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Opportunity!*

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NYSOTA ANNUAL CONFERENCE

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Greetings From the 2014 Conference Chair:

Welcome to the NYSOTA 2014 conference. I look forward to catching up with colleagues and friends and to meet those of you I don't yet know.

This past year I have taken time to reflect on my life personally and professionally; and I am so excited and proud to be an Occupational Therapist and the Vice President of NYSOTA.

Preparing for this great conference has been so energizing. This executive board displays passion, dedication and commitment to work hard for all of the membership. It is an honor to work with each of you; and I look forward to many more productive meetings and to continue to move NYSOTA to be stronger and better.

NYSOTA boards at both state and district levels are committed to work for our membership, and we need your help as we grow. We can not do great things without you. We need your feedback, input, and involvement at this fragile time in our healthcare environment.

I challenge each of you to reach within yourself and ask what draws you to help people. Why did you choose the profession of Occupational Therapy? Meet your district chair while you are here at conference, we need you to get involved in some way some how either at the district or state level. We have many opportunities for you to use your leadership skills as we continue to advance our profession.

I want to thank Alex and Nadia of Client Centered Solutions for all their hard work and commitment. You both put in so much time and energy to help steer our ship and keep us on course so we can move full steam ahead.

Lastly, I want to personally thank all of you for attending the conference demonstrating a commitment to the profession. I look forward to spending time with each of you. Please feel free to contact me anytime to talk or if you have questions. Thanks and enjoy your conference!

Donna Frazier

Vice President, NYSOTA

vicepresident@nysota.org



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Greetings from the NYSOTA President:

On behalf of the New York State Occupational Therapy Association, I would like to take the opportunity to welcome all our OT friends to the 2014 conference. We are so pleased that you are joining us here in Albany.

I am very excited about this year's event, I believe even more so than in years past. This year's conference is our third to be produced in concert with our management team, Client Centered Solutions, and I am so pleased that we are continuing to grow and expand our conferences. Using our resources more efficiently has allowed for increased advocacy and outreach, and the development of even bigger and better educational opportunities for our members and future members.

This year, you can participate in the full conference knowing that your New York State Continued Competency Hours will be complete for the year. You can engage in a variety of events, including meetings with our board, and walking through our website with a volunteer board member. I hope everyone takes advantage of the opportunity to meet with Ginny Stoffel, the AOTA President, and to chat with Marti MacGibbon about her experiences with OT and her successes in Living (her) Life to the Fullest.

I look forward to seeing you at the President's reception, and to hearing about your practice, your advocacy and you as the OT in NYSOTA.

Regards,

[Melissa Callahan](#), MS, OTR/L, IMC

President, New York State Occupational Therapy Association



YOU are the OT/A in NYSOTA

Join, or renew your membership today!

Healing, Resilience & Connectedness

The Keynote Speaker for the 2014 conference, storyteller and memoirist [Marti MacGibbon](#), shares her own life-changing experience of Occupational Therapy.

Resilience is essential to healing.

We need flexibility, hope, and optimism to embrace a vision of positive outcome. The first step in building resilience and promoting healing is getting connected and staying connected to health care professionals who will collaborate with you on your wellness journey. I know this firsthand.

In 2008, I sustained serious repetitive stress injuries: carpal and ulnar, and severe tendonitis in both arms. I was working a high-stress (yet very rewarding!) job that required constant keyboarding and handwritten entries into a logbook, and that's how I got hurt. I left the job, and began to build a business as a speaker.

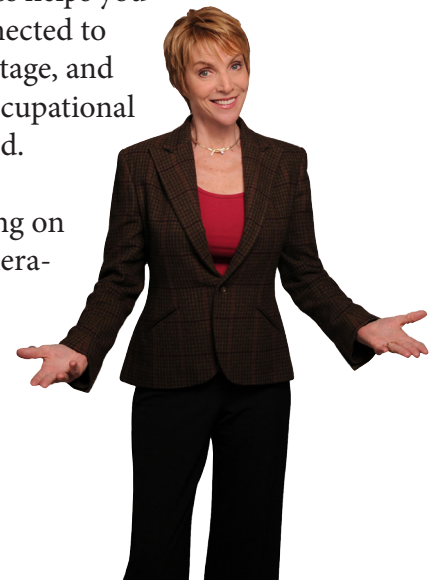
The diagnosis I'd received from a doctor was very negative, left little room for hope. I tried other means of treatment instead. For a time, I worked with a chiropractor, an acupuncturist, and tried massage therapy to help with the pain and dysfunction. My ability to keyboard, text, and other functions seemed to be severely limited by the pain in my arms. Then I found the occupational therapist who literally changed my professional and personal life.

She applied treatments to remove the scar tissue in my arms, and taught me how to move beyond my setbacks and the limits I'd set, and into healing. The original M.D.'s diagnosis was wrong, and OT proved it!

Today, I'm doing things I'd been told I would never do again. Connectedness helps you stay flexible, so you can embrace possibilities and opportunities. I stay connected to occupational therapy, and will throughout my life. I am in the maintenance stage, and once a year I see a neurologist to monitor the carpal tunnel. I also see an occupational therapist for an assessment once a year, to make sure I'm holding my ground.

Thanks to OT, I'm a nationally award-winning author, and currently working on my second book. Gratitude and respect to New York State Occupational Therapists Association, and to all OTs everywhere.

You Rock!



NYSOTA 2014 Conference Schedule

FRIDAY, NOVEMBER 7, 2014

1:30 PM Registration Opens

2:30-4 PM *CE Session 1.5 CCH*

Fieldwork Supervision Toolbox for Working with the Challenging Student,
Dr. Margot Elacqua, OTD, MBA, OTR/L
Dr. Debra Allen, OTD, OTR/L
Gov B

Early Intervention Update
Department of Early Intervention
Gov D

The Affordable Care Act and Implications for OT
Christina Kane
Gov C

2:30-4 PM *Poster Session West Gallery*

A Comparative Analysis of Study Strategies Among Various College Students
Diana Hassan, Sharon Faust

Post Secondary Participation Consultation: Expanding the Role of OT
Susan Mann Dolce, PhD, OTR/L; Lauren Oliver, OTS

Out of the Ivory Tower: Does Education Connect to the Clinical Experience?
Amy Nwora, PhD, OTR; Donna Brzykcy, MS, OTR; Theresa Vallone, EdD, OTR

In the Know: Caregiver training and education group for the TBI population
Stacey Baer; Sonoko Morimoto

Healthy Eating Active Living (HEAL): Targeting wellness through healthy meal preparation
Stacey Baer; Lynn Weber

Prevalence of Evidence Based Practice during Fieldwork II: York College Occupational Therapy Student's perceptions
Daniele Fallon, OTS, Svetlana Katayev, OTS, Leila Saber-Khiabani, OTS, Judit Szenasi, OTS, Dr. Tamara Avi-Itzhak, MS, D.S.C.

Do Kindergarten students who attend general education and receive Tier 2 RtI services show an increase in handwriting skills by engaging in Occupational Therapy development hand kills group, such as fine motor activity groups?
Sandra Block

Occupational Therapy's Intervention Role in Post-disaster Situations
Jeanie Clausen, OTR/L; Kate McGrath, MS, OTR/L

Mindfulness-Based Interventions Offer Self-Care for Occupational Therapy Practitioners
Sherry Russak

4:30 - 5:30 PM State Board of Occupational Therapy Presentation *CE Session 1.5 CCH* Hudson Ballroom

6 - 7:30 PM Opening Reception with vendors, sponsored by EBS Healthcare East Gallery

SATURDAY, NOVEMBER 8, 2014

7:30 AM Registration Opens

7 - 8:30 AM *CE Session 1.5 CCH*

Mental Health in School - Utilizing Web Technologies to Develop Transition Readiness and Self-Advocacy with Youth
David Merlo, MS, COTA, CPRP, ROH
Sharon Cavanaugh, OTR/L
Gov C

Young Children who are Picky Eaters: Oral Motor Disorganization, Sensory or Behavior?
Martha M. Frank
Gov E

Promoting Diversity and the Centennial Vision: One Student's Journey
Sharonnda Baxter, MS, OT
Amy Nwora, Ph.D., OTR
Gov B

7:30 - 8:30 AM [Saturday Wellness Session: Yoga](#) Anteroom

8 - 9 AM [District and SIS Networking Breakfast](#) Chambers

9 - 10 AM [Annual Membership Meeting](#) Hudson Ballroom

10 - 11 AM [Keynote Presentation: Marti MacGibbon](#) Hudson Ballroom



Shocking. Funny. Real.

