



Friday, November 3, 2023

Four Points Sheraton Norwood

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

MAOT, Inc

P.O. Box 850543, Braintree, MA 02185

General Inquiries: info@maot.org

RIOTA

P.O. Box 8585, Warwick, RI 02888

General Inquiries: riota@riota.org

Conference Objectives:

The theme of the 2023 MAOT/RIOTA conference is *Bringing home the Best of Occupational Therapy*. The annual conference is designed to provide an opportunity to explore the current and future dimensions of occupational therapy practice. Sessions will focus on a variety of clinical, administrative, management, research-based, practical, emerging and theoretical areas.

At the conclusion of the program, participants will be able to:

1. Enhance their clinical competence in occupational therapy to improve client outcomes and provide evidence-based interventions.
2. Explore cutting-edge innovative approaches to occupational therapy.
3. Deepen their understanding of cultural humility, ensuring they can provide equitable care to diverse populations.
4. Describe best practice in occupational therapy ensuring that they uphold the highest standards of ethical practice.
5. Network with colleagues and students to foster collaboration and knowledge exchange.

Acknowledgments:

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A very special thank you to all the volunteers that supported our Conference Committee Chairpersons. MAOT and RIOTA appreciate your support, time, and talent in our efforts to provide quality educational opportunities.

REGISTRATION: 7:00 a.m.

INTRODUCTIONS AND MAOT AWARD CEREMONY: 8:00 a.m.- 8:30 a.m.

Educational Level: All

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

1. Identify MAOT's professional activities over the past year.
2. Learn about professional opportunities available for future participation with MAOT.
3. Enhance the awareness of the professional responsibility and benefits of MAOT membership.
4. Acknowledge accomplishments and contributions to occupational therapy in Massachusetts.

The Catherine Trombly Award for Contribution to Occupational
Therapy Education and Research

Linda Savino Award for Outstanding Political Activism

The Herbert Hall Award for Outstanding Service to the
Profession of Occupational Therapy

MAOT Outstanding Practitioner for Clinical Excellence

MAOT Fieldwork Educator of the Year

Linda Duncombe Memorial Award for Mental Health

SESSION I: 8:45-9:45 a.m.

Session I A - Using Theater to Engage Youth in Conversations of Race & Disability

Presenters: Tara Mansour, OT, OTD, OTR, Westwood Public Schools; Ella Mansour, Westwood Public Schools High School Drama Club; Michael Mansour, Westwood Public Schools

Educational Level: Introductory

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

1. Describe resources to utilize the performing arts to engage students in conversations that embrace anti-racism, anti-ableism and anti-oppression.
2. Describe how to utilize the CLARI method (Calm & Centered, Listen for Dominant Narratives, Appreciate, Reflect & Inquire) to facilitate dialogue.
3. Describe how to utilize the social identity wheel as a guide for discussions to cultivate an awareness of other people's experiences, and prompt us to think about our own beliefs and prejudices.

Session I B - Upholding Professional Ethics in Complex Practice Environments

Presenter: Deborah Yarett Slater, OT, MS, FAOTA, MGH Institute of Health Professions

Educational Level: Introductory

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

1. Identify key characteristics of organizational ethics related to health care organizations and how they contrast with clinical ethics.
2. Identify sources of ethical tension that contribute to moral distress across diverse settings.
3. Identify strategies to assist in responding to ethical challenges in the workplace, including ethics consultation/rounds, a framework for decision making and development of an integrated, organizational ethics program.

Session I C - Inclusive Communities in Higher Education

Presenters: Lori Vaughn, OT, MSOT, OTD, OTR, Springfield College; Christopher Edwards, OT/s, Springfield College

Educational Level: Intermediate

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

1. Identify strategies to support neurodivergent students in higher education.
2. Advocate for appropriate accommodations and supports for neurodivergent students.
3. Integrate inclusive strategies into academic instruction in higher education.

Session I D - NBCOT® National Certification Exam: Information You Need to Know

Presenters: Elizabeth Clegg, MS OTR/L BCPR, Rhode Island State Ambassador NBCOT; Laurie Cecchi, BS, OT, OTR, CAPS, CDCS, Massachusetts State Ambassador NBCOT

Educational Level: Student

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

1. Understand the national certification examination application process.
2. Learn about exam preparation strategies and the NBCOT Aspire® Study Tools and StudyPack™.
3. Increase awareness of NBCOT and the importance of continuing competency.

