. New technologies and products, a growing evidence base, and changing funding structures all add to the complexity of today's practice environment. It is suggested that the OT/CDRS will benefit from a structured method to assist them to analyze complex and challenging situations that arise in practice. Often, situations are challenging because they involve an ethical dilemma. Sometimes there is an option that is a clearly good one, but there are, unfortunately, many situations when the right thing feels wrong because a positive outcome for everyone involved is not possible. Many factors impact on the final decision: client needs, professional ethics, professional standards, legislation, guidelines, policies and clinician competence. If a conscious decision-making process has been followed, the clinician can feel confident that a reasonable outcome can be achieved, and principles of ethical practices are being upheld. A clinical decision-making framework will be introduced. Case studies will be used to demonstrate how the framework can assist in considering the applicable principles of practice, including QAP and ADED ethics and best practices and determine some reasonable options. Brainstorming/open discussion session will be led to further identify possible avenues to make these decisions more standard within our field.

Learning Objectives:

1. Increase awareness of rationale for deciding upon and prescribing different types of adaptive equipment.
2. Understand how client's individual functional abilities affect the choice of equipment and the training plan.
3. Identify best practices when choosing / prescribing adaptive equipment for clients.
4. Identify and apply a clinical decision-making framework/process (case studies) to assist in reaching reasonable outcome.
5. Discuss possible avenues to guide decision-making to be more standard within the field, including developing policy for practice setting.

1:00 - 5:15 (2:30 – 2:45 Break) 4 hours**Presentation Title: Vision and Driving****Speaker: Nathalie Drouin, OTR/L, CDRS, CDI****Learning Level: Intermediate**

Abstract: How do common vision disorders relate to driver performance, and what training and remediation techniques can be implemented to improve driver performance? We will tackle these questions in this course, beginning with eye anatomy and the visual system. We will also discuss disease and disorders of the eye, including acuity loss, eye movement disorders, binocular vision disorders, specific eye diseases affecting vision, and others. Participants will learn how to implement training and remediation techniques, including mirrors, tinted lenses, bioptic lenses, head movement exercises, and other techniques.

Learning Objectives:

1. Understand eye anatomy and the visual system
2. Understand disease and disorders of the eye
3. Relate common vision disorders to driver performance
4. Learn about types of training and remediation techniques

Wednesday March 6, 2019

5 ADED contact hours

Session Times: 8:30-10:45, 2:00-5:20

9:30-9:45 break & 3:30-3:50

Expo time 10:30-2:00 12:00-1:00 lunch

8:30 – 10:45 (9:30 – 9:45 break) 2 hours

Presentation Title: Beyond the Box: Exploring Creative Approaches to Driving

Speakers: Leah Belle, OTR/L, CDI, CDRS & Nathalie Drouin, OTR/L, CDRS, CDI

Learning Level: Intermediate

Abstract: Using case studies, this course will provide an overview of creative ways to think outside the box, to provide mobility solutions for clients with a variety of disabilities. This course will allow attendees to explore the potential of different approaches with access to primarily low technology. We will also explore the importance of collaboration between all the players including the client, the Certified Driver Rehabilitation Specialist, the payer source and the mobility vendor.

Learning Objectives:

1. The attendee will be able to apply general creative problem solving principles to developing creative mobility solutions for patients with various unique abilities and situations
2. The attendee will gain knowledge, through the case studies, on how the specific mobility equipment choices solved each client's particular needs.
3. The attendee will become familiar with the various players in the process of providing mobility solutions for driver rehabilitation clients.

2:00 – 5:20 (3:30 – 3:50 break) 3 hours

Presentation Title:

Medical Cannabis and Functional Driving Assessments: How and When to Assess On-road

Speakers: Nellemarie Hyde, OT, CDRS

Learning Level: Advanced

Abstract: Occupational therapists and Driver Rehabilitation Specialists commonly assess their client's cognitive abilities in-clinic and on-road to determine if they are "fit to drive" while taking various psychotropic medications. Is there reason to treat medical cannabis differently? During this seminar participants will learn the common uses, effects, and side effects of medical cannabis, and will explore the legal, ethical and professional issues of assessing clients taking medical cannabis. A decision making model for driver rehabilitation specialists will be presented. Case studies will be discussed and presented in small group forums addressing various issues related to use of cannabis by drivers.