Marti MacGibbon

Annual conference keynote speaker Marti MacGibbon is an activist, comedian and dynamo. Her presentations combine insight, wit and grit in a high-energy first-person account of the possibilities of "kickass personal transformation."

NYSOTA's Annual Conference • Nov. 7 - 9, 2014 • Hilton Albany

11 - 11:30 AM [Vendor Time and Coffee Break](#)

11:30 AM - 1:30 PM [CE Session 1.5 CCH](#)

[The Coach Approach: Promoting Health & Wellness & Improving Occupational Performance](#)

Michele Gentile OTR,
Heidi MacAlpine
OTR
Gov C

[Raising Kids w/ Sensory Processing Disorders: Activities for Everyday Sensory Issues](#)

Rondalyn V Whitney,
PhD, OTR/L, FAOTA
Gov D

[Music & Movement: Nontraditional Treatment Sessions](#)

Amanda Hetherington
Gov A

[Strategies for Fall Prevention & Aging in Place](#)

Jennie Leonard, Helen Span
Gov B

[Creating A Sensory Motor Smart Environment](#)

Vera Gallagher
Gov E

1 PM - 2 PM [Lunch with vendors](#) East Gallery

2 PM - 5 PM [CE Session 3 CCH](#)

[Mind Body Skills and Occupational Therapy Practice](#)

Mary Walsh Roche, MS, OTR/L,
LMT, RYT
Gov C

[Introduction to Executive Function](#)

Gloria Lucker
Gov E

[Assessment and Treatment of the Neurologically Affected Upper](#)

[Extremity](#)
Scott Homer
Gov A

5 PM - 7 PM [Vendor open area](#) East Gallery

7 PM - 9 PM [Annual President's Reception and Awards Ceremony, sponsored by Maria College](#) Gov A

SUNDAY, NOVEMBER 9, 2014

7 - 8:30 AM *CE Session 1.5 CCH*

Effectiveness of action observation as an intervention for upper limb rehabilitation after stroke: a systematic review
Jared Wootan, OTS and Sela Han, OTS
Gov B

Educator's Colloquium
Dave Merlo, Peggy Frye
Gov C

Using an Innovative Approach to Facilitate Classroom Participation for Young Children with Developmental Disabilities: A Pilot Study of DIR/Floortime
Amy J. Nwora, Ph.D., OTR
Gov E

7:30 AM - 9:30 AM *Vendor open area* East Gallery

7:30 AM- 8:30 AM *Sunday Morning Wellness Session: Yoga* Anteroom

8:30 AM- 9:30 AM *Legislative Breakfast, sponsored by NYSOT PAC 1 CCH* Chambers

9:30 AM - 12:30 PM *CE Session 3 CCH*

Sensory Motor Lateralization as the Handwriting Remediation Program in a Junior High School
Mary Teng
Gov C

Assessing Executive Function for Discharge Planning
Peggy Frye, Tracy Bentley-Root
Gov B

Posture Influences Function: The use of NDT handling with brain injured clients
Kelly VanAuken-Mason, OTR/L, C/NDT
Gov E

12:30 PM - 1:30 PM *Lunch with AOTA President Ginny Stoffel* Hudson Ballroom

1:30 PM - 4:30 PM *CE Session 3 CCH*

Using Yoga and Mindfulness Tools to Support Self- Regulation and Learning in the Classroom
Diane Levesque-Kopecki, MS, RN, RYT
Jill M. Holland, MS OTR/L
Gov C

Assessment and Treatment of Common Musculoskeletal Conditions
Scott Homer
Gov E

Hidden Vision Problems in the TBI Patient
Robert Fox, OD
Gov B

Course Abstracts and Presenter Bios

FRIDAY, NOVEMBER 7, 2014

Course Title: *Fieldwork Supervision Toolbox for Working with the Challenging Student*

Content Area: Administration/Management/Education

Presenter: Dr. Margot Elacqua, OTD, MBA, OTR/L Dr. Debra Allen, OTD, OTR/L

Course Abstract: This interactive presentation identifies the reasoning for a challenging student and explores strategies for supervision of the atypical fieldwork student either with the marginal/failing student or with the advanced student. This will also explore how to identify conflict in the supervisory relationship and how student behaviors may manifest this.

Learning Objectives: 1. Discuss rationale of student difficulty on fieldwork 2. Discuss strategies for supervision of the marginal or failing student 3. Explore supervision approaches with the advanced student 4. Identify student behaviors indicative of supervisory conflict 5. Develop strategies to prevent, stop or resolve conflict

Speaker Bios: Margot Elacqua, OTD, MBA, OTR/L is the Academic Fieldwork Coordinator for the OT Program at The Sage Colleges and has been working with students and fieldwork educators for over 12 years. She has a BS in OT from Utica College of Syracuse University, an MBA in Health Administration from Union College, and OTD from Chatham University. She is a Trainer for the AOTA FW Educator Certificate Program.

Debra Allen, OTD, OTR/L is a professor in the OT Program at the Sage Colleges and the Assistive Technology Coordinator at Queensbury Union Free School District. She has been active in supervising and coordinating fieldwork supervision in Queensbury for 8 years. She has a BS in OT from Utica College of Syracuse University and an OTD for Rocky Mountain University of Health Professions. She is a trainer for the AOTA W Educator Certificate Program.

Course Title: *Early Intervention Update*

Content Area: Administration

Presenter: Department of Health: Bureau of Early Intervention, Brenda Knudson Chouffi, Donna Noyes, Gerry Johnson

Course Abstract: This session will provide an update on the Early Intervention Program including current topics and issues such as development of Individualized Family Service Plans, authorization of EI services, proposed regulations, cost reports, NYEIS data system, payment status and how these relate to the delivery and payment of occupational therapy services. Also an overview of the State Systemic Improvement Plan will be discussed.

Learning Objectives: At the conclusion of this course participants will 1.) Understand the authorization procedure for EI services. 2.) Understand the delivery and payment system for OT services. 3.) Be familiar with proposed regulations to the EI Program.

Course Title: *The Affordable Care Act and Its Implications for OT*

Content Area: Administration

Presenter: Chris Kane

Course Abstract: This course will provide an overview of the Patient Protection and Affordable Care Act of 2011 (PPACA), including the main goals, timelines for implementation of the various components and the implications for occupational therapy services and therapists. A portion of the course will be an interactive sharing of ideas and development of action items individual occupational therapists and professional organizations can take to insure the integration of occupational therapy services in this new model of health care.

Learning Objectives: Upon completion of the course the participant will be able to: 1.) Identify the goals of healthcare reform through the enactment of the PPACA. 2.) Identify changes to the financing of the Medicare and Medicaid programs due to the implantation of the PPACA. 3.) Identify opportunities for integration of occupational therapy in the health care model supported by the PPACA.

Speaker Bio: Christina Kane graduated from D'Youville College in Buffalo, NY with her BS/MS in Occupation Therapy in 1991, working an an OT in developmental disabilities and subacute rehabilitation before specializing in rehab/health care administration. She earned her Doctorate in Health Policy from D'Youville in 2011 and has held various positions including Director of Rehab for a large skilled nursing facility, Director of a multi-specialty health clinic and Vice President of Rehabilitation Services for a large health care system in Buffalo. She was recently appointed as the Vice President of Musculoskeletal Service Line for Catholic Health.

Course Title: *New York State Board for Occupational Therapy Presentation*

Presenters: NYSBOT: Jim Hinds, Gary Cassidy, Donna Covello, George W. Delamar, Public Member, Mary V. Donohue, Florence Hannes, Karen M. Newman, Eva L. Rodriguez, Jeanine M. Stancanelli

Course Abstract: This course will provide an overview of NYS regulation of Occupational therapy, of the function of the New York State Board for Occupational Therapy (NYSBOT), and address current topics of interest.

