



2024 NCOTA Fall Conference Schedule *Detailed Educational Courses*

FRIDAY, NOVEMBER 1, 2024

1:00 – 5:00 Pre-Conference Institutes

1A. Why OT Should Address Cognition and How...

Karen Johnson

Physical Disabilities | **Intermediate**

More than ever we are seeing clients with cognitive changes that are impacting the ability for them to engage in their daily activities. That seems to be a straightforward OT referral. However limited understanding of our profession, lack of confidence from many OT professionals to address this and misled referrals to another discipline often leaves such clients with limited or no resources to get back to living. This course aims to improve understanding for why OTs can and should be addressing cognition and how to understand not only evaluation tools but treatments to help clients return to what is meaningful to them.

1B. Power Play: Mastering Switch Adaptations for Playful Learning

Annabeth Knight, OTD, OTR/L, ATP, Katherine Jones, EdD, OTR/L, CLT-LANA

Children & Youth | **Novice**

Participants will explore the fundamentals of adapting toys with switch technology to enhance engagement and accessibility for diverse populations. The session will cover practical techniques for modifying toys, understanding switch mechanics, and integrating these adaptations into therapeutic practices. Attendees will gain hands-on experience with various tools and strategies, empowering them to create customized play experiences that foster developmental growth. This course advances the practice of occupational therapy by equipping practitioners and students with innovative skills to promote inclusive play, support client-centered goals, and enhance professional development through creative problem-solving and technical proficiency.

1C. Comprehensive Stroke Bootcamp!

Sydney Mitchell, MS, OTR/L, CNS, CBIS

Physical Disabilities | **Novice**

North Carolina is located in what is nationally known as “the stroke belt” due to high rates of stroke incidence and mortality. As such, practitioners in the state should be equipped to address the specific occupational needs of clients post-stroke. This workshop will aim to provide novice clinicians a thorough review of occupational therapy evaluation and intervention within the stroke population. Attendees will have the opportunity to review basic neuroanatomy in relation to stroke care, practice using a variety of outcome measures to perform comprehensive evaluations, and discuss evidence-based interventions to promote occupational well-being. This collaborative workshop will also provide attendees the opportunities to discuss and share community resources across the state of NC to improve overall access to care.

SATURDAY, NOVEMBER 2, 2024

8-8:15 Welcome & Introductions

*Sydney Mitchell, NCOTA Continuing Education Chair
Debb Dorsett, NCOTA President*

8:15- 9:15 Organizational Updates

*NCBOT Updates by Laura Echols
AOTA Board Updates by Amy Mahle
AOTPAC Updates
AOTF Updates by Lawrence Liff available online.*

9:30-10:30 Keynote Address by AOTA President Alyson Stover

10:30-12:30 Exhibitor Hall | AT Competition 10:30-11:15 | Poster Session 11:15-12:00

Winner of the AT Competition will be announced at 12:10!

1:00 – 2:30 Short Course Session 1

1A. "Unlocking Student Potential: The Power of Co-Treatment by Occupational Therapists and Speech-Language Pathologists" in Schools

*Dr. Maryann B. Brennan, OTD, MA OTR/L, CSP
Children & Youth | Novice*

This presentation explores the integration of Occupational Therapy practitioners (OTPs) and Speech-Language Pathologists (SLPs) in the co-treatment of students, focusing on the multifaceted benefits, challenges, and outcomes of this collaborative approach. Research highlights the advantages of holistic student support, where OTPs and SLPs work together to enhance both functional motor and communication skills, leading to increased student engagement and more consistent skill generalization. Despite logistical challenges and the need for clear professional boundaries, the collaborative model has shown to accelerate student progress, improve functional abilities, and foster positive behavioral changes. Stakeholders, including parents and teachers, express high satisfaction with co-treatment, noting significant developmental improvements. This integrated therapy model not only enhances student outcomes but also offers professional fulfillment for practitioners, demonstrating the efficacy and value of interdisciplinary collaboration in school-based practice.

