



FOTA

Florida Occupational Therapy Association

2016 ANNUAL  
CONFERENCE

PROPELLING  
OCCUPATION

NOVEMBER 4-5  
ORLANDO

**BSN** medical

**Motivations, Inc.**  
Accredited Continuing Education Courses  
C E U

 **UNIVERSITY OF ST. AUGUSTINE**  
FOR HEALTH SCIENCES

 **Signaturehab**

## PRESIDENT'S WELCOME



Welcome to FOTA16, the annual conference for the Florida Occupational Therapy Association. Thank you for attending and participating in this exciting event. Your support and experiences during this educational opportunity demonstrates your commitment to our profession and to occupational therapy in Florida.

Our conference theme — Propelling Occupation — reflects OT's positive expansion in health care, generating services across the lifespan. As a profession, occupational therapy is addressing its role in the continuum of services in prevention, habilitation and rehabilitation. Our theme incorporates that look into the future.

The conference's educational sessions this year include two four-hour Institutes, providing in-depth information on lymphedema, and visual processing. Two-hour Workshops and many one-hour Short Courses and Buzz Sessions target specific special interest sections. Poster sessions showcase both professional and student posters from educational programs across Florida. Two courses required for licensure, Medical Errors and Florida Laws and Rules, are offered both Friday and Saturday.

We are pleased to offer a separate track Friday especially designed for OT students.

Our aim for all educational sessions is to share evidence based best practice emerging from research along with practical knowledge that you can implement at work on Monday.

This year's Exhibit Hall is open for more hours both Friday and Saturday. Please stop by and see the latest and greatest from our vendors. Join our students and faculty late Friday afternoon for the student poster awards events - always exciting and energizing.

To refresh, try yoga Saturday morning. Saturday mid-day, the general membership meeting convenes. At the Saturday awards ceremony, we will recognize individuals who have advanced occupational therapy in Florida.

Thank you to FOTA Vice President Deb Oliveira and FOTA16 Conference Convener Tia Hughes, the dynamic duo who produced a conference filled with exciting events and meaningful educational sessions. Special thanks to Volunteer Coordinator Adrienne Lauer and to Melissa Cunningham, who again steered Exhibit Hall production. FOTA Administrative Assistant Janine Silvaroli is responsible for a huge amount of behind the scenes coordination, both before and during conference. To her, extend a sincere expression of gratitude.

Without the conference volunteers, we would be lost. Thank you practitioners, board members and student volunteers. We value your time and energy.

Best regards,  
Elena Vizvary, MS, OTR/L



Florida Occupational Therapy Association

### EXECUTIVE BOARD

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*Central West – Region 9*

## 2016 ANNUAL CONFERENCE



Florida Occupational Therapy Association

**FRIDAY, NOVEMBER 4, 2016**  
**SATURDAY, NOVEMBER 5, 2016**  
Renaissance Orlando at SeaWorld®  
6677 Sea Harbor Drive  
Orlando, FL 32821

**Vision**  
FOTA is the respected authority on occupational therapy's contribution to health and well being in Florida.

**Mission**  
FOTA members support and develop the best practice of occupational therapy to advance the profession and to better serve our consumers.

www.flota.org

FOTA is a state affiliate of the American Occupational Therapy Association.



The American Occupational Therapy Association, Inc.

### 2016 Annual Conference Continuing Education Unit (CEU) Certificate Policy

You must attend an entire session to earn Continuing Education Units (CEUs).

Your attendance certificate is a two-part, carbonless NCR form available at the registration desk. Write your name, Florida OT/OTA license number and the name of the session(s) that you attend.

Attendance will be verified at each session by a host who will initial the form indicating the session you are attending.

At the end of the conference, total the CEU hours of the sessions that you attended and enter on the form. Sign the form and return the yellow copy to the conference registration desk. Secure the white copy in your records for at least four years.

Ensure that your name, license number and total hours of CEUs are correct. FOTA will not process any certificate without the practitioner's correct Florida OT/OTA license number.