Learning Objectives: At the completion of this course participants will 1.) Know the role of the State Board for Occupational Therapy. 2.) Know the function of the NYSBOT 3.) Be introduced to current topics presented to the NYSBOT that affect OT practitioners in NYS.

SATURDAY, NOVEMBER 8, 2014

Course Title: *Mental Health in School -Utilizing Web Technologies to Develop Transition Readiness and Self-Advocacy with Youth*

Content Area: Pediatrics|Wellness/Health|Mental Health|Technology

Presenter: David Merlo, MS, COTA, CPRP, ROH Sharon Cavanaugh, OTR/L

Course Abstract: Engaging transition-age youth in creating websites empowers them to direct their own transition process. Presenters will show how building websites allows students to conduct their own occupational profile, identifying learning styles, values and interests, exploring work experiences and potential careers, and researching resources that can assist with high school transition. The presenters will explain how this unique non-traditional intervention incorporates three essential components - the therapeutic use of self, the therapeutic use of technology as a creative medium, and the integration of models of recovery, psychiatric rehabilitation, and reflective learning to provide effective mental health services in school-based settings.

Learning Objectives: 1. Explain how website development as an occupation-based intervention can be adapted to address Individuals with Disabilities Education Act standards to provide youth with skills, knowledge, and resources to be empowered self-advocates in the transition process. 2. Describe the process, challenges, and solutions encountered when utilizing web-based technologies as a rehabilitation intervention. 3. Brainstorm how cloud-based technologies can be applied as occupation-based interventions with various populations to focus on health and wellness, prevention, participation, self-advocacy, occupational justice, and other occupational therapy outcomes. 4. Describe how principles of therapeutic use of self, mental health recovery model, and reflective learning guide roles, relationships, interactions, and occupations within the context of transition-based services for youth.

Speaker Bio: David Merlo recently became OTA Program Director at Bryant and Stratton College in Rochester. Prior to that has taught and coordinated fieldwork for over 18 years at Erie Community College in Buffalo. He was program manager at Restoration Society, Inc. a community mental health agency. Trained through Boston University Center for Psychiatric Rehabilitation, David is a Certified Psychiatric Rehabilitation Practitioner (CPRP) in addition to being a COTA. He completed graduate studies in assistive and rehabilitation technology at the SUNY Buffalo, Center for Assistive Technology (CAT). He earned an MS degree at Buffalo State College, focusing on adult education with emphasis on technology and supporting students with disabilities.

Sharon Cavanaugh, OTR/L is the Director of the Work Appreciation for Youth Program (WAY) at Baker Victory Services in Buffalo, NY and has been working with youth in residential placement for over 10 years. Prior to that, she was a program coordinator for the Research Foundation at the State University of New York at Buffalo. She completed additional specialized studies through University at Buffalo as a research assistant on the Functional and Psychosocial Impact of Computer-Based Assistive Technology on Adults with Disabilities and the Vocational Rehabilitation and Ergonomics and Job Accommodations projects. Currently through the WAY Program, Sharon is focusing on providing transition services for students with disabilities.

Course Title: *Young Children who are Picky Eaters: Oral Motor Disorganization, Sensory or Behavior?*

Content Area: Pediatrics

Presenter: Martha M. Frank

Learning Objectives: By the end of this course participants will be able to: 1. Identify background information needed to gain a general understanding of a picky eater versus a problem feeder. 2. Identify red flags and know what skills to look at when evaluating children with feeding/eating difficulties. 3. Using two short video cases interpret assessment findings and create plans for intervention.

Speaker Bio: Dr. Martha M. Frank is a Professor in the Occupational Therapy Program at the Sage Graduate School of Health Sciences in Troy, NY. Dr. Frank also maintains an active clinical practice as director of a pre-school and early intervention program in the Capital Region, working primarily with children under five. Dr. Frank received her BS degree in Biology and Occupational Therapy from Syracuse University, her MS degree in Education from the College of St. Rose, her CAS in Reading and her Doctorate in Education from the University at Albany (SUNYA). She is a licensed occupational therapist in New York and AOTA Board Certified in Pediatrics.

Course Title: *Promoting Diversity and the Centennial Vision: One Student's Journey*

Content Area: Education/Other

Presenter: Sharonnda Baxter, MS, OT Amy Nwora, Ph.D., OTR

Course Abstract: African American occupational therapists (OTs) account for 2.5% of 112,000 OTs in the United States (US Bureau of Labor and Statistics, 2013). This statistic closely mirrors the amount of African American students currently enrolled in OT programs nationwide. This seminar explores one African American student's perceptions of an OT program at a predominately white institution using the American Occupational Therapy Association's Centennial Vision (AOTA, 2006) as a conceptual framework, along with a supporting document by the Association's former president, Florence Clark (Clark, 2013). The OT profession can benefit from this information because it can help educators and those with a vested interest in the OT profession to have a better understanding of African American students' cultural needs that may impact educational attainment. This information can aid OTs in reaching one component of the Centennial Vision - a more diverse profession.

Learning Objectives: After completing this seminar, participants will be able to: 1.) Understand the Centennial Vision and its mandate for diversity in occupational therapy. 2.) Understand the impact of diversity on the OT profession both from a clinical and educational standpoint. 3.) Identify factors that influence retention of African American students in education and the overall impact on the OT profession.

Speaker Bio: Sharonnda Baxter is a recent graduate from the MS OT Program at D'Youville College. She is currently working as an occupational therapist in a sub-acute rehabilitation facility. Ms. Baxter is interested in cultural diversity in OT, and has prepared a manuscript regarding African American OT students at predominantly White universities. Amy Nwora is the Director of the Health Professions Education Program at D'Youville College. She is actively involved in research regarding culture and is the co-founder of Global Sports Advantage, a nonprofit organization dedicated to improving the lives of underprivileged children worldwide.

Course Title: *The Coach Approach to promoting health and wellness and improving occupational performance*

Content Area: Wellness/Health/Mental Health

Presenter: Michele Gentile, OTR with Heidi MacAlpine, OTR

Course Abstract: Participants will learn about the use of "the coach approach" to tap a client's intrinsic motivation and give them tools to use for evidence based success in goal setting and achievement. The coach approach can be used with clients with executive dysfunction or mild/moderate mental health disorders to help clarify interests and values, set realistic goals, form a plan that fits into their routine, and stay on track for goal completion. It can be used with clients at risk for or experiencing chronic disease to facilitate the behavior change nec-

essary to prevent or manage it. The parallel of the coach approach with the MOHO framework and client centered practice will be highlighted. As part of the therapeutic use of self, and tapping into a client's positive experiences and emotions, coaching can be used across a variety of client populations or with anyone seeking to improve their quality of life.

Learning Objectives: 1. Articulate the theory and use of the coach approach and how it relates to OT theories and practice. 2. Identify the skill set utilized in the coach approach. 3. Distinguish coaching from counseling. 4. Identify when coaching is an appropriate model to use and when it is not. 5. Articulate the benefits of coaching for patient outcomes.

Speaker Bio: Michele Gentile is a licensed occupational therapist and trained life and wellness coach. She is a professor in the Occupational Therapy Assistant Program at Suffolk County Community College where she also teaches health and wellness classes and college readiness classes to students with developmental learning needs. Michele utilizes the "coach approach" with clients she sees within pediatric and mental health settings. She is the owner of Achievement Therapies, a pediatric therapy placement company on Long Island, NY

Heidi MacAlpine is an Occupational Therapist and Yoga Instructor who specializes in pediatrics who has integrated yoga and aromatherapy in school systems and within her private settings. Heidi is the owner of Well Alignment on Long Island, New York.

Course Title: *Raising Kids With Sensory Processing Disorders: Activities for Everyday Sensory Issues*

Content Area: Pediatrics

Presenter: Rondalyn V Whitney, PhD, OTR/L, FAOTA

Course Abstract: Occupational therapists who specialize in working with children ask "How do the problems the child is having impact their quality of life and the quality of life of their families?" We are interested in a child and their family's ability to fully engage in the day-to-day activities, or occupations, important to the life of a child such as getting adequate rest and sleep, being able to play with friends, and have a satisfying dinner with the family. This presentation, based on the author's popular book by the same title, presents activities to support development of the sensory motor system and improve participation the family's day to day life.

