

Friday, October 28, 2022

Four Points Sheraton Norwood

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

*Rehabilitation Professionals*

**MAOT**

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**Conference Objectives:**

This symposium is designed to provide an opportunity to explore the dimensions of health care and occupational therapy practice, including recognition of MAOT’s centennial and contributions. Sessions will focus on a variety of clinical, administrative, management, research-based, practical, and theoretical areas.

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

* Describe the values that have shaped occupational therapy over the last century.
* List examples of emerging and innovative occupational therapy and research.
* Discuss the application of evidence-based research to best practice in occupational therapy.
* Understand the recent changes to licensure and continuing education requirements for occupational therapy practitioners in Massachusetts.
* Appreciate the contributions of MAOT to occupational therapy practice in the Commonwealth.
* Network with colleagues.

**Acknowledgments**

**Conference Committee Co-Chairs:**

Karen Jacobs, OT, EdD, OTR, CPE, FAOTA

Jean MacLachlan, OT, PhD, OTR

**Conference Committee Members:**

Lisa Boyajian, OTA, MS, COTA

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Brij Maliya, OT, OTD, MSOT, OTR, BSc(H), OT Member at Large

Donna Caira, Administrative Manager

Lisa Salemi, Administrative Manager

**MAOT BUSINESS MEETING AND 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

The Herbert Hall Award for Outstanding Service to the

Profession of Occupational Therapy

**Professional Responsibilities and Continuing Competence in Massachusetts 8:30 a.m.- 9:15 a.m.**

**Presenters**: Karen J. Hefler, OT, OTR, FAOTA, Past President, MAOT; Deborah Yarett Slater, OT, MSOT, FAOTA, MGH Institute of Health Professions

**Educational Level:** All

This session will provide an overview of the Allied Health Board regulations for

occupational therapy practitioners in Massachusetts. Participants will have the opportunity to discuss changes in licensure regulations and the new continuing competency regulations.

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

1. Identify licensure regulations impacting occupational therapy practice in Massachusetts.

2. Demonstrate an understanding of continuing competency regulations for occupational therapy in Massachusetts.

3. Identify activities required to maintain compliance with regulations impacting occupational therapy practice in Massachusetts.

**Keynote Address: 9:15 a.m. – 10:15 a.m.**

**Reinvention: Occupational Therapy's Hidden Superpower**

**Presenter:** Alyson Stover, JD, OTR/L, BCP, AOTA President

**Educational Level:** All

Abstract: In a post-pandemic environment, we are called to be more socially aware, more agile and adaptive, and proactive in our daily practices. Although this is a shift for many professions to embrace, being agile and adaptive, recognizing and promoting justice, and working to proactively create responses to barriers are all well established in the practice of occupational therapy. In order for occupational therapy professionals to play a vital and valuable role in our "new normal," we must first understand how to communicate our distinct value in a way that is meaningful for all to understand. Next, occupational therapy professionals must know where opportunities exist for our profession. This will require us to reconnect, reinvent, and reinspire. This session will guide participants to move forward boldly to expand their current practice and embrace occupational therapy’s past and present in order to empower its future.

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

1. Generalize and apply concepts of reinvention and diffusion of

innovation to expand their current practice of occupational therapy to meet the needs of a post-pandemic society.

2. Apply the concepts presented to their practice of advocacy for the profession, for the consumer, and for self.

**SESSION I: 10:45 a.m. – 12:15 p.m.**

**A.** **Cultivating Creative, Innovating, and Sustainable Doctoral Capstone**

**Experiences**

**Presenters:** Jennifer Kaldenberg, OT, DrPh, MSA, OTR, SCLV, FAOTA, Boston University; Ellen Rainville, OT, OTD, OTR, FAOTA, Western New England University; Mary Alicia Barnes, OT, OTD, OTR, Tufts University

**Educational Level**: Introductory

As the number of Entry Level Occupational Therapy Doctorate (EL-OTD) programs continues to grow, designing collaborative, creative, role advancing, and sustainable capstone experiences remains needed. This presentation offers the opportunity to learn and share about EL-OTD capstone experiences and provides insight and guidance for those at any stage of developing innovative doctoral capstone experiences. Role expectations (student, faculty, or site) along with key components of successful capstone experiences in education, community, and research will be shared.

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

1. Describe the roles and responsibilities of academic faculty, site mentors (in community, research, or practice settings), and students in planning, implementing, and evaluating the Doctoral Capstone experience.