1B. Simulating Success: Enhancing Occupational Therapy Education Through Collaboration with a Simulation Center

*Kayleigh Fessenden, OTD, OTR/L, Amber Ward, MS, OTR/L, BCPR, ATP/SMS, FAOTA, Holly Huggins, OTS, OTA
Education & Research | Novice*

In this presentation we will explore how formalized simulation, in collaboration with a simulation center, plays a role in transforming occupational therapy education, offering students immersive experiences that bridge didactic coursework with real world practice. We will delve into the comprehensive process from preparation to post-simulation debrief, highlighting key elements that enrich learning outcomes as well as considering cost-benefit, challenges, and lessons learned..

1C. Post-Intensive Care Syndrome: OT's Role

Sarah Wright, OTD, OTR/L

Physical Disabilities | **Intermediate**

This session is designed to assist the occupational therapy practitioner (OTP) in gaining knowledge of what post-intensive care syndrome (PICS) is, how it can be prevented, and strategies to utilize in practice.

1D. OT as a Nontraditional Journalism Career: Lessons from a Journalism Major

Sara Kelleher Peña, OTR/L; M.Ed.

Student-focused | **Novice**

Journalism may not be the typical undergraduate major for incoming occupational therapy graduate program students; however, there are many overlapping and transferable skills that would benefit occupational therapy students and practitioners alike. All OT settings need providers who write fast, concise, and accurate. Like journalists, OTs consider and check multiple sources as well as asking the right questions. Not to mention, we are bound by our Code of Ethics, specifically #6 core value, "Truth includes...being truthful in oral, written and electronic communications." (AOTA Code of Ethics, 2024). Journalism lessons are especially crucial today due to miscommunication being a leading cause of medical error in hospitals (Alder, 2023), as well as language influencing parent-child interactions (Tomcheck & Dean, 2020). What we have to say matters!

1E. Supporting Children with Challenging Behaviors

Tamika Harris, OTR/L

Children & Youth | **Novice**

This short course will provide participants with an overview of the brain states and neurology associated with children with challenging behaviors. Effective strategies used to support students with challenging behaviors including sensory processing strategies and creating a supportive environment will be presented. A discussion about the importance of collaboration and a multidisciplinary team approach will be conducted.

1F. Lessons Learned from Interprofessional Education Experiences

Charlotte E. Navarro, OTD, OTR/L and Stacia H. Thompson, PT, DPT, PhD

Education & Research | **Intermediate**

Modern medicine has been moving away from the medical model and adopting an interdisciplinary or multidisciplinary teamwork approach that incorporates professionals with diverse specializations, experiences, and professional training. As this interprofessional approach to research and practice has become ubiquitous, it is imperative that our health science programs provide intentional interprofessional education (IPE) experiences. Like class development, structuring and implementing IPEs with a backwards design is optimal to address the unique challenges that exist. This session's purpose is to have collegial discussion about structuring of IPEs using standard processes and pulling on different learning strategies. The presenters will discuss lessons learned from personal experience that may be useful for others to consider during design and implementation of interprofessional education, research, and practice.

2:45 – 4:15 Short Course Session 2

2A. Fostering a New Generation of Neonatal Therapists

Sanchala Sen OTD, MS, OTR/L, FAOTA, BCPR and Gracie Ross, OTR/L

Children & Youth | **Novice**

Working in the neonatal intensive care unit (NICU) can be scary for many students and OT practitioners. Research has shown that early intervention in the NICU for premature infants has a positive effect on their neuro development. This short course will provide important

information on an infant's neural process, the workings of a NICU, therapeutic interventions for infants and resources for becoming a NICU OT. Additionally, a neonate OT will describe what a day in the life of a NICU therapist looks like.