Learning Objectives: At the conclusion of this course participants will 1.) Be able to identify how activities connect with therapeutic goals related to sensory motor development 2.) Identify developmentally appropriate, sensory rich activities that families can do to promote quality of life 3.) Create additional fun games and activities that will expand their existing 'tool kits'

Speaker Bio: Dr. Rondalyn Whitney is an Associate Professor and Founding Director of the Occupational Therapy Department at Clarkson University. Dr. Whitney writes prolifically on the barriers to optimal quality of life for families when living with a disability, sensory processing and social participation and is the author numerous books including *Raising Kids With Sensory Processing Disorders: A Week-by-Week Guide to Solving Everyday Sensory Issues*. She is a dynamic and respected national & international presenter, speaking on ASD and related topics, is a content expert on sensory processing, narrative as a therapeutic modality, social skills programs, autism and related disorders, using technology to reduce barriers of access to quality care and quality of life for families raising a child with a disability. Dr. Whitney's research interests are in Family Quality of Life, health related quality of life, toxic stress, emotional disclosure through personal narrative, and using innovative games and technology to overcome barriers to optimal care. Her primary outcome variable of interest is enhanced social participation for individuals with disabilities and their families. Please see Dr. Whitney's profile on LinkedIn for more information or contact her at rwhitney@clarkson.edu

Course Title: *Music and Movement: A non-traditional approach to treatment sessions*

Content Area: Pediatrics/Wellness/Health/Mental Health/Physical Disabilities/Gerontology

Presenter: Amanda Hetherington

Course Abstract: Whether its creative movement with children, or Zumba Gold for the adult population, using dance as treatment sessions can improve the clients physical, emotional, social and overall well being. Zumba gold combines easy dance moves and fun music that can be done whether in a wheel chair or standing up. During this course you will learn how to teach creative movement to young children to incorporate in your sessions, and also how to movement to music in your treatment session in the older populations. Information will be given on how to further your education and become Zumba Gold certified. Make sure to bring sneakers, because this fun interactive class will get your up and moving!

Learning Objectives: During this course you will learn the benefits of movement with music and Zumba, and how it highly impacts the client you are working with. You will learn to expand your horizon of normal treatments and learn a different non-traditional approach to your Occupational Therapy treatments.

Speaker Bio: Amanda is a 2012 graduate of the SUNY Orange Occupational Therapy Assistant program. She has been Zumba Gold Certified for 4 years, and currently teaches at the Elant nursing home facilities in the Hudson Valley. Growing up dancing, she has experience teaching creative movement in a preschool setting for two years. Amanda currently works as a C.O.T.A in Elant at Fishkill and also at All About Rehab Management, working with preschool children.

Course Title: **There's No Place Like YOUR HOME! Strategies for Fall Prevention and Aging in Place**

Content Area: Other

Presenter: Jennie Leonard and Helen Spann

Course Abstract: Identify the aging population; identify the effects of aging; and the segments to serve within aging in place

Learning Objectives: Understanding universal design and making home modifications to accommodate the Aging in Place and strategies for fall prevention

Speaker Bio: Jennie Leonard, COTA, CAPS graduated May 2013 from Suny Orange College. She currently works full-time at sub-acute facility with Kessler.Core Rehab and per diem at Elant Corp. Jennie recently became a certified Aging in Place Specialist and is now a consultant/owner of No Place Like Your Home. She works with families, designers and builders providing solutions and modifications accommodating the Aging in Place population and their changing needs. Jennie is eager to contribute to the well-being of others as she develops into her future as a skilled COTA.

Helen Spann is a Certified Occupational Therapy Assistant. She graduated from SUNY Orange in 2012 . Helen is currently the Program Director for a New York State and Orange County Office for the Aging Grant Funded program that provides fall prevention and aging in place services in Orange County, NY. In addition, she is the Assistant Coordinator for the SUNY Orange Center for Assistive and Rehabilitative Technology and a clinician for Elant Inc. Helen has previously worked as a clinician in the Warwick Valley Central School District.

Course Title: *Creating a Sensory Motor Smart Environment for the Educational Setting*

Content Area: Pediatrics

Presenter: Vera Gallagher

Course Abstract: Educators and therapists strive on a daily basis to provide the optimal educational experience for all learners. During this course, the presenter shares her experience on how to create a sensory motor smart environment. Topics will include a review of sensory and motor disorders and how they impact performance, apply methodology to improve student occupation. The role of RtI, evidenced-based practice, technology as well as team communication will be discussed in the endeavor to create a sensory motor smart environment.

Learning Objectives: 1.) Identify components of sensory and motor functioning in students. 2.) Apply strategies for challenging behaviors. 3.) Learn about tools to create a sensory motor environment conducive for learning.

Speaker Bio: Vera Gallagher, MEd., OTR/L, BCP is an AOTA board certified pediatric therapist with over 25 years experience in pediatrics.

Current employment includes a position in a school-based setting with supervision of COTAs. She has experience in both the school-based and private clinic setting. She provides professional development to adult learners and has participated as a presenter at both the state and national levels. Community based leadership roles include serving as president of an education foundation, executive board member of local school groups and a local LID district board member in several positions including currently serving as Long Island District's Vice Chair.

Course Title: *Mind Body Skills and Occupational Therapy Practice*

Content Area: Wellness/Health

Presenter: Mary Walsh Roche, MS, OTR/L, LMT, RYT

Course Abstract: Mind Body Skills and Occupational Therapy Practice This course will present an overview of mind body techniques such as guided imagery, meditation, relaxation, breathing, and yoga and how they can be incorporated into occupational therapy practice benefitting both the practitioner and the patient/client. The session will include a discussion of the stress response, the relaxation response, and how mind body techniques can help ease pain, anxiety, insomnia, and stress. The session will include both a didactic component as well as an experiential learning component. The didactic portion will provide information about the technique: definition, history, instructions, research, as well as clinical considerations and applications. Participants will have the opportunity to discuss a clinical case study. During the experiential portion participants will be able to learn and practice some of the techniques addressed.

Learning Objectives: 1. Participants will be able to explain various breathing techniques and their application to clinical occupational therapy practice. 2. Participants will be able to define meditation, discuss the clinical applications of meditation and provide examples of expressive, concentrative and awareness types of meditation. 3. Participants will be able to explain guided imagery and provide examples of how to use imagery with patients/clients. 4. Given a clinical case, participants will be able to choose an appropriate mind body technique and discuss its clinical application.

Speaker Bio: Mary Walsh Roche M.S., OTR/L, LMT, holds a masters degree in Occupational Therapy from Columbia University. In 2001 she graduated from the Swedish Institute with an A.A.S. in Massage therapy. In 2010 she graduated from the Ohashi Institute with a certificate in advanced shiatsu studies. In 2011 she participated in the Urban Zen Integrative Therapy Program in yoga, REIKI, aromatherapy, and contemplative care. She has

trained with Dr. James Gordon and the Center for Mind Body Medicine and learned to lead mind-body skills groups according to the Center's model. She has completed REIKI Master level training and has studied and practiced various types of meditation. Mary's occupational therapy background includes work with children and adults in hospital, home, and community-based settings. Mary currently works as an Integrative Health Specialist providing support to children, families, and caregivers as part of the Dehnert Rusk Pediatric Inpatient Rehabilitation Program at NYU Hospital for Joint Diseases.

Course Title: *Introduction to Executive Function*

Content Area: Pediatrics

Presenter: Gloria Lucker, M.S., OTR/L, FAOTA

Course Abstract: Providing occupational therapy practitioners with the background information to identify Executive Function challenges, which may limit the individual's ability to succeed in occupational roles.

Understand the development of executive skills throughout the life span. Appreciate your own strengths and limitations in organizing and managing time, materials, and resources.