2. Identify the components and benefits of sustainable and successful capstone experience in practice, education, advocacy, policy, and research, including resources utilized as well as common deliverables developed.

3. Discuss methods for evaluation of the experience including student & mentor performance as well project outcomes and subsequent means for dissemination of knowledge gained.

**B. Ethical OT Practice During and After Global Disasters**

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

**Education Level:** Introductory

Epidemics and natural disasters typically challenge delivery of health care services. But the scope of the COVID-19 pandemic and its global impact on ethical decision-making was unprecedented. Occupational therapy practitioners on the frontlines experienced ethical challenges that led to profound moral distress. This presentation will explore these issues and lessons learned to prepare occupational therapy practitioners for effective and ethically competent service delivery in future disasters, as well as in today’s fast-paced, high pressured practice settings in general.

**Learning Objectives:** At the end of this presentation, participants will:

1. Identify key lessons learned from the COVID-19 pandemic related to occupational therapy practice.

2. Understand causes of moral distress and strategies to address it among occupational therapy practitioners.

3. Identify components of an ethical decision-making framework and apply them to resolve ethical issues during disasters/crises, as well as in the general workplace.

**C. Innovative Level I Fieldwork: An Intraprofessional Collaboration**

**Presenters:** Laurie Cecchi, OT, OTR, CAPS, Springfield Technical Community College; Amanda M. Rodriguez, OT, OTD, OTR, Springfield College

**Education Level:** Intermediate

The presentation will highlight an innovative, intercollegiate intraprofessional collaboration between occupational therapy assistant students and occupational therapy students to satisfy Level 1 psychosocial fieldwork ACOTE standards. Presenters will detail the structure of a collaboratively designed fieldwork experience in which student pairs (OTA/s and OT/s) engaged with community partnerships to develop and implement eight, sixty-minute therapeutic groups throughout the semester. Presenters will provide practical strategies to support replication of the intraprofessional fieldwork experience.

**Learning Objectives:** At the end of this presentation, participants will:

1. Identify and communicate the value of intraprofessional collaboration of an OTA/OT student partnership

2. Identify one or more practical strategies to support the development and implementation of a community-based psychosocial Level I fieldwork opportunity in accordance with ACOTE standards

3. Express mutual respect for educational experiences and contributions of the OTA/s, OT/s, and the intraprofessional collaboration

**D.1. Interprofessional Leadership in Healthcare Certificate: Pilot Study (60 minutes)**

**Presenters:** Karen Jacobs, OT, EdD, OTR, CPE, FAOTA; Craig Slater, PhD; Bronwyn Keefe, PhD, MPH, MSW, Boston University

**Educational Level:** Intermediate

The Boston University Interprofessional Leadership in Healthcare Certificate is a five-month, fully online program for health professionals who lead, or aspire to lead, interprofessional teams. Quantitative data demonstrated participants' knowledge and skill acquisition through participation in the certificate, as well as six-month follow up data. Qualitative data demonstrated the impact of the certificate on participants' leadership and collaborative practices in their own clinical settings.

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

1. Describe the skills and knowledge leaders of interprofessional teams need and want to be effective in their roles.

2. List the challenges and successes of both developing and implementing an interprofessional continuing education program.

3. Discuss how the certificate program impacted participants’ leadership and collaborative practice skills in their own workplace

**D.2 Working from Home and Well-being: An Ecological Momentary Assessment Research Study (30 minutes)**

**Presenters:** Sophia Courtney, OT/s, Kirsten Beshay, OTD, MA, OTR/L, CIEE, CEAS I & III; Karen Jacobs, OT, EdD, OTR, CPE, FAOTA, Boston University

**Educational Level:** Intermediate

Using an Ecological Momentary Assessment experimental methodology and wearable technology, workers working from home participated in a six-month research study to map their remote learning environments and their impact on their physical and mental well-being.

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

1. Describe the use of the Ecological Momentary Assessment app (mEMA).

2. Discuss how remote workers physically spend their workday, and how this impacts their physical and mental well-being.

3. Discuss the physical and mental effects of working from home, remotely or in a virtual office, on employees’ well-being and performance.

**E**.  **Facilitating OT student success. A Guide for Faculty**

**Presenter:** Scott D. McNeil, OT, OTD, MS, OTR, CAPS, Springfield College

**Educational Level:** Intermediate

Prior to college, education is based on pedagogy where knowledge flows from the teacher in a one-way learning model. By understanding adult learning, OT educators can help students understand and succeed using a two-way learning model. Participants will have the opportunity to reflect on the impact of COVID-19 on learning and how minor modifications to the learning environment can benefit underrepresented students, improve retention, and promote student success.