2B. Advocating for Occupational Therapy Services and Emerging Practice Areas Through Student Run Free Clinics

Reeti Douglas, OTD, OTR/L; Stacey Caplan, OTD, OTR/L; Daniella Hauser, OTD, OTR/L, Wynnet Sinclair, OTD, OTR/L, CSE

Education and Research, Home & Community Health | **Intermediate**

There are numerous community benefits to having a student led free clinic. What began as a doctoral capstone experience has expanded into an opportunity for students and members of the community. The clinic addresses clinical skill development, professional behavior modeling, and critical thinking application. Student benefits include exposure to pediatrics, adults, geriatrics, as well as emerging practice in pelvic, maternal, and infant health. Consequently, students are better prepared for fieldwork, capstones, and initial employment in both traditional and non-traditional settings, and are able to advocate for occupational therapy services inside and outside these service arenas. This presentation will highlight the benefits and processes we believe to be most valuable and how this translates to fieldwork performance, entry into professional practice, and expansion of OT services.

2C. Strategies to Maximize Functional Vision: Central vs Peripheral Vision Deficits

Fay J. Tripp, MS, OTR/L, CLVT, CDRS

Home & Community Health, Gerontology | **Novice**

The NIH Eye Disease Study (2016) suggests that expected prevalence of primary eye diseases in older adults will double or triple by the year 2050. Although patients may not be referred to Occupational Therapy services for vision loss as a primary reason, the occurrence of vision impairment as a secondary limiting diagnosis is frequently encountered. The purpose of this short course is to provide an introduction to common age-related eye diseases; the primary differences between central vision and peripheral vision deficits; and increase awareness of key treatment strategies to maximize functional vision to maximize success and safety in ADLs/IADLs. These practical strategies can be applied across therapy settings including acute care, rehab, out-patient, home health, skilled nursing facilities and continuum of care facilities.

2D. Assistive Technology: Problem Solving for Students with Complex Needs

Jacob S. Anderson, MS OTR/L, ATP

Children & Youth, Technology | **Novice**

Assistive technology in the school systems will be discussed. There will be breakdowns of all types of assistive technology. Discussion on carryover to all practice settings will be discussed but the main focus is the delivery of services in the school system. Scenarios that will require audience participation to aid in problem solving will occur. The focus will be on assistive technology. After taking many OT students in the past 14 years I have learned assistive technology needs to be focused on more in all OT settings.

2E. Fieldwork Educator Boot Camp (A Fun One!)

Jenn Workman, OTD, OTR/L

Other | **Novice**

Serving as a fieldwork educator (FWE) is a professional responsibility in our profession; however, with increased enrollment and programs constantly popping up, securing FWEs can be challenging. This course will explore key areas to increase the efficacy of being a FWE, troubleshoot how to manage difficult students/student situations, and maximize effective communication.

2F. Practical Strategies for Culturally Responsive Teaching

Jacqueline D. Mayo, OTD, OTR/L

Education and Research, Other | **Intermediate**

In this session, we'll explore culturally responsive teaching methods and theoretical frameworks essential for preparing OT and OTA students to communicate and work with clients from diverse backgrounds. The focus will be on understanding how culture, socioeconomic status, diversity, equity, inclusion and lifestyle choices impact occupations. We'll discuss how to integrate diversity, equity, and inclusion into curriculum and learning experiences to effectively meet the needs of clients across the lifespan. This session is designed for students, clinical educators, fieldwork and capstone coordinators, OT/A program educators, and others interested in enhancing their practice.

4:30 – 6:00 Short Course Session 3

3A. Community Mobility Checklists for Individuals with Developmental Disabilities

Anne Dickerson, PhD, OTR/L, SCDCM, FAOTA, FGSA and Ellee Hopkins, OTS

Children & Youth | **Intermediate**

Community mobility (CM) is the right of all individuals and under the practice domain of occupational therapy. However, few practitioners address driving; even fewer address CM, perhaps because there are no OT evaluations of CM. This presentation will demonstrate three designed Checklist for Community mobility; one each for autism, intellectual disabilities and physical disabilities. These checklists are designed to evaluate the skill and ability levels of the individual and match to the potential type of alternative transportation available in their community.