## CONFERENCE SCHEDULE

### RENAISSANCE ORLANDO AT SEAWORLD®

#### FRIDAY, NOVEMBER 4, 2016

7 - 8 am	Institutes, SP-1 Registration Open	Foyer
7:30 am - 5 pm	Conference Registration Open	Foyer
7:30 am	Exhibitor Set Up	Ballroom
8 am - 11:30 am	Exhibit Hall Open	Ballroom
8 am - 4 pm	Student Posters	Atlantis A/B
8 am - 12 pm	Institutes	Labrid A/B
8 am - 4:30 pm	Student Track	Odyssey B
8:30 am - 12 pm	Education Sessions	See schedule
12 - 12:30 pm	Conference Welcome	Ballroom
12:30 - 1:30 pm	Lunch	Atrium
1 - 4:30 pm	Exhibit Hall Open	Ballroom
1:30 - 5 pm	Education Sessions	See schedule
5:30 pm	Student Poster Awards	Ballroom

#### SATURDAY, NOVEMBER 5, 2016

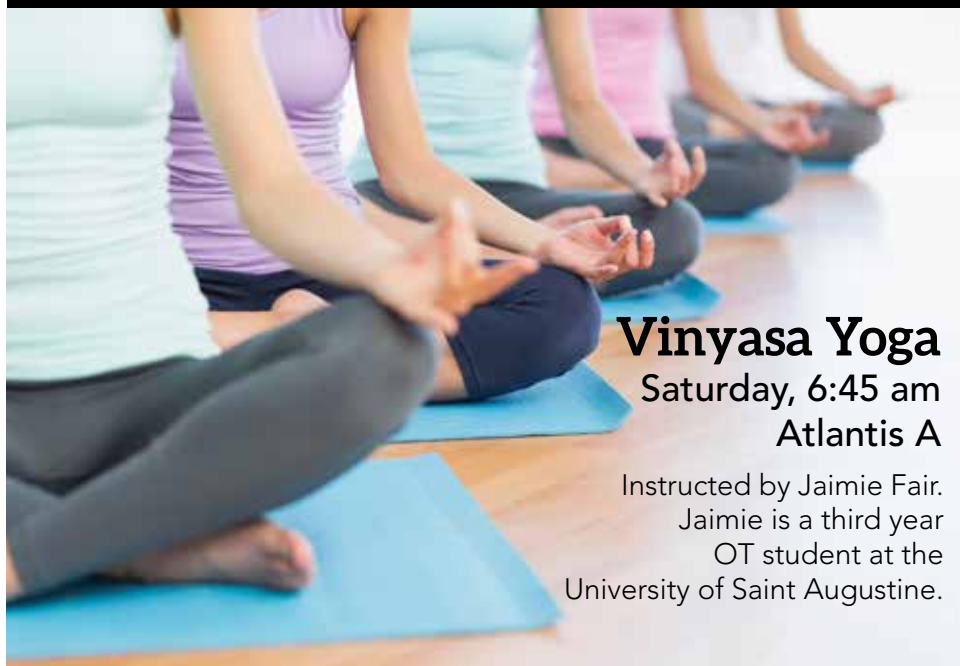
7:30 am - 12 pm	Conference Registration Open	Foyer
7:30 am	Exhibitor Set Up	Ballroom
8 - 11:30 am	Exhibit Hall Open	Ballroom
8 - 11:30 am	Education Sessions	See schedule
8 - 11 am	Professional Poster Sessions	Atlantis A
11:30 am - 12:30 pm	FOTA Member Meeting & Awards	Ballroom
12:30 - 1:30 pm	Lunch	Atrium
1 - 4:30 pm	Exhibit Hall Open	Ballroom
1:30 - 5 pm	Education Sessions	See schedule



## EXHIBITORS

- American Occupational Therapy Association (AOTA)
- American Occupational Therapy Political Action Committee
- American Occupational Therapy Association Representative Assembly
- BSN Medical / JOBST
- EEP Therapy Billing Agency/TheraPlan EMR
- Florida Occupational Therapy Association (FOTA)
- Florida Occupational Therapy Educational Consortium (FLOTEC)
- Florida Elks Children's Therapy Services, Inc.
- International MODAPTS Association
- HCR ManorCare
- Motivations, Inc. / Accredited CE Courses
- National Seating and Mobility
- Nova Southeastern University – Tampa
- Orlando Health
- Signature HealthCARE
- Student Occupational Therapy Association (SOTA)
- TMC: Therapy Management Services
- Treatment2go
- Timocco, Inc.
- University of St. Augustine for Health Sciences

### Complimentary 50-Minute Class



### Vinyasa Yoga Saturday, 6:45 am Atlantis A

Instructed by Jaimie Fair.  
Jaimie is a third year  
OT student at the  
University of Saint Augustine.