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

1. Discuss the primary differences between pedagogy and andragogy.

2. Discuss resources related to universal design and inclusive learning.

3. Apply one course modification consistent with adult learning.

**F. Grassroots Advocacy in Massachusetts– Increasing Knowledge and Legislative Participation for Occupational Therapy in 2023**

**Presenters:** Sarah McKinnon, OT, OTD, OTR, BCPR, MPA, FAOTA; Mary O’Donnell, OT, OTD, OTR; MGH Institute of Health Professions

**Educational Level:** Introductory

Grassroots advocacy is an essential element to promoting and strengthening occupational therapy. In 2022, MAOT launched the MAOT Advocacy SIG. This presentation will increase knowledge of the state legislative process and identify gaps in state legislation affecting the OT profession. Participants will be active in the planning of MAOT legislative initiatives, including action planning for the next Massachusetts legislative session starting in 2023.

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

1. Review the state legislative process to understand how a bill becomes a law.

2. Describe prior MAOT legislative priorities and identify gaps in state legislation affecting occupational therapy.

3. Contribute to MAOT efforts in action planning for 2023-2024.

**G.1. Your National OTR or COTA Credential (60 minutes)**

**Presenter:** Barbara Williams, DrOT, MS, OTR, Associate Director, External and Regulatory Affairs, National Board for Certification in Occupational Therapy

**Educational Level:** Introductory

Connect with NBCOT and hear about maintaining national occupational therapy certification as well as methods that can be used to contribute to professional competency. This presentation will provide an update on NBCOT certification programs and services including initial certification, certification renewal and continuing competency, partnerships with OT State Regulatory entities, and qualifications and compliance review.

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

1. Identify ways in which the benefits of ongoing continuing competency can provide personal support in the marketplace.

2. Be informed about the partnership NBCOT has with OT state regulatory entities, their shared missions to protect the public interest, and what this means for occupational therapy practitioners.

3. Increase knowledge of the NBCOT Disciplinary Action Process and resulting outcomes.

4. Be familiar with NBCOT evidence-based competency assessment tools and resources that can help support continuing competency needs.

**G.2. The American Occupational Therapy Foundation: Advancing the Science of Occupational Therapy to Improve Practice and Health (30 minutes)**

**Presenter:** Lawrence Liff, Chief Development Officer, American Occupational Therapy Foundation

**Educational Level:** All

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

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

1. Identify how AOTF is building new knowledge for occupational therapy practice.

2. Identify where occupational therapy practitioners can obtain new evidence for practice.

3. Identify how occupational therapy practitioners can support AOTF, the creation of new evidence, and future occupational therapy practitioners.

**H. POSTER SESSION**

**LUNCH 12:15-1:30 p.m.**

**AOTPAC: American Occupational Therapy Political Action Committee 1:00-1:30 p.m.**

 **Presenter:** Kate Barlow, OT, OTD, OTR, IMH-E®, Ambassador, American Occupational Therapy Political Action Committee

**Educational Level:** All

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

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

1. Understand basic information regarding the legislative process affecting federal policy.

2. Identify current legislation and how recent changes affect the future of occupational therapy.

**SESSION II 1:30 p.m. - 2:30 p.m.**

**A.** **Community-based Program Tool Development: Adolescent and Young Adults with Chronic Illness**

**Presenters:** Miranda Cullen OT, OTD, OTR, Skills for Life Program

**Educational Level**: Introductory

The presentation will describe a program evaluation tool developed to monitor participant outcomes in a community-based program that supports adolescent and young adults living with chronic illness. A Community-Based Participatory Research (CBPR) approach was used and fostered a strong relationship between the researcher and stakeholders. The presentation will serve as an example of how to utilize CBPR in tool development and acknowledge the strength of the tool in integrating organizational goals and values.

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

1. Recognize how the presented tool development process integrated organizational goals and values at an individual and program level throughout domain specification, scoring procedures, and pilot testing.

2. Demonstrate an understanding of Community-Based Participatory Research (CBPR) and its benefits.

3. Learn how to individualize the process of the evaluation development for community organizations.

**B. Professional and Practice Issues Roundtables**

**Presenters**: MAOT Representatives and SIG Chairs

**Educational Level:** All

This session will provide the opportunity to discuss various professional issues utilizing roundtable format.

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

1. Identify current professional issues that affect occupational therapy practitioners in the Commonwealth of Massachusetts and at the national level.