Session I E - Driving Simulation for Persons with ASD and ADHD

Presenter: Andrea D. Fairman-Lafferier, Ph.D., MOT, OTR/L, CPRP, ATP, Johnson & Wales University & Owner of The Driving Doctor: Adaptive Driving and Rehabilitation Solutions, Inc.

Educational Level: Intermediate

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

1. To increase understanding of the challenges individuals with ASD and/or ADHD may experience as new drivers.
2. Explore potential strategies and technologies that may help new drivers with ASD and/or ADHD to drive more safely.
3. Examine one's own role as an occupational therapist in assessing driving readiness and scope of practice to understand when referrals are necessary.

Session I F - SPAN: Pilot Implementation with Young Brain Tumor Survivors

Presenter: Gary Bedell, OT, PhD, OTR, FAOTA, Tufts University

Educational Level: Intermediate

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

1. Describe key components of Social Participation And Navigation (SPAN) and its prior development and evidence base.
2. Identify the preliminary effects and potential benefits of SPAN for adolescent and young adult (AYA) brain tumor survivors related to social participation and SPAN-related skills (goal planning, self-regulation, reciprocal communication).
3. Describe implications and key SPAN modifications that were needed and will be incorporated in the future and potential applications in other populations and settings.

Session I G - Occupation-Based Hand Therapy: What, Why and How?

Presenter: Dr. Kimberly Henrichon, OT, OTD, MEd, OTR, CHT, Bay Path University,

Educational Level: Introductory

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

1. Define occupation-based interventions in relation to the practice of hand and upper extremity therapy.
2. Appreciate the value occupation-based interventions can bring to occupational therapy practice in the rehabilitation of hand and upper extremity conditions.
3. Identify one to three means of progressing an occupational therapy practitioner's capability of incorporating occupation-based interventions into the specialized practice of hand therapy.

BREAK-POSTER SESSION I: 9:45-10:15 a.m.

SESSION II: 10:15-11:45 a.m.

Session II A - Childhood Antipsychotic Use: Trends, Disparities, and Occupational Impact

Presenter: Carli DiMeo, OT, OTR, OTD, The Home for Little Wanderers; Newton-Wellesley Hospital

Educational Level: Intermediate

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

1. Articulate the common side effects of antipsychotic use among children and adolescents.
2. Critically understand the differential prescription of antipsychotics among youth of color and youth in state care systems through examining recent trends and data.
3. Identify 3 tools to support children in engaging in valued occupations while managing the side effects of prescription antipsychotic use.

Session II B - Environmental Action: An Overview for Occupational Therapy Practitioners

Presenter: Tee Stock, OTD, MSOT, MBA, OTR, Owner of Pediatric Private OT practice; Carol Myers, OTR, MA, Freelance Healthcare Writer

Educational Level: Introductory

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

1. Examine the impact of climate change on human health.
2. Identify the relationships between sustainability and occupational therapy practice (habits, roles, routines).
3. Explore implications for OT practice and education through an occupational therapy justice lens using examples and case studies.

Session II C - Changing Life Trajectories: OT/OTA Partnership in Secondary Transition

Presenters: Jan Hollenbeck, OT, OTD, OTR, FAOTA, Co-Owner, PASS, LLC; Charlotte Heim, OT, MAOT, OTR, Medford Public Schools; Danielle Pelletier, OTA, COTA, Fraser-Ford Child Development Center

Educational Level: Intermediate

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

1. Describe the role of occupational therapists and occupational therapy assistants in preparing high school students for a successful transition to adult life.
2. Identify strategies and ways occupational therapists and occupational therapy assistants can support student development in the four areas of secondary transition (self-determination, employment, education, and independent living).
3. Reflect on current OT/OTA roles and transition practices in their school/district and identify next steps to enhance their role in secondary transition using the presented tips and tools.

Session II D - Collaborations in Music Therapy & Occupational Therapy: Multi-modal Interventions

Presenters: Nikki Beatrice, OT, OTD, MS, OTR, Tufts Medical Center; Channing Shippen, MA, MT-BC, Belmont University

Educational Level: Intermediate

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

1. Gain understanding of the scope of practice of allied professionals (music therapy) in mental health care settings through lecture experiences.
2. Gain understanding of trauma informed practices regarding mental health care through visual and lecture experiences.
3. Apply and demonstrate multi-modal approaches in music therapy in collaboration with occupational therapy through active experiences.