3B. Embracing Camp: OT's Untapped Potential in Naturalistic Fieldwork Environments

Meredith Gallagher, COTA/L, OTS, Kelsey Delker, COTA/L, OTS, Kelly Erickson, COTA/L, OTS, Ryan Joyce, MS OTR/L, Camp Director

Education & Research, Student-focused | **Novice**

This presentation will explore the benefits of a level I fieldwork (FW) placement within a summer camp for children with disabilities. We will examine our specific experiences, roles, and benefits of being placed in this unique, immersive setting. The importance of working in a naturalistic environment will be discussed, delving into holistic intervention, the cornerstone of occupational therapy (OT) practice. The goal of this presentation is to emphasize the role of OT in camp settings as an emerging area of practice, and the opportunities available for OT students in these settings.

3C. Feeling at home: A model for mentorship in challenging settings

Debb Dorsett, MOT, OTR/L, CEIM, Robin Hodges, BA, COTA/L, Emily Edwards, BA, COTA/L, Madison Faulkner, MOT, OTR/L, Ariona Smith, MOT, OTR/L, Taylor Moore, COTA/L

Home & Community Health, Other | **Novice, Intermediate, Advanced**

Mentorship can be challenging in settings where there is a high likelihood of unexpected challenges and clinicians are working without colleagues on site. This session will focus on one model that was developed to overcome the common challenges preventing best practice and support for new grads and therapists new to pediatrics in the home / community based pediatric setting. We will present our model and rationale behind its development, as well as offer time to have a panel discussion with Occupational Therapy Practitioners working within this model to provide feedback and engage in collaborative problem solving for common barriers to successful mentorship experiences. Attendees will leave the session with the ability to consider how they may be able to expand mentorship opportunities within their workplace.

3D. Student Workshop - TBA

Education & Research SIS Co-Chairs

Student-focused | **Novice**

This session will be geared towards students to prepare them for entering the workforce. More details to come!

3E. Forging Resilience: Empowering Tomorrow's Practitioners

Amy Mahle EdD, COTA/L, ROH, Sherry Stancliff, OTD, OTR/L, SCSS; Taylor Welch, BS, COTA/L, & Cathy Zanowski, OT/L

Education and Research, Mental Health | **Intermediate**

Recent evidence regarding the benefits of resilience and growth mindset correlates with academic success in healthcare students. Using evidence-based strategies, faculty designed and delivered an in-person grant-funded program, "Fill Your Cup" in 2023 and 2024. The strategies targeted persisting through the challenges faced by healthcare students. Aspects of building the program, obtaining funding, student recruitment will be shared, and attendees will experience a sample of a session. Outcomes from post-surveys of student perceptions will be discussed. Since academic success is linked with resilience and growth mindset, OT practitioners working in academia may consider embedding resilience-enhancing activities into the curriculum or through special programming. Attendees will reflect on how and when to create a similar program or infuse concepts into the curriculum to enhance student success.

3F. BETTER: A TBI Transitional Care Program

Melissa Kandel, OTR/L, BCPR, Mayra Soto, OTR/L; Brittany Albert, OTR/L, CSRS, CBIS; Anne Pioppo, OTD, OTR/L

Physical Disabilities, Education and Research | **Novice**

BETTER (Brain Injury Education, Training, and Therapy to Enhance Recovery) is a promising, new TBI transitional intervention that significantly improved physical QOL among younger patients. There exists an opportunity for OTPs to take a larger role in TBI transitional care in ways that are not currently being addressed. Findings can be used to inform OTPs and other allied healthcare providers about furthering the role of OTPs in TBI transitional care. This short course will describe the findings of our pilot study and inform OTPs on this emerging area of practice.