2. Identify opportunities for professional development, leadership, advocacy, and legislation as a student, new graduate, or seasoned practitioner.

**C. Partnering for Success in a Neurodiverse World**

**Presenter**: Lindsay Thelin Wagner, OT, MS, OTR, League School of Greater Boston

**Educational Level:** Intermediate

Voices of autistic self-advocates provide the occupational therapy community with insight into the autistic experience in daily life, in schools, in the community, and in the workplace. As the

neurodiversity paradigm continues to gain momentum, occupational therapy intervention practices need to follow. Through collaborative goal setting with autistic individuals and a multidisciplinary team, occupational therapy practitioners can support self-efficacy, participation, health, and well-being of their clients.

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

1. Create neurodiversity-affirming goals and objectives that reflect an individual’s priorities, support active engagement, include partners and supports, and strengthen self-identity.

2. Describe the components of an Individual Support Plan and application for development of holistic programming centered on inter-dependence, feelings of competence, and emotional health.

3. Identify strategies for facilitating a multidisciplinary team approach toward goal implementation, including how the Individual Support Plan helps all members of the team “own” client goals.

**D.** **What’s New and Next in Fieldwork**

**Presenters:** Michael Roberts, OT, OTD, Regis College

**Educational Level:** Intermediate

This presentation shares two important resources to reframe our understanding of the future of fieldwork and practice. First, research results identify the skills, academic preparation, and professional behaviors most important to readiness for level II fieldwork from the perspective of fieldwork educators. Second, resources on five different supervision models from an up-and-coming text on Level II Fieldwork which will be presented at the Fall 2022 Academic Leadership Council will include benefits and challenges of each, as well as a schematic with guiding questions for selecting the best supervision model.

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

1. Identify factors that define readiness for level II fieldwork and practice.

2. Identify the benefits and challenges associated with traditional, role-emerging, multiple mentorship, project placement, and collaborative supervision models in fieldwork.

3. Identify critical factors that enhance success in supervision, mentorship, and professional development in fieldwork and practice.

**E. Implementing the Early Skills Vocational Program in Schools**

**Presenter:** Sarah DiMeo, OT, PhD, OTR Worcester State University

**Educational Level:** Intermediate

This presentation will introduce occupational therapy practitioners to the Early Skills Vocational Program (ESVP). This client-centered, occupation-based guide considers each student’s unique strengths and challenges to match a student with appropriate vocational experiences that will address the individualized education program (IEP) goals. This presentation will highlight examples of the ESVP approach in schools and will review a case study that uses the ESVP.

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

1. Become familiar with the ESVP.

2. Understand how to implement the steps to the ESVP.

3. Explore examples and a case study using the ESVP.

**F**. **Introduction to Learning Health Systems in Rehabilitation**

**Presenters:** Shonali Gaudino, OT, BCG; Mary Slavin, PT, PhD; Rehabilitation Outcomes Center at Spaulding

**Educational Level:** Introductory

The Learning Health System (LHS) framework describes a culture of continuous learning, supported by real-world data and analytics, and steered by a heterogeneous community of researchers, clinicians, and people with lived experiences. Minimal literature exists on the application of LHS in the rehabilitation setting. This session will describe the experience of a multi-site post-acute network embarking on a Learning Health System journey and discuss how occupational therapy practitioners can add value to this model.

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

1. Describe how Learning Health Systems can improve patient outcomes.

2. Examine approaches to meaningful use of data.

3. Identify three seminal academic sources for Learning Health Systems information.

**G. Occupational Therapy’s Role in Advocacy for Homeless Children**

**Presenter:** Mary O’Donnell, OT, OTD, OTR, MGH Institute of Health Professions

**Educational Level:** Introductory

Young children experiencing homelessness face significantly higher rates of developmental delay, social-emotional impairments, and delayed pre-academic skills compared to housed peers. At the same time, this population faces considerable challenges accessing appropriate early developmental services, including occupational therapy. This short course will provide participants with knowledge about the developmental risks associated with experiencing homelessness, a review of the structure of early developmental services in Massachusetts, and strategies to advocate for policy changes to improve access to services.