Increase Strength & Flexibility    Improve Posture

## 2017 FOTA Annual Conference

# Save The Date!

### Nov. 3-4, 2017 Orlando

### Return to Refresh, Rejuvenate and Recover



Florida Occupational Therapy Association



## STUDENT TRACK

### Friday, November 4 • 8 am – 5 pm ODYSSEY B

FOTA is pleased to present the annual conference's first Student Track. In addition to traditional Friday activities, conference conveners will spotlight student posters and poster awards. The Student Track offers the following courses:

- Employer Panel and Managing Student Debt After Graduation
- Roundtable with FOTA President Elena Vizvary, MS, OTR/L
- Financial Solutions for Students
- NBCOT Examination Preparation
- Preparing for Fieldwork

ST-1  
FRIDAY  
8-9

#### Employer Panel and Managing Student Debt After Graduation

This expert panel includes Tim Finlan, MSM, MHS, OTR/L is the director of Therapeutic & Rehabilitation Services at Nemours Children's Hospital in Orlando; Carlos Perez is the director of Rehabilitation at Florida Hospital Orlando; and, Jan Wooten, OTR is a Winter Garden clinic owner and adjunct professor at Adventist University of Health Sciences.

ST-2  
FRIDAY  
9:10-10:10

#### FOTA President Meets with Students

Students in Florida OT and OTA programs at all levels will meet with Florida Occupational Therapy Association President Elena Vizvary, MS, OTR/L. Vizvary welcomes questions and discussion related to student interests and concerns as well as leadership as part of OT professionalism. Students can learn how state association membership and leadership are important aspects of OT professionalism and the importance of supporting the state OT association.

ST-3  
FRIDAY  
10:20-11:20

#### Financial Management for Students

Radhamés Lizardo is a professor of Finance, Accounting, and Economics in the Department of Healthcare Administration at Adventist University of Health Sciences in Orlando. Professor Lizardo holds a doctorate degree in finance from the University of Texas-PA, a master's degree in accounting from the University of North Texas, a master's degree in finance from the Inter-American University of Puerto Rico, and a bachelor's degree in accounting from the Antillean Adventist University. He is a certified public accountant in Florida.

ST-4  
FRIDAY  
1:30-2:30

#### Preparing for the NBCOT Exam

The session will be led by Dennis Tobin, OTR, the president of the board of directors of the National Board for Certification in Occupational Therapy (NBCOT). NBCOT provides a world-class standard for certification of OT practitioners. The certification process for U.S. candidates consists of five key phases, each with its own set of requirements, fees, and forms. Phase 1 is Determination of Eligibility based on education, fieldwork and other requirements. Phase 2 is Applying for the Exam followed by Scheduling the Exam in Phase 3. Phase 4 includes taking the exam, an overview of the exam and its handbook. Post-Exam Phase 5 refers to retake information and score transfers.

ST-5  
FRIDAY  
3-5

#### Prepare for Fieldwork

Pamela Kasyan-Howe, MS, OTR/L is the program director of the Associate of Science in Occupational Therapy Assistant Program at South University, West Palm Beach. She was recently honored with the American Occupational Therapy Association's 2016 Service Commendation for her work to revise and create an online format of the Student Evaluation of Fieldwork Experience, which is used by students nationwide.

Kim Gensolin, MS OTR/L is the Academic Fieldwork Coordinator for the Master of Occupational Therapy Program at Adventist University of Health Sciences in Orlando, as well as the pediatrics instructor. She is a professor at Adventist University.

### Jessica Leer of Florida A&M Awarded 2016 Myra McDaniel Scholarship

The American Occupational Therapy Foundation has awarded the 2016 Myra McDaniel Scholarship to Jessica Leer, who is pursuing a master's degree in occupational therapy at the Florida Agricultural and Mechanical University.



Leer, who has maintained 4.0 GPA in the master's program, began her academic career at University of Minnesota, where she earned a bachelor's degree in kinesiology and a minor in child psychology.

"I began my undergraduate career in sports performance and completed three invaluable internships," Leer says. "While I enjoyed my internship experiences, I learned that I yearned for a career path that focuses on the individual, recognizing and fostering the concept that the whole is greater than the sum of its parts. Through my relationship with my grandmother, my own personal experience, and from numerous clinical volunteer positions, I have come to realize the importance of personal validation, which is at the core of the profession of occupational therapy. An occupational therapist provided me the personal validation and support I needed to return to meaningful occupation after a severely debilitating TBI."