Learning Objectives: At the conclusion of this course participants will be able to: 1.) Define Executive Function 2.) Describe development of Executive Skills 3.) Relate brain function and Executive Skill development 4.) Understand how weaknesses in Executive Skills impact occupational performance 5.) Demonstrate awareness of one's strengths and challenges in Executive Skills and how to use them to assist clients.

Speaker Bio: Gloria Lucker is an occupational therapist who has been working in the schools for more than thirty years. She has been researching and developing the area of executive function for several years and has presented on this topic nationally.

Course Title: *Assessment and Treatment of the Neurologically Affected Upper Extremity*

Content Area: Pediatric/Adult Rehab

Presenter: Scott Homer, MS, OTR/L

Course Abstract: This course, suitable for OT practitioners in pediatric or adult settings, provides an in-depth review of the structure and function of the central nervous system components that enable sensory perception of the environment and motor participation in desired occupations. The impact of lesions to these systems, particularly CVA and the resulting sequelae, will be explored through case studies and interactive learning activities. The hemiparetic upper extremity poses unique challenges to practitioners, clients and caregivers, and these issues are compounded by sensory, personality and perceptual deficits. Participants will gain a greater understanding of the interplay of these neurological components and leave the session with intervention strategies to bring back to their clinical toolbox.

Learning Objectives: At the conclusion of this course, the learner should be able to 1.) Identify components of the central nervous system and neurological concepts of their functional roles in the human experience, particularly cerebral laterality and neuroplasticity 2.) Relate dysfunction in the client factors of neurological systems, including hemiplegia and distorted perception, with functional deficits in occupational performance 3.) Incorporate strategies for management of the neurologically affected upper extremity, suitable for adult and pediatric clients, to address performance deficits and improve bilateral function

Speaker Bio: Scott L. Homer, MS, OTR/L is an Assistant Professor and Program Director of the Occupational

Therapy Assistant Program at Maria College in Albany, New York. As a graduate of the program who returned to serve as an anatomy tutor and adjunct instructor, Scott has been involved with all aspects of the OTA curriculum. Scott's clinical experiences as a COTA include long-term care, inpatient brain injury rehabilitation and school-based pediatric practice. Upon completing an MS degree in OT at Utica College, he found work in the outpatient arena, both with hand therapy and pediatric clients. Primarily a teacher at heart, Scott remains dedicated to the Maria College OTA program educating and mentoring future OT practitioners.

SUNDAY, NOVEMBER 9, 2014

Course Title: *Effectiveness of Action Observation as an Intervention for Upper Limb Rehabilitation After Stroke: a Systematic Review*

Content Area: Physical Disabilities/Research

Presenter: Jared Wootan, OTS and Sela Han, OTS

Course Abstract: Action observation is a rehabilitation intervention based in the physiological processes of the mirror neuron system located in the cerebral cortex. This process is one of the fundamental ways we learn by imitation. Action observation could be a precursor to remediation interventions or used in conjunction with traditional therapies. However, there is insufficient research to inform healthcare professionals about the effectiveness of interventions, such as action observation, for the rehabilitation of the upper limb post stroke. This systematic review analyzed the literature from 2007 to 2013 to determine the effectiveness of action observation as an intervention for upper limb recovery post-stroke. Studies differed in design, participant characteristics, intervention protocols, and the outcome measures chosen. The key findings of four Level I studies and one Level III study suggest AO may be an effective intervention for remediating UE function in stroke survivors.

Learning Objectives: Define the application of action observation for post-stroke upper extremity rehabilitation in a clinical setting. • Understand the underlying neural mechanisms of action observation and the mirror neuron system. • Gain knowledge and understanding of the state of the literature with respect to the effectiveness of action observation as a potential intervention for remediating upper extremity function.

Speaker Bio: Sela Han, M. S. is an occupational therapy student currently completing the last level II fieldwork in physical disabilities at New York Presbyterian Hospital Columbia, New York, as part of the Masters Program in Occupational Therapy at Columbia University. She has completed the coursework part of the Program with the Marguerite Abbott Memorial Award for Excellence in Physical Disabilities. She has been honored with the Johns Hopkins Critical Care Conference Scholarship, the Rudin Scholarship, and the Alumni Scholarship. She holds a Masters degree in Neuroscience from Weill Cornell Graduate School of Medical Sciences.

Jared Wootan grew up in Hurley, NY and is a recent graduate of Columbia University Programs in Occupational Therapy. His most recent affiliations have been at Creedmoor Psychiatric Center and Mt. Sinai's Brain Injury and Stroke Unit in New York City. Before becoming an Occupational Therapist, he performed with the Paul Taylor and Momix dance companies.

Educator's Colloquium

Content Area: Education

Presenters: David Merlo, MS, COTA, CPRP, ROH, Peggy Frye, MA, OTR/L

Course Abstract: This open forum discussion of educators will focus on the following questions to help guide the presentation 1. In what ways does your program currently meet ACOTE Standards B.9.2 and B.9.13. In what

ways could we further address ACOTE Standards B.9.2 and B.9.13 utilizing authentic tasks and authentic assessments (projects that not only result in student learning, but also produce outcomes that contribute to the mission of our profession and professional association). 3. What can NYSOTA do to support educators in addressing ACOTE Standards B.9.2 and B.9.13?

Learning Objectives: Participants will discuss the following ACOTE standards 1.) B.9.2 (OTA) Explain and give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations. 2.) B.9.2 (OT, OTD) Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations. 3.) Discuss other ACOTE standards of demonstrating advocacy B.9.13 (OTA), B.9.13 (OT), B.9.13 (OTD).

Speaker Bio: David Merlo recently became OTA Program Director at Bryant and Stratton College in Rochester. Prior to that has taught and coordinated fieldwork for over 18 years at Erie Community College in Buffalo. He was program manager at Restoration Society, Inc. a community mental health agency. Trained through Boston University Center for Psychiatric Rehabilitation, David is a Certified Psychiatric Rehabilitation Practitioner (CPRP) in addition to being a COTA. He completed graduate studies in assistive and rehabilitation technology at the SUNY Buffalo, Center for Assistive Technology (CAT). He earned an MS degree at Buffalo State College, focusing on adult education with emphasis on technology and supporting students with disabilities.

Margaret Frye has been an OT practitioner and educator for over 25 years. Currently Clinical Assistant Professor in the OT Dept of D'Youville College and working in acute care. Margaret has also served on the NYSOTA Board and is currently one of NY State's representatives to AOTA's Representative Assembly.

Course Title: *Using an Innovative Approach to Facilitate Classroom Participation for Young Children with Developmental Disabilities: A Pilot Study of DIR/Floortime*

Content Area: Pediatrics/Research

Presenter: Amy J. Nwora, Ph.D., OTR

Course Abstract: Educators and parents are seeking innovative treatments to help children with developmental disabilities maximize functional independence at both school and home. New techniques are emerging every year that target problem behaviors and offer promise for improving communication/socialization skills. Among these techniques, the DIR/Floortime approach of Dr. Stanley Greenspan is becoming increasingly popular. While this approach is gaining momentum, there are limited studies that assess efficacy of this program. This presentation will discuss findings from a retrospective pilot study of 47 children aged 3-7 who participated in structured DIR/Floortime intervention in a classroom environment in Western New York. The children underwent baseline and follow-up testing using the Functional Emotional Assessment Scale (FEAS) developed by Greenspan, DeGangi, and Wieder (2001). Anecdotal reports were also generated by teachers and reviewed for progress. Preliminary results are promising, as total FEAS scores revealed statistically significant improvements and anecdotal evidence indicates improved ability to interact and engage. Although continuing research needs to be conducted, these preliminary findings may offer support for DIR/Floortime as a tool to be included in the therapeutic repertoire for teachers, parents, and families.

Learning Objectives: At the conclusion of this seminar, participants will be able to: 1.) Understand the basic tenets of the DIR/Floortime approach for use with children with developmental disabilities. 2.) Understand the impact of DIR/Floortime on a convenience sample of children based on FEAS scores and anecdotal data. 3.) Recognize and analyze the implications of use of DIR/Floortime on young children with developmental disabilities.