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

1. Describe developmental and occupational risks associated with experiencing homelessness.

2. Summarize key programs and policies governing early developmental services in Massachusetts.

3. Outline two advocacy strategies to improve access to or delivery of services for homeless children.

**H. Poster Session**

**SESSION III 3:00 p.m. - 4:30 p.m.**

**A.** **OT & Boxing: A Knockout Combination for Parkinson’s**

**Presenter:** Elizabeth Lima Remillard, MS, OTR/L, New England Institute of Technology; Sheridan Ferland, OTD, OTR/L, Johnson & Wales Entry-level OTD program

**Educational Level**: Intermediate

Rock Steady Boxing (RSB) is a non-profit organization established to help individuals living with Parkinson’s disease fight back. The protocol uses non-contact boxing and forced-intense exercise to slow disease progression and minimize symptoms. RSB affiliates exist worldwide, improving quality of life and cultivating a community of peer support for this population. This presentation will describe the protocol and will serve as a blueprint for community-based fieldwork and incorporating Occupational Therapy intervention into this setting.

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

1. Describe the required components of the Rock Steady Boxing protocol and identify the benefits of this protocol for the health management of Parkinson’s disease.

2. Acquire a playbook for creating occupational therapy Level I and Level II fieldwork education in a non-traditional, community-based setting.

3. Identify the holistic benefit of providing occupational therapy intervention at all stages of Parkinson’s disease in a community-based setting.

**B.** **Occupational Therapy Practitioners: Key Stakeholders in Creating Evidence**

**Presenters:** Felicia Chew, MS, OTR, FAOTA, FNAP; Jenny Martinez, OTD, OTR/L, BCG, FAOTA; Catherine Piersol, PhD, OTR/L, FAOTA, Thomas Jefferson University

**Educational Level:** Introductory

Occupational therapy practitioners are typically consumers of research; using evidence to guide practice, however, they can also serve as key stakeholders in the research process. This presentation will dispel misconceptions about engaging in research, discuss opportunities to have a voice in the evidence needed, and share methods for participating in building that evidence.

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

1. Describe examples of how occupational therapy practitioners have contributed as key stakeholders to occupational therapy research and the evolving body of knowledge.

2. Articulate opportunities for occupational therapy practitioners to participate as research stakeholders.

**C. Identifying Occupational Therapy’s Vital Role in Oncology Rehabilitation**

**Presenter**: Lisa Marshall OTR/L, CLT, CLWT;Brenda Crowley COTA/L, CLWT, Specialty Rehabilitation Inc.

**Educational Level:** Introductory

The latest evidence-based research identifies the need, benefit, lack of referrals, and trained clinicians necessary to fulfill the exponentially growing demand for oncology rehab. This course will identify the unique role of occupational therapy practitioners in oncology care across all practice settings. By understanding this chronic disease, treatments, side effects, and OT interventions, we can advocate our value in reducing healthcare costs while improving outcomes and quality of life for people living with cancer.

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

1. Identify the need and benefits of oncology rehab in acute care, outpatient, skilled nursing, and home care settings.

2. Identify occupational therapy practitioners’ unique role in pre-habilitation, restorative, supportive, and palliative care for a person living with or having a history of cancer.

3. Advocate for clients with cancer by describing occupational therapy oncology services to other multidisciplinary team members.

**D. School-Based Medicaid: Overview and Determination of Medical Necessity**

**Presenters**: Karen J. Hefler, OT, OTR, FAOTA, Rehabilitation Therapy Associates, LLC; Jan Hollenbeck, OT, OTD, OTR, FAOTA, Partnership for Advancement of School Service-Providers (PASS), LLC

**Educational Level:** Intermediate

This session will provide an overview of the MassHealth School-Based Medicaid Program (SBMP) process and resources. Participants will have the opportunity to problem-solve challenges in determining medical necessity and are encouraged to come prepared to share and discuss student examples.

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

1. Identify considerations for determining medical necessity.

2. List three key resources to understand the requirements of the SBMP.

3. Identify systems-level supports needed for effective SBMP implementation and strategies useful in advocating for these supports.

**E. Psychiatric and Sensory Processing Disorders in Autism Spectrum Disorders**

**Presenters:** Mary Beth Kadlec, OT, ScD, OTR; Program Director, Center for Autism & Neurodevelopmental Disorders (CANDO), UMass Memorial Health Care, MGH Institute of Health Professions; Kaitlin Dierksheide, OT, OTD, OTR,Spaulding Eileen M. Ward Center for Children

**Educational Level:** Intermediate

This workshop provides findings from a retrospective study of the prevalence of the co-occurring psychiatric conditions of Attention-Deficit/ Hyperactivity Disorder (ADHD) and anxiety disorder for children with an Autism Spectrum Disorder (ASD) between the ages of 5 to 13 years who met criteria for a diagnosis of a Sensory Processing Disorder (SPD) from an interdisciplinary team evaluation comprised of a child and adolescent psychiatrist, occupational therapist, and speech language pathologist in a pediatric outpatient clinic.