SUNDAY, NOVEMBER 3, 2024

8:00 – 9:00 SIS Breakout Sessions

Administration & Leadership SIS - Current Trends in Occupational Therapy Leadership and Administration

Participants will gain insight by exploring current evidence-based practices and technological tools, and by engaging in collaborative discussions. This approach offers practical, actionable insights for advancing OT leadership and administration.

Children & Youth SIS - Collaborating with Parents and Teachers to Understand and Support Executive Functioning Skills Across Pediatric Settings

This course provides participants with an opportunity to engage in interactive activities and broaden their understanding of executive functioning. Participants will discuss how to collaborate with parents and educators to support the development of executive functioning skills and how weaknesses impact independence and participation.

Mental Health SIS - Integrating Mental Health Billing in OT Practice: Capturing Our Impact Across Adult Care Settings

This prerecorded session will empower occupational therapy practitioners to navigate the complexities of billing, coding, and documentation for mental and behavioral health interventions, following the latest AOTA guidelines. Designed for OTPs working with adults in both mental health and non-mental health settings, this session serves as a resource that can be revisited as needed.

Gerontology, Physical Disabilities, and Home & Community Health SIS: Into the future: Using AI to support the needs of clients and practitioners

Collaborative session with Home & Community Health, Gerontology and Physical Disabilities SIS discussing the use of AI to support clients and practitioners. Topics will include how AI supports aging in place, and the impact of imposter syndrome and how these concepts parallel one another to help prevent burnout in new and experienced clinicians. Participants will have the opportunity to engage in dynamic discussion.

9:15 – 10:15 Ethics

By Linn Wakeford, PhD, MS, OT/L, FAOTA

10:30 – 12:00 Short Course Session 4

4A. The Development and Preliminary Psychometric Properties of Mealtime Screening for Schools (MEALSS): Assessing Mealtime Participation in School

*Karen B. Howarth OTD, MS, OTR/L and Julia Guzman EdD, OTD, OTR/L
Children & Youth | Intermediate*

Mealtime Screening for Schools (MEALSS) is the first mealtime screener designed for the school setting. It may be used as a baseline measure to guide services and care plans provided by occupational therapy practitioners in the school setting. This course is aimed at school-based occupational therapy practitioners who play a critical role in evaluating and addressing mealtime challenges as they consider the cognitive, social, physical, emotional, and cultural aspects of eating and feeding. School-based occupational therapy practitioners possess extensive knowledge and expertise to facilitate participation in mealtimes and school routines.

4B. Amplifying Minority Voices in Occupational Therapy Through Mentoring and Sponsorship

*Elisha Chambers PhD, OTR/L and Donald Howard MBA, MS, OTR/L, CLT
Education & Research | Intermediate*

The SPEACC Model is a newly developed model of minority leadership. It was created by Elisha Chambers PhD OTR/L, Shana Finks OTD OTR/L, Donald Howard MBA MS OTR/L CLT, Patrice Maynard OTD OTR/L, and Andre Johnson MS COTA, ROH. The creators of the model are a team of occupational therapy practitioners, educators, and entrepreneurs. The SPEACC Model poses six key elements to reduce disparities in the field of occupational therapy. The SPEACC Model includes practical steps that allies, educators, students, and practitioners can implement in their respective capacities. The SPEACC Model was designed to advance AOTA's Vision 2025 in making the profession inclusive. This presentation will highlight the importance of mentoring and sponsorship, how to tell the difference, and how to participate in both.

4C. The Future of OT Practice is Here and It's AI-mazing!

*Alyssa Pittman, OTR/L, CLT and Sydney Mitchell, MS, OTR/L, CNS, CBIS
Technology | Intermediate*

This session will discuss new AI technologies and explore how these could be used in everyday practice including use of wearable devices and data collection for analysis of progress towards goals, use of AI such as Microsoft Copilot and ChatGPT for treatment intervention planning and brainstorming, and how to teach our clients to use AI to monitor their health for overall occupational well-being. The session will conclude with learners having time to practice using AI software to create intervention materials that could be utilized in their setting. We recommend having an electronic device for this session.