Speaker Bio: Dr. Amy Nwora's clinical experience centers on school-based treatment and psychosocial disability

in children. She has worked extensively with children diagnosed with autism, emotional disturbance, ADHD, and dyslexia, as well as a variety of physical disabilities.

She continues her clinical work in pediatrics at a therapeutic, integrated pre-school. Dr. Nwora has a BS/MS in Occupational Therapy from D'Youville College, and a Ph.D. in Educational Psychology from the University at Buffalo. Current research pursuits include: sensory processing disorders/treatment, new treatment techniques for autism, student perceptions of the school environment, and perceptions of disability across cultures. Dr. Nwora teaches courses in theory and process, child and adolescent intervention, and various research courses.

Course Title: *Sensory Motor Lateralization as the Handwriting Remediation Program in a Junior High School*

Content Area: Pediatrics/Research

Presenter: Mary Teng, MS, OTR, BS, PT

Course Abstract: Children with handwriting difficulty often display low/normal tone and the associated mixed handedness and leggedness. Such inflated left-right symmetry may impede left-right disparity, praxis, and related skill acquisition, including handwriting. When all receive fitness training in OT, the study investigated whether SML with added left-right asymmetry through left-eye-and-left-ear blocking and right side limb resistive exercise, is more effective at handwriting remediation than conventional (CON) OT. 16 junior high OT students were randomly assigned to 2 groups. Statistics disclose that the performance was comparable between groups for both pre-and the 3 months posttests and that without sacrificing significant speed, both groups improved equally and significantly on Fine Motor VMI and all Legibility measures on both WSCT and THS-R ($p < .05$).

Learning Objectives: Upon completion of the course participants will be able to: 1.) describe the tenets of the SML/CON study 2.) Describe the protocols of the SML/CON study. 3.) Describe the treatment outcomes of the SML/CON study.

Course Title: *Assessing Executive Function for Discharge Planning*

Content Area: Physical Disabilities

Presenter: Peggy Frye, MA, OTR/L & Tracy Bentley-Root, MS, OTR/L

Course Abstract: Is your patient ready to go home? Does your patient need help at home? How much help? Occupational Therapy practitioners working in acute care, subacute care, and MRU must assess their patient's executive functions in preparation for discharge to the community. Executive functions are required for meal planning and preparation, managing finances, medication management, and much more. This course will review the role of the OT practitioner with individuals demonstrating executive dysfunction, define executive functions and analyze tasks to identify the required executive functions. The Executive Functions Performance Test will be presented for use in assessing executive functions and identifying the required level of assist, a patient would need, for safe task completion. Additional cognitive based cognitive assessments will be identified.

Learning Objectives:

1.) Attendees will explain Occupational Therapy's role regarding identification and treatment of executive dysfunction. 2.) Attendees will demonstrate a working knowledge of executive functions. 3.) Through task analysis, the attendees will identify executive functions required for completion of specific tasks. 4.) Attendees will demonstrate an understanding of the application of the EFPT for discharge planning. 5.) Attendees will identify other performance-based cognitive assessments appropriate for use by occupational therapy practitioners.

Speaker Bio: Margaret Frye has been an OT practitioner and educator for over 25 years. Currently Clinical Assistant Professor in the OT Dept of D'Youville College and working in acute care. Margaret has also served on the NYSOTA Board and is currently one of NY State's representatives to AOTA's Representative Assembly.

Tracy Bentley-Root is a licensed and registered occupational therapist with over 16 years of clinical experience working in a variety of geriatric settings. This experience also includes: teaching kinesiology to OTA students, sole proprietor of an outpatient clinic, and staff trainer for a head injury waiver program. The majority of Tracy's clinical experience has been with Amedisys Home Health fulfilling a variety of roles in both direct patient care and at the corporate level. Recently, she has transitioned into a staff OTR position at Kenmore Mercy Hospital and has joined D'Youville College as an adjunct faculty member. Ms. Bentley-Root graduated from D'Youville College in Buffalo, NY with a Master's of Science degree. She is a member of both NYSOTA and AOTA.

Course Title: *Posture Influences Function: The use of NDT handling with brain injured clients*

Content Area: Physical Disabilities

Presenter: Kelly VanAuken-Mason, OTR/L, C/NDT

Course Abstract: This is an introductory course that will explain the Neurodevelopmental Technique/Bobath philosophy, emphasize neuroplasticity and how occupational therapists can use this when working with adults with brain injury. Sitting posture directly influences function and participants will learn how to analyze upright posture and the components of the trunk that are affected by this. Participants will be able to acknowledge deficits and will learn manual NDT handling techniques to facilitate functional gains. Participants will learn how to create measurable and reimbursable goals. Participants will learn through a variety of learning styles both lecture, discussion and hands on training.

Learning Objectives: Course Objectives: 1. Participants will understand the philosophy of NDT treatment and how it influences occupational therapy services. 2. Participants will be able to explain neuroplasticity and how it affects patient progress. 3. Participants will be able to demonstrate at least one postural handling technique to improve patient function in sitting. 4. Participants will be able to incorporate NDT treatment sessions into reimbursable, measurable documentation.

Speaker Bio: Kelly VanAuken-Mason, OTR/L, C/NDT has worked in a rehab setting for 18 years in the Central New York Region. She completed her NDT Certification course in June 2004 and is an active member in NDTA by recently attending their annual conference. Kelly currently works as a Senior Occupational Therapist in a Level One Trauma Center on the Neuroscience floor at Upstate Medical University in Syracuse, NY. At present, Kelly lives outside Syracuse with her 11 year old daughter and 2 dogs.

Course Title: *Using Yoga and Mindfulness Tools to Support Self-regulation and Learning in the Classroom*

Content Area: Pediatrics | Wellness/Health | Mental Health

Presenter: Jill Holland & Diane Levesque-Kopecki

Course Abstract: This workshop will provide occupational therapy practitioners with developmentally appropriate, safe and simple yoga and mindfulness techniques to use school wide and in classroom settings that will help support their occupational therapy interventions. Occupational therapy practitioners will understand how these techniques foster social-emotional skills, improve motor planning skills, self-regulation and positive attitudes, and guide students to a path to lifelong learning and academic and personal success.

Strategies to be utilized in achieving the stated goal: We will present an evidence-based approach to using

mind-body activities suitable for the classroom environment that addresses self-regulation, positive attitude, resiliency and lifelong learning competencies. Presentation and experiential components will cover the following: 1) Introducing a model of yoga-based interventions (Y4C®) for self-regulation that is within the AOTA Practice Framework. This will include sample yoga and mindfulness-based curriculum with activities divided into six categories: Let's Breathe, At Your Desk, Stand Strong, Loosen Up, Imagination Vacation, and Be Well, 2) Opportunities for practicing and leading group yoga poses, breathing techniques, and community-building activities which are part of the core components of the Yoga 4 Classrooms® curriculum 3) Discussion of wellness and character-building activities, such as the power of positive thinking, nutrition, and being a peacemaker, which address the whole child – physical, social and emotional -while improving learning-readiness, 4) Presenting data from the Y4C® feasibility study and action research results as well as other related research.

Learning Objectives: After the presentation attendees will be able to:

1) Discuss the crosswalk between mind-body practices and the school setting using the example of Yoga 4 Classrooms® program and its relationship to the Occupational Therapy Practice Framework. 2) Reference scientific research supporting yoga and mindfulness-based programming in schools and how it is utilized in Occupational Therapy. 3) Understand strategies that help children and youth develop resilience, positive perceptions, good health habits and mindful awareness, which are grounded in well-validated evidence-based classroom pedagogies, developmental science, cross-sectional research in cognitive affective neuroscience, tenets of positive psychology and secular contemplative practices. 4) Understand the benefit of practicing yoga and mindfulness as it relates to coping skills, stress reduction, health and well-being, focus/concentration, learning readiness, emotional intelligence, self-regulation, and compassion/community-building skills and strategies 5) Develop practical skills in implementing simple Y4C® activities into the school day and discover additional tools and resources to ensure continued progress

Speaker Bios: Diane Levesque-Kopecki, MS, RN, RYT is a Certified ChildLight Yoga instructor and Licensed Yoga 4 Classrooms® Trainer. She completed her 200-hour yoga teacher training with Soluna Yoga School of Niskayuna, NY, and has a Master's degree in School Health Education from The Sage Colleges. With a background in nursing and extensive studies of holistic and mind-body therapies, Diane has been immersed in the field of health and wellness for over 15 years. Recognizing how vital it is to begin fostering health promotion during youth, and to lay the foundation early on for making positive health choices, Diane embraced a career shift to dedicate her energies to inspiring and empowering young people to develop a healthy view of caring for their bodies and minds, for life. During her graduate program in Health Education, she became inspired to seek further training to prepare her to share yoga with children and teens, so that they might reach their full potential for happiness and well being. Diane has also trained in Radiant Child Yoga Levels 1-3, YogaEd Tools for Teachers, and Yoga 4 Teens. Diane has raised two sons and resides in Schenectady, NY with her husband.