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

1. Describe the prevalence of co-occurring psychiatric conditions commonly associated with ASD for children participating in an interdisciplinary team evaluation with psychiatry and occupational therapy.

2. Identify the frequencies of and correlation between anxiety, ADHD, and SPD in ASD.

3. Describe the similarities and differences in the presence of these three conditions and the implications for occupational therapy intervention.

**F.1. Functional Neurological Disorders: Occupational Therapy Assessment and Treatment Recommendations (60 minutes)**

**Presenter:** Nicole Mannion, OT, MA, OTR, Senior Occupational Therapist, Brigham and Women’s Hospital

**Educational Level:** Introductory

Functional Neurological Disorder (FND), formerly known as conversion disorder, psychogenic disorder, and even hysteria, is a pervasive and disabling diagnosis that often requires treatment by occupational therapy practitioners (OTPs). Despite the increasing prevalence and emerging research, FND is often not covered in academic coursework for OTPs and other health care professionals. This presentation will define FND, describe the current recommendations for OTP assessment and treatment, and identify emerging opportunities for OTPs working with clients with FND.

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

1. Describe functional neurological disorders (FND) and associated impairments.

2. Gain a practice-ready toolbox of OTP treatment ideas for clients with FND.

3. Obtain a robust understanding of how to manage safety while advancing treatment for clients with FND.

**G**. **Life Skills for Middle Schoolers with Intellectual/Developmental**

**Disabilities**

**Presenters*:*** Tara Mansour, OT, OTD, OTR, MGH Institute of Health Professions; Occupational Therapist at Westwood Public Schools

**Educational Level:** All

Despite the Massachusetts Department of Elementary and Secondary Education (DESE) having documented the need for comprehensive health education in public schools, there remains significant knowledge gaps in health literacy among those with intellectual and developmental disabilities. Much of the established life skills curriculums have not been modified for those with different learning needs. From proper nutrition and puberty to disease and drug prevention, learn how to implement life skills training modules for middle school students with moderate to severe special needs.

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

1. Describe the impact lower health literacy has on students with intellectual and developmental disabilities.

2. Describe and locate learning standards as identified in the Massachusetts DESE Comprehensive Health Curriculum Framework.

3. Demonstrate the ability to create content, IEP goals, and identify evaluation criteria of a life skills module for students with intellectual/developmental disabilities.

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**Registration Information**

**Contact Hours:**

Conference attendees/learners will be eligible for a total of 6.25 contact hours based on attainment of learning objectives. Participants must be present for 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/workshop fee may be paid by personal check, Master Card, or Visa.

$100.00 MAOT Primary Presenter Fee

$195.00 MAOT Member before 10/17/22 and $225.00 after 10/17/22

$275 Non-Member before 10/17/22 and $325.00 after 10/17/22

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Space for the conference/workshop is limited. No registration accepted without payment. On-site registration accepted on a space available basis at a 5% increased rate.

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

**Confirmation & Cancellation:**

Registrants who complete their registration online at [www.maot.org](http://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 (781) 647-5556. 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 October 28, 2022 Registration Form**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Daytime Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Degree: \_\_OT\_\_OTA \_\_ Student \_\_ Retiree\_ Other\_\_

Job Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employer/School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conference/Workshop Fee:

⬜ $100.00 MAOT Presenter Fee

⬜ $195.00 MAOT Member before 10/17/22 and $225.00 after 10/17/22

⬜ $275.00 Non-Member before 10/17/22 and $325.00 after 10/17/22

⬜ $125.00 Student/Retired Practitioner before 10/17/22 and $150.00 after 10/17/22

Credit Card Number: MC/VISA/American Express

Expiration Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Register online at [www.maot.org](http://www.maot.org/)

Please make checks payable to, and mail registrations to:

MAOT, 57 Madison Road, Waltham, MA, 02453-6718

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

**Concurrent Sessions:**

Session I A B C D E F G 1st  Choice \_\_\_\_\_ 2nd Choice \_\_\_\_\_

Session II A B C D E F G 1st Choice \_\_\_\_\_ 2nd Choice \_\_\_\_\_

Session III A B C D E F G 1st Choice \_\_\_\_\_ 2nd Choice \_\_\_\_\_

Special accommodations needed, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

⬜ I would prefer not to be contacted by vendors