Learning Objectives:

1. Understand the History of Cannabis as a medicinal herb, recreational drug and how it became a class 1 drug.
2. Identify the various cannabinoids in cannabis and their psychotropic effects on cognitive and psychomotor abilities.
3. Explore the ethical, legal and professional implications of assessing a client who takes medical cannabis.
4. Discuss differences in cannabis legislation from state to state, and how this may impact one's practice. Apply a decision making model to your practice in order to determine if on-road assessment is appropriate.

Thursday March 7, 2019

Session Time: 11:00- 12:00

1 ADED contact hours

11:00 – 12:00 1 hours

Presentation Title: AutoCoach 2.0: An Innovative App to Teach Parents of Teens with Cognitive and Physical Disabilities How to Drive

Speakers:

Emma Harrington, Ed.M., Matt Abisamra, OTR/L, CDRS, Dan Allison, MS, OTR/L, ATP, CDRS

Learning Level: Advanced

Abstract: Teens are a vulnerable population when it comes to driving- as car crashes are the leading cause of death among young adults. After nearly a decade of decreasing motor vehicle fatalities, recent crash data indicates a deadly reversal of this trend. To combat this Shepherd Center's certified driver rehabilitation specialists used their specialized training to create AutoCoach, an innovative app that makes it easier for adults to effectively teach their teens to drive defensively and safely. This year, in partnership with the Georgia Governor's Office of Highway Safety and CapTech, Shepherd Center will launch AutoCoach 2.0. This second incarnation of the app will be geared towards parents of teens with both physical and cognitive disabilities. As the leading brain and spinal cord injury hospital in America, Shepherd has a responsibility to not only tackle our number one mechanism of injury, but to focus our injury prevention efforts towards the population that we serve. An important protective factor for all teen drivers is a comprehensive behind the wheel training, and we believe this should be available for all families. Currently, there is a gap in the market for driving apps geared towards teens with disabilities- we believe our app could help reduce that issue of access. AutoCoach 2.0 will continue to track training hours, as well as nighttime hours, which is usually a prerequisite for obtaining a driver's license. AutoCoach is available nationwide for a free download in the Apple App and Google Play stores. Features of AutoCoach include a customizable parent-teen agreement, a graduated driver's licensing quiz by state, distraction notifications, a driving log and a revised curriculum based on best practices. AutoCoach 2.0 will enhance these features based on the last year of usage and user feedback.

Learning Objectives:

1. Define a successful public health injury prevention program and evaluate specific injury prevention measures for motor vehicle crashes.
2. Participants will understand the scope of fatalities and injuries associated with motor vehicle crashes and how this translates to Shepherd Center's patients.
3. Discuss and explain a new plan and pathway for teaching teen driving to teens with cognitive and physical disabilities
4. Demonstrate an innovative injury prevention intervention geared towards parents of teen drivers of all abilities.

Target Audience:

Driver educators, equipment manufacturers, kinesiotherapists, mobility equipment dealers, occupational therapists, physical therapists, rehabilitation engineers, rehabilitation technologists, speech-language pathologists, therapeutic recreation therapists, vocational rehabilitation professionals, and allied health students.

Accreditation & Continuing Education

For information please contact:

ADED

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Hickory, NC 28601

(866) 672-9466

Lynn@driver-ed.org

Continuing Education Contact Hours-The ADED course and seminars have been approved for CDRS contact hours. DRS 101 offers 15 contact hours and DRS 201 offers up to 13 contact hours. Credit hours will only be awarded to those attending sessions in their entirety; ADED does not offer partial credit. Contact hours available: 1 AOTA CE = 10 education hours earned. Information about signing in and how to claim credits at the end of sessions will be provided on site.



ADED is an AOTA Approved Provider of continuing education. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Please see individual course descriptions for contact hours / AOTA CEUs offered and the Learning Level. AOTA Classification Codes: Domain of OT: Areas of Occupation, OT Process Evaluation

Fees:

\$425 for NMEDA members

\$475 non-NMEDA members *includes 1 year membership

Registration handled by NMEDA

<http://nmedaannualconference.com/registration/>

Cancellation policy provided by NMEDA please call 813.264.2697 for more information

Hotel Information:

Hilton Daytona Beach Oceanfront Resort

100 North Atlantic Avenue, Daytona Beach, Florida, 32118

NMEDA Room Rates:

Single/Double - \$174 / night

Triple - \$184 / night

Quad - \$194 / night

Rates are good through February 3rd or until the room block sells out.

Book your rooms online: http://www.hilton.com/en/hi/groups/personalized/D/DABDHFF-NMEDA-20190303/index.jhtml?WT.mc_id=POG

or contact the Hilton directly at 386.254.8200 and mention the group code NMEDA.