Jill Holland, MS OTR/L has been practicing in the field of Occupational Therapy since 1999. In 2012 she graduated with a Bachelor's Degree in Health Studies from Utica College of Syracuse University. She received her Master's Degree in Occupational therapy from Utica College in May of 2013. She has a passion for sharing tools to help children complete their daily occupations both at home and in the classroom. Jill is excited to be able to bring Y4C to children and occupational therapy practitioner.

Course Title: *Assessment and Treatment of Common Musculoskeletal Conditions*

Presenter: Scott Homer, MS, OTR/L

Content Area: Adult Rehab

Course Abstract: An interactive course offering an overview of common upper extremity repetitive motion and

impingement conditions that impact occupational performance. Topics include shoulder adhesive capsulitis, rotator cuff tears, lateral and medial epicondylitis, carpal tunnel syndrome, thumb arthritis and tenosynovitis. Principles of kinesiology will be interwoven with review of the musculoskeletal and neurological components from the shoulder complex to the hand. Strength and range of motion assessment, surface palpation, visual inspection and provocative tests will be discussed. Intervention ideas, with a focus on engagement in purposeful occupation, will be presented. Teaching methods include dynamic lectures brought to life through clinical examples, models, images and hands-on learning activities.

Learning Objectives: At the conclusion of this course, the learner should be able to: 1.) Identify components of upper extremity anatomy and concepts of kinesiology that can enable or undermine the ability of a client to engage in purposeful activity 2.) Relate dysfunction in the client factors of neurological and musculoskeletal systems with functional deficits in occupational performance 3.) Identify symptoms of common repetitive motion and impingement conditions in the shoulder, forearm, wrist and hand to evaluate and treat functional deficits

Speaker Bio: Scott L. Homer, MS, OTR/L is an Assistant Professor and Program Director of the Occupational Therapy Assistant Program at Maria College in Albany, New York. As a graduate of the program who returned to serve as an anatomy tutor and adjunct instructor, Scott has been involved with all aspects of the OTA curriculum. Scott's clinical experiences as a COTA include long-term care, inpatient brain injury rehabilitation and school-based pediatric practice. Upon completing an MS degree in OT at Utica College, he found work in the outpatient arena, both with hand therapy and pediatric clients. Primarily a teacher at heart, Scott remains dedicated to the Maria College OTA program educating and mentoring future OT practitioners.

Course Title: *Hidden Vision Problems in the TBI Patient*

Content Area: Motor Skills | Process Skills | Body Functions | Evaluation | Intervention

Presenter: Dr. Robert Fox

Course Abstract: A greater amount of the human brain is devoted to vision than to all other senses combined. As a result, a high percentage of patients with brain injuries suffer from vision deficits. Amongst these problems are blurred vision, visual field loss and double vision. In the rehabilitation setting these vision problems can be large roadblocks to the efforts of other members of the rehabilitation team.

Learning Objectives: At the conclusion of this course participants will be able to: 1.) Understand the basic anatomy of the visual pathway 2.) know how subtle deficits in convergence, tracking and focusing affect performance 3.) Be able to perform a neuro-optometric vision screening 4.) Understand the role of lenses, prisms, and occlusion in TBI rehab 5.) Be able to assist the optometrist in the delivery of vision care.

Speaker Bio: Dr. Robert Fox, O.D., is a developmental optometrist in private practice in Latham, NY. He is also on staff at the Sunnview Rehabilitation Hospital in Schenectady, NY. He has a BS in Biomedical Engineering from Rensselaer Polytechnic Institute in Troy, NY and a Doctor of Optometry from the SUNY State College of Optometry in New York City. A Fellow of the College of Optometrists in Vision Development (COVD), Dr. Fox has lectured extensively on the use of prisms and lenses in the brain injured and the autism spectrum population. His practice is limited to developmental and rehabilitative vision care. Dr. Fox lives in Niskayuna, NY with his wife, Rand, and has two daughters, Sharon and Joanna.

POSTER PRESENTATIONS

A comparative analysis of study strategies among various college students
Diana Hassan, Sharon Faust MS, OTR/L

Abstract: Learning style is classified as a set of attitudes and behaviors which is established by an individual's ideal way of learning (Stewart & Felicetti, 1992). In addition, it is a specific method which is practiced by individuals via acquiring knowledge, routine and strategy by the process of thinking and learning (Pritchard, 2005). The term learning style is used to define the process and method in which knowledge is acquired, rather than the content of the learning material that is used by an individual to complete the task. Learning styles are ways of an individual's unique style of organizing, processing and executing the assignment; and can be influenced by individuals' races and cultures (Emamipour, & Esfandabad, 2010). This study investigates the various study strategies utilized by undergraduate, graduate, traditional and non-traditional college students awhile assessing variables of time management, utilization of lecture handouts solely vs. use of lecture handouts in conjunction with personal notes, and utilization of aids such as calendars/planners. The aim of the study is to evaluate which study strategies work best with each unique learning style. By establishing a link between study strategies and to which learning style they work best with, students will further maximize their academic potential awhile educators improving teaching methods and classroom structure. This study is a retrospective one, following a non-experimental design and uses a quantitative methodology. Findings support that graduate and undergraduate students study differently, students who crammed before an exam had lower GPAs, and students who studied with lecture handouts in addition to their own notes performed better than students who solely studied via lecture handouts. Investigators believe that results will allow both students and educators to evaluate which study strategies and learning styles, will be most effective for enhancing academic potential.

Post Secondary Participation Consultation: Expanding the Role of OT

Susan Mann Dolce, Ph.D, OTR/L & Lauren Oliver OTS

Abstract: A poster providing an overview, conceptual foundation and practical implementation of the Participation Consultation Model utilized at the University at Buffalo Accessibility Resources office from 2007 - 2014. Participation Consultation is an individualized consultation model available to any interested student who utilizes Accessibility Resources at UB to support them in their academic, wellness and social goals. Utilized as a essential element in a OT Level II Fieldwork experience from January - March 2014, the OT student and OT fieldwork supervisor will be available to discuss the Participation Consultation Model and the Level II Fieldwork experience.

Out of the Ivory Tower: Does Education Connect to the Clinical Experience?

Amy J.Nwora, PhD, OTR Donna M. Brzykcy, MS, OTR Theresa A. Vallone, EdD, OTR

Abstract: This exploratory study presents the outcomes of quantitative research regarding student's perceptions of occupational therapy (OT) following the level I fieldwork experience. Often, students return from level I fieldwork with questions relating to the OT scope of practice and procedural norms in the clinic. These questions are usually focused on an apparent disconnect between educational expectations of clinical practice and the norms of such practice. Are educators teaching for the real world, or is classroom education falling short, leading to the experience many perceive as teaching from the Ivory Tower? This study reviewed positive and negative aspects of the level I fieldwork experience that impacted students' perceptions of the profession of occupational therapy. Data for this study were collected via online survey from 120 students in OT schools in New York State who had completed two level I fieldwork rotations between 2012 and 2014. Results of the study indicated that student' perceptions of occupational therapy moved in a negative direction following level I fieldwork. Supervisor skills relative to student growth and development and the amount of hands-on therapy students experienced were identified as important to the students' perceptions of a good clinical learning experience. Overall, it was found that there does seem to be a disconnect between what is taught in the classroom and what students see on level 1 fieldwork. Implications of the study focus on identifying ways to teach best practices in occupational therapy, acknowledging current clinical techniques, and integrating the two.