Session II E - (Need to attend both sessions for credit)

Occupational Therapy in Acute Care: How to be Prepared (60 minutes)

Presenters: Jessie Franco, OT, OTD, OTR, Brigham & Women's Hospital; Lisa Cohen, OT, OTD, OTR, Brigham & Women's Hospital

Educational Level: Introductory

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

1. Describe the basic knowledge needed for entry-level occupational therapy practitioners in the acute hospital setting.
2. Understand the role of occupational therapy and the various team members within the acute hospital setting.
3. Identify resources to prepare occupational therapy practitioners for practice in the acute hospital setting.

Creative Occupational Therapy Interventions in Acute Care Hospital Setting (30 minutes)

Presenter: Jennifer Nordstrom OT, OTD, OTR, American International College

Educational Level: Introductory

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

1. Understand the primary role of occupational therapy practitioners in acute care, common diagnoses, medical equipment, precautions and contraindications across the life span.
2. Understand the occupational therapy process for acute care. Specifically focusing on common standardized/non-standardized occupational therapy evaluations, assessments, interventions and outcomes in acute care.
3. Utilize creative, evidence based, and client centered interventions in a fast paced environment with limited space and limited rehab equipment.
4. Be knowledgeable on the essential skills required for acute care occupational therapy practitioners.

Session II F - Intercollegiate Assistive Technology Hackathon: Collaborative Interprofessional Learning & Design

Presenter: Kevin Berner, OT, OTD, ATP, MGH Institute of Health Professions; Jennifer C. Buxton, OT, MA, MEd, ATP, Tufts University/Boston Children's Hospital; Loren Fields McMahon, OT, OTD, ATP, Boston University/Tufts University/Boston Children's Hospital

Educational Level: Introductory

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

1. Define assistive technology (AT), adaptive equipment, and the limitations in procuring AT globally.
2. Understand the value of community-based interprofessional client-centered collaborations for addressing participation, inclusion, and accessibility through the ideation, creation and fabrication of assistive devices.
3. Describe needs and strategies for developing and implementing a community-based interprofessional client-centered assistive technology hackathon.

Session II G - Tips and Tools: New and Updated Pediatric Assessments

Presenter: Dawn Muller

Educational Level: Introductory

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

1. Understand updated and new assessments for use with pediatric populations.
2. Interpret assessment results to inform evidence-based interventions.
3. Identify resources to remain abreast of best practices in pediatric assessment.

LUNCH: 11:45-12:30 p.m.

KEYNOTE ADDRESS: 12:30-1:30 p.m.

The House We Lived In

Presenters: Todd and Tim O'Donnell

Educational Level: All

A decade in the making, a young filmmaker confronts addiction, family, and memory as he chronicles his father's journey to recover lost memories following a traumatic brain injury. Using experimental approaches with projected installations he attempts to find those missing memories in hopes of finding the dad he used to know. As memories return in the form of dreams the family struggles with acceptance of this new version of their father. The documentary will be viewed at the conference with the opportunity for open discussions with Todd and Tim O'Donnell.

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

1. Describe the journey to recovery chronicled in the documentary, The House We Lived In
2. Reflect on the role of an occupational therapy practitioner when working with a client following a traumatic brain injury.

BREAK-POSTER SESSION II: 1:30-2:00 p.m.

SESSION III: 2:00-3:30 p.m.

Session III A - Implicit Bias Awareness and Therapeutic Relationships with School-Aged Children

Presenters: Angelica Camacho Martinez, OTA, OT/s, Salem State University; Kathleen Schlenz, ABD, OT, Salem State University

Educational Level: Introductory

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

1. Define and describe “implicit bias” as it relates to school-based practice.
2. Identify at least 3 ways that implicit biases may impact OTPs therapeutic relationships with children in school-based settings.
3. Appreciate the value of routine reflective practice in the implementation of DEI principles.

Session III B - Professional Identity: A Key Component of Professional Development

Presenters: Mary Alicia Barnes, OT, OTD, OTR, Tufts University; Ellen Rainville, OT, OTD, OTR, FAOTA, MCPHS University; Jennifer Kaldenberg, OT, DrPH, MSA, OTR, SCLV, FAOTA, Boston University; Temor (Tay) Amin-Arsala, OT, MS, OTR, Tufts University; Diversity, Equity, Inclusion, Justice, & Anti-Racism Chair, Waring School

Educational Level: Introductory

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

1. Articulate the value and importance of a strong professional identity.
2. Identify ways, such as mentorship in capstone and/or experiential education to foster a professional identity within oneself, one's students, and one's colleagues.
3. Discuss how Occupational Therapy Practitioners can mobilize their expertise and expand their professional roles as practitioners, leaders, managers, educators, researchers, creators, and innovators.