4D. How OT Can Positively Impact Mother-baby Dyad

*Sherry Stancliff, OTD, OTR/L, SCSS, Madison Reep, MEd, OTR/L, CBIS, CF-L1
Children and Youth, Other | Intermediate*

Occupational therapy practitioners using skilled client-centered prenatal, perinatal, and postnatal interventions have shown positive outcomes in supporting women in pregnancy and into motherhood. Occupational therapy practitioners are consulted when the bond between mother and baby is not forming or there are developmental concerns. Current research supports early access to stress management, exercise/physical activities at the proper challenge, healthy diet, and parenting skills to create stronger health outcomes for mother and baby. What are the opportunities for occupational therapy practitioners in pediatric and adult settings? How do we meet the needs of two vulnerable populations as a profession? This session will review the literature and engage occupational therapy practitioners in discussions and actions to improve the health of mothers and babies in NC communities.

12:15- 1:45 Business Meeting Luncheon

(Please note this does not count for CEU credit)

2:00 – 3:30 Short Course Session 5

5A. "Role of Occupational Therapy in Post-Secondary Transition Planning"

*Cathy Zanowski, OT/L and David Cook, COTA
SIS Section | Novice*

In North Carolina, our Exceptional Children all participate in writing a Transition Plan by age 16. Our presentation is the educate OT Practitioners about the alignment of Occupational Profiles and IDEA and the impact that OT Practitioners can make by participating in the development and implementation of Transition Plans.

5B. An Introduction to Advocacy for Neurodiversity Affirming Healthcare Across Settings

*Angela M. Gehrt, MHS, OTR/L
Other | Novice*

Neurodiversity affirming practices are for everyone! It's true the term "neurodiversity affirming" practice is gaining popularity in the pediatric world, but its importance and relevance is not limited to pediatric settings. This course will provide practitioners with a basic understanding of the neurodiversity paradigm and current best practices regarding neurodiversity affirming principles. Additionally, practitioners will gain an increased understanding of why utilizing neurodiversity affirming principals across all settings is imperative through alarming statistics and qualitative feedback. Advocacy skills will be built by exploring strategies to decrease barriers to healthcare access for neurodivergent individuals and improving occupational justice. Again, quantitative and qualitative data will be presented to show the efficacy and impact of a short-term neurodiversity advocacy program.

5C. Understanding First-Generation student needs in OT programs.

Chinno Ingram, DrOT, MS, OTR/L, Jeffery Lucas, PhD, MS, OTR/L, Megan Edwards Collins, PhD, MS, OTR/L, Sanchala Sen, OTD, MS, OTR/L

Education & Research | **Intermediate**

This course will discuss the barriers that First-Generation students face in occupational therapy (OT) educational programs. In addition to identifying the challenges, we will also consider solutions to overcome academic challenges and financial burdens associated with First-Generation student matriculation. Finally, we will examine the data and provide specific examples for student success plan development.

5D. Vagus Nerve Stimulation: Innovative OT Program for Chronic UE Hemiparesis

Amber H. Lewis, OTR/L, MHA/MSL, CBIS, CSRS, Kelly Draucker, OTD, OTR/L, Erin Sweeney, OTR/L
Technology, Physical Disabilities | **Intermediate**

The Vagus nerve stimulator is an FDA-approved medical device that is now being utilized to improve UE function in chronic ischemic stroke patients. This session will be focused on educating participants on WakeMed's development of a program that uses VNS paired, task specific training and standardized assessments to maximize recovery and functional outcomes.

Online Course Offerings

NCOTA plans to offer an online course package. Courses will be announced shortly!