In the Know: Caregiver training and education group for the TBI population

Stacey Baer & Sonoko Morimoto

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Healthy Eating Active Living (HEAL): Targeting wellness through healthymeal preparation
Stacey Baer & Lynn Weber

Do Kindergarten students who attend general education and receive Teir 2 RtI services show an increase in handwriting skills by engaging in Occupational Therapy development hand kills group, such as fine motor activity groups?

Sandra Block

Occupational Therapy's Intervention Role in Post-disaster Situations
Jeanine Clausen, OTR/L; Kate McGrath, MS, OTR/L

Mindfulness-Based Interventions Offer Self-Care for Occupational Therapy Practitioners
Sherry Russak

Abstract: Occupational therapists experience psychological stress through high work demands. This poster outlines an occupational therapy-led mindfulness-based intervention (MBI) capstone project investigating the effects on psychological stress and mindfulness skills in OT practitioners. Project participants attended one of two groups for MBIs that included meditations, self-reflections, didactic discussions, hatha yoga, and home practice activities. Project outcomes included reduced psychological stress, improved self-efficacy coping skills and mindfulness in daily living.

Prevalence of Evidence Based Practice during Fieldwork II: York College Occupational Therapy Student's perceptions.

Daniele Fallon OTS, Svetlana Katayev OTS, Leila Saber-Khiabani OTS, Judit Szenasi OTS, Dr. Tamara Avitzhak, MS, D.S.C

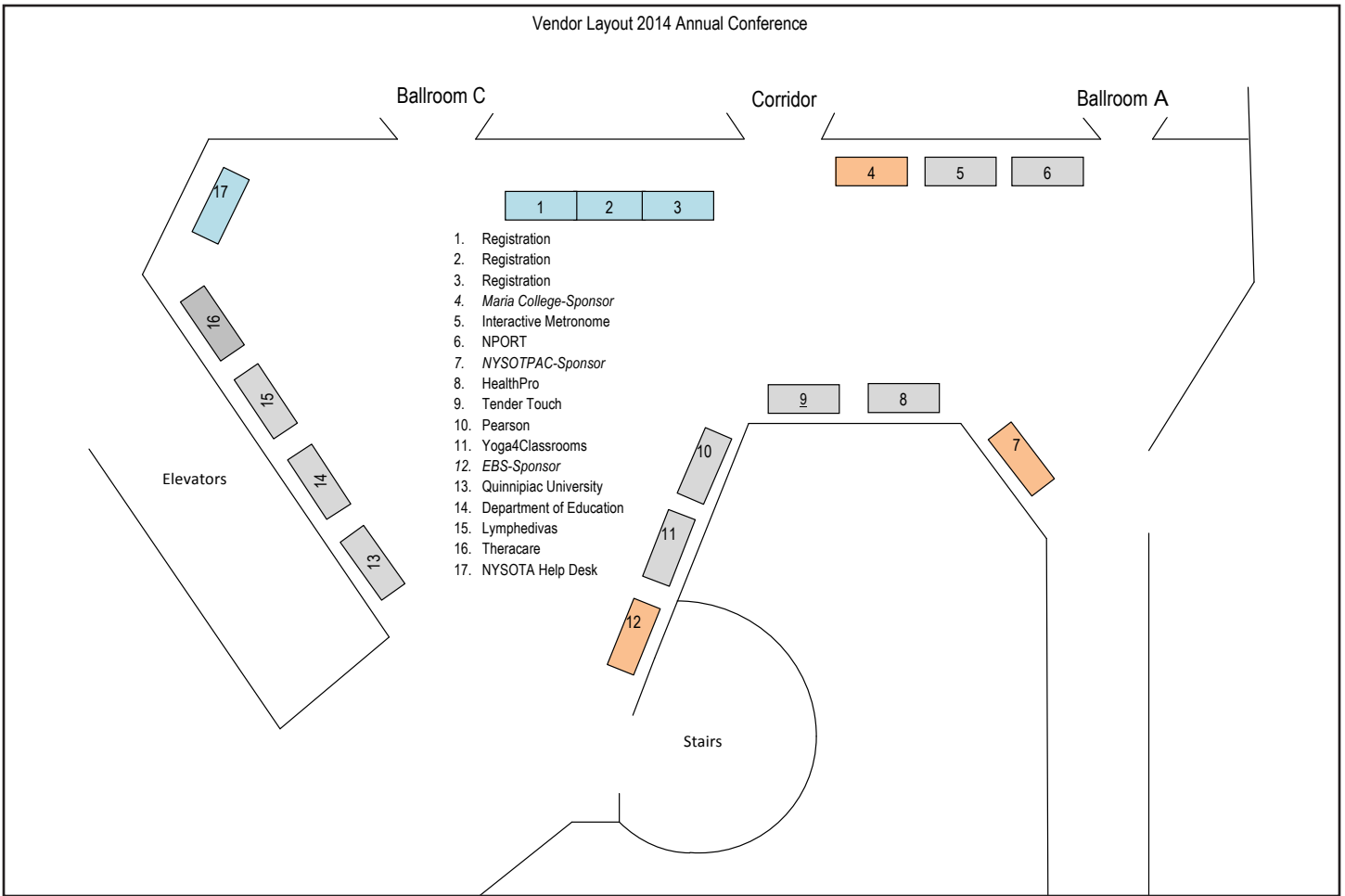
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 Sustaining \$129
 Retired OT/OTA..... \$74.50/\$72.50
 Associate \$77
 Honorary..... \$0

District

(One district is included with your membership. You may elect to add additional districts for \$18 each.)

- Capital (CAPT)
 Central (CENT)
 Hudson-Taconic (HTD)
 Long Island (LID)
 Metropolitan (MNYD)
 Niagara-Frontier (NFD)
 Rochester (ROCH)
 Westchester-Rockland (WESTROCK)

Special Interest Sections (SIS)

- AD: Administration
 DD: Developmental Disabilities
 E: Education
 GE: Gerontology
 MH: Mental Health
 PD: Physical Disabilities
 PP: Private Practice
 R: Research
 SI: Sensory Integration
 SB: School Based
 T: Technology

Mailings

Check here to remove your name from carefully screened mailings

The New York State Occupational Therapy Association is pleased to announce the 2014 NYSOTA Award recipients. Thank you for your support of NYSOTA and occupational therapy.

President's Award: Joan Whitesell, OTR/L

Merit for Practice: Gina Ferrantino, COTA

Merit for Practice: Tracey Cassel-Dworetzky, OTR/L

Merit for Practice: James Orrange, OTR

Merit for Service: Peggy Frye, MA, OTR

Certificate of Appreciation: Pat Precin, Ph.D., Psya.D., OTR/L, LP, NCPsyA, FAOTA



With special thanks to the following members and volunteers who have completed their terms serving your association as NYSOTA Executive Board Members

Joan Whitesell, immediate past Vice President

Tammy Boire, immediate past chair Capital District

Bob Trapani, immediate past chair Central District

Theresa Brayman & Paul Dimiero immediate past co-chairs

Rochester District



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MORE PLACES TO DISCOVER YOUR CAREER | Choose a setting (school, home, clinic, community)
 Explore locations (local, national, international)
 Embrace your role (entry-level, supervisor, consultant)

MORE CHOICES TO REACH YOUR POTENTIAL | Extensive training (CEUs, professional partnerships)
 Ongoing mentorship (widespread network of support)
 Professional growth (connect with certified specialists)

MORE OPPORTUNITIES TO EXPERIENCE SUCCESS | Expand your boundaries (immersion/outreach programs)
 Become a leader (mentor, speaker, clinical researcher)
 Achieve your unique goals (ask how EBS can help you)

EBS IS A PROUD SPONSOR OF THE 2014 NYSOTA CONFERENCE AND OPENING RECEPTION



The New York State Occupational Therapy Association is grateful to the sponsors of the 2014 conference for their support in creating this opportunity for YOU.