Session III C - Implementing Intracollegiate Non-health Interprofessional Experiences in Occupational Therapy Education

Presenters: Sheri Ferland, OTD, OTR/L, Doctoral Capstone Coordinator, Johnson & Wales University; Rebecca Simon, Ed.D., OTR/L, FAOTA, Associate Dean, College of Health and Wellness

Educational Level: Advanced

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

1. Understand the rationale for implementing non-health interprofessional activities in an occupational therapy curriculum to enhance student leadership and development.
2. Apply interprofessional education competencies when creating objectives for student learning in didactic and experiential learning activities.
3. Demonstrate ability to find connections between OT and non-health professionals as related to real-world activities.

Session III D - Prosthetic Training Based on Developmental Skill Progression

Presenters: Mary Ellen Brown, OT, MS, OTR, Shriners Children's - New England

Educational Level: Student to Advanced

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

1. Identify the basic components and types of common pediatric UE prostheses typically prescribed for children from infancy to adulthood.
2. Identify appropriate goals for progression of UE prosthesis skill development in children.
3. Identify appropriate skilled therapeutic activities/interventions to facilitate UE prosthetic skill progression in children.

Session III E - Puzzling Aspects of Adapting Activities for Dementia Residents

Presenters: Karen McCarthy OTA, COTA, LPN, Salmon Health & Retirement, Noreen Shea PTA, CDP, CADDCT, ADCP, Lutheran Rehabilitation & Skilled Care Center

Educational Level: Introductory

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

1. Participants will be able to design engaging opportunities, adaptable for inclusive group programming utilizing the individual's interests, strengths & remaining abilities.
2. Participants will understand the importance of managing the environment to foster the learning experience and ensure a positive outcome.
3. Participants will demonstrate the ability to identify and creatively utilize resources for a successful multi-level program.

Session III F - Supporting Regulation: Neurodivergent Affirming Alternatives

Presenters: Amy C. Laurent, PhD, OTR/L, Co-Director Autism Level UP!; Jacquelyn Fede, PhD, Co-Director Autism Level UP!

Educational Level: Intermediate

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

1. Identify the factors contributing to ongoing regulatory needs across the lifespan for neurodivergent individuals.
2. Identify authentic energy / emotional regulatory strategies consistent with the needs of neurodivergent profiles for differing developmental levels.
3. Discuss the rationale for alternative approaches to scaffolding regulation for neurodivergent individuals when supporting active engagement in occupation.

Session III G - Psychiatric Occupational Therapy in the Emergency Department

Presenters: Nancy Kelly, OT, MS, OTR, Brigham and Women's Hospital; Victoria Buckley OT, MS, OTR, CCAP, Brigham and Women's Hospital

Educational Level: Introductory

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

1. Identify the challenges encountered in justifying and hiring a psychiatric Occupational Therapy Practitioner (OTP) in the Emergency Department.
2. Identify the major milestones articulated and achieved in the first 15 months of the project.
3. Identify the major milestones still needing to be met for successful integration of the OTP into the ED.

Break - Poster Session III: 3:30-4:00 p.m.

SESSION IV: 4:00-5:00 p.m.

Session IV A - Role of Occupational Therapy for Adolescents with Moderate/Severe Autism

Presenter: Morgan Levy OT, OD, OTR, CAS, May Institute

Educational Level: Introductory

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

1. Identify barriers to functional performance based on certain client and performance factors for adolescents with moderate to severe autism.
2. Identify current gaps in existing literature for effective interventions for this population.
3. Discuss intervention approaches and collaborative strategies to promote improved outcomes for these individuals.

Session IV B - Occupational Therapy Practitioner's Role to Address the Epidemic of Loneliness Across Practice Settings

Presenters: Colleen Muse, OT, OTD, OTR, Bay Path University; Deborah James, OT, OTD, MBA, OTR, Bay Path University

Educational Level: Introductory

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

1. Identify the definition and implication of loneliness and social isolation for clients.
2. Learn how occupational therapy practitioners can help clients decrease social isolation.
3. Demonstrate the ability to problem solve scenarios and show occupational therapy's distinct value to address the impact of loneliness on our client populations.

Session IV C - Inclusive Teaching and Learning for Occupational Therapy Experiential Education

Presenters: Anne Escher, OT, OTD, OTR, Boston University; Jen Kaldenberg, OT, DrPH, MSA, OTR, SCLV, FAOTA, Boston University

Educational Level: Introductory

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

1. Understanding inclusive teaching and learning strategies as they relate to experiential occupational therapy and occupational therapy assistant education.
2. Consider how to implement specific inclusive teaching and learning practices when working with students in their practice areas.
3. Reflect on their own experiences as experiential educators - what has worked and what barriers they have encountered- and come up with strategies to address the barriers.

Session IV D - Overcoming Developmental Disregard for Pediatric Hemiplegia: A Metacognitive Approach

Presenters: Casey Rabideau, OT, MSOT, OTR, Boston Children's Hospital; Allison O'Connor, OT, MSOT, OTR, Boston Children's Hospital; Allison McGuinness, OT, MSOT, OTR, Boston Children's Hospital

Educational Level: Introductory

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

1. Articulate the impact of developmental disregard on functional performance gains for children who experience hemiplegia.
2. Describe the key constructs of the ALPS metacognitive approach which promote effective change for children who exhibit developmental disregard.
3. Identify opportunities to integrate ALPS metacognitive approach into other evidence based interventions for the neuro (re)habilitation of children who experience hemiplegia (ie. CIMT, BIT, Virtual Reality).

Session IV E - Cortical/Cerebral Visual Impairment (CVI): An Urgent Call for Occupational Therapy Practitioners

Presenter: Nikoletta Livingston, OT, OTD, OTR, Perkins School for the Blind

Educational Level: Introductory

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

1. Define cortical/cerebral visual impairment.
2. Identify basic screening items/"red flags" in individuals with suspected CVI.
3. Recognize the role of the occupational therapy practitioner in an interdisciplinary team to support individuals with CVI.

Session IV F - Integrating an Ethical Foundation into Occupational Therapy Fieldwork

Presenters: Michael Salemi, OT, OTD, OTR; Tara Mansour, OT, OTD, MS, OTR

Educational Level: Introductory

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

1. Apply principles from the AOTA 2020 Occupational Therapy Code of Ethics to real world fieldwork related situations.
2. Implement strategies related to ethical practice scenarios commonly experienced with occupational therapy fieldwork supervision/education.
3. Discuss potential ethical tensions that may occur between OT/OTA students and their fieldwork educators.

Session IV G - Intersection of Law, Occupational Therapy Ethics, and Philosophy

Presenters: Beverly St. Pierre, OT, OTD, MOT, OTR, CLT, Westfield State University; Rachel Katler, BA, MA, Westfield State University

Educational Level: Introductory

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

1. Identify the intersection point of Massachusetts OT/OTA Licensing Regulation and the AOTA Code of Ethics (2020).
2. Differentiate your personal moral compass from a professional code of ethics.
3. Summarize a variety of moral theories to help frame and describe ethical reasoning in practice.

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Registration Information

Contact Hours:

Conference attendees/learners will be eligible for a total of up to 8 contact hours based on attainment of learning objectives. Participants must be present for the entire workshop or panel session as only full credit will be awarded. Participants will not be allowed entrance into a session after the presenter has completed initial review of learning objectives. The learner is responsible for completing his/her

assessment of attained learning objectives on the contact hour tracking form, signing his/her name on the contact hour tracking form, and then obtaining the convener's signature and/or stamp after each session. This tracking form will be included in each learner's conference packet and must be turned in at the registration desk prior to exiting the conference. Official contact hours will be kept on file at the MAOT office, and an official verification certificate will be emailed to the participant within 60 days of the conference.

Registration:

The conference fee may be paid by personal check or credit card.

\$125.00 Presenter Fee until 10/15/23
\$150.00 after 10/15/23
\$175.00 on-site

\$195.00 MAOT Member Fee until 10/15/23
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Space for sessions is limited. No registration will be accepted without payment. On-site registration accepted on a space available basis at an increased rate.

The conference fee includes a continental breakfast, luncheon, exhibits, and conference sessions.

Confirmation & Cancellation:

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

Continuing Education Accessibility Policy:

MAOT is committed to providing equal access and reasonable accommodations for all participants in this continuing education offering in accordance with the ADA. Please indicate your need for ADA accommodations on the registration form and contact MAOT at least two weeks before the conference so that arrangements can be made.

Conference November 3, 2023 Registration Form

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Daytime Telephone: _____

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Membership Status: MAOT__ RIOTA __ Other State (indicate state) _____

Job Title: _____

Employer/School: _____

Home Address: _____

Email Address: _____ Telephone: _____

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MAOT has the right to add collection fees and court costs accrued during the perusal of payment for
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Concurrent Sessions:

Session I	A B C D E F G
Session II	A B C D E F G
Session III	A B C D E F G
Session IV	A B C D E F G

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