"My mission is to improve my future client's occupational autonomy and quality of life based on their personal perspective, rather than a clinically defined quality of life. I am particularly interested in occupational therapy care for youth, military veterans TBI, mental health and various underserved populations."

"I yearn to be an integral part of an individual's journey towards health and well-being."

**The Myra McDaniel Endowed Scholarship** is awarded to students in good standing attending an accredited occupational therapy educational program located in Florida. Applicants must be members of the Florida Occupational Therapy Association.

In the early 1980s, AOTF expanded the Scholarship Program to include partnerships between individual state associations and AOTF to grant scholarships on their behalf.

The founders specified that AOTF scholarships be offered only to students enrolled in accredited academic OT programs and established the timetable on which the scholarship program operates. AOTF accepts applications once a year. Scholarships available for academic years are announced in the Fall, and applications are accepted through late Fall. A Scholarship Selection Committee, comprised of volunteer practitioners and educators, review all applications and recommends scholarship recipients.

### Shop "Til You Drop - SOTA Fundraising Florida OT schools will be fundraising during FOTA16 Conference.

Student Occupational Therapy Association teams  
from the schools will be selling products at the  
exhibition hall.

Friday Nov. 4 • 8 am - 4 pm  
Saturday Nov. 5 • 8 am - 4 pm



## SCHEDULE FRIDAY, NOVEMBER 4, 2016

	LABRID A	LABRID B	ATLANTIS	ODYSSEY A	ODYSSEY B	MAKO	EXECUTIVE	BALLROOM		
7 am	Registration Open for Institutes and Student Posters - Session 1							FOYER		
7:30	CONFERENCE REGISTRATION OPEN							FOYER		
8:00	IN-1 Understanding and Managing Visual Processing Disorders in Children	IN-2 Hands on Learning about Lymphedema	SP-1 Student Posters Session 1  Set-up & Judging	SC-1 The Archives, Philosophical Origin and Science of OT	ST-1 Employer Panel	SC-2 Impacting Practice Through AOTA Standards		EXHIBIT HALL OPEN		
8:30			SP-1 Student Posters Session 1  Presentation		WS-1 Occupational Based Clinical Interventions Across the Continuum of Care  9:40-11:40				ST-2 FOTA President Meets with Students  9:10-10:10	SC-3 Best Practices in Continuing Competence  9:40-10:40
9:00									SP-2 Student Posters Session 2  Set-up & Judging	
9:30										
10:00										
10:30										
11:00										
11:30										
12:00	FOTA Welcome in the BALLROOM									
12:30	LUNCH in the ATRIUM									
1:30	WS-2 Medical Errors	SC-5 Validity/Training in Administering Home Environmental Assessment Protocol	SP-2 Student Posters Session 2  Presentation		ST-4 Preparing for the NBCOT exam	SC-6 Successful Treatment of Autism	SIS TEAM	EXHIBIT HALL OPEN		
2:00										
2:30										
3:00	WS-5 Laws and Rules  3:40-5:40	SC-7 Home Health and OT	SP-3 Student Posters Session 3 Set-up & Judging	WS-3 The Crucial Role of OT in Dementia Care	ST-5 Fieldwork Preparation	WS-4 Managing Sensory-Based Challenges				
3:30		SC-8 Health Coaching as an Emerging Enablement Skill  4:10-5:10							SP-3 Student Posters Session 3  Presentation	
4:00										
4:30										
5:00										
5:30	Student Poster Awards							BALLROOM		



## SCHEDULE SATURDAY, NOVEMBER 5, 2016

	LABRID A	LABRID B	ATLANTIS A	ATLANTIS B	ODYSSEY A	ODYSSEY B	MAKO	EXECUTIVE	BALLROOM		
6:45	Yoga 6:45 - 7:35 IN ATLANTIS A										
7:00	CONFERENCE REGISTRATION									FOYER	
8:00	WS-6 Active Learning Course Design  8-10	SC-9 EBP Through Modified Constraint Induced Movement Therapy	PP-1 Professional Posters Presentation		WS-7 Adult Sibling Perspective of Autism  8-10	SC-10 Mobilizing New Profession for War: Reconstruction Aides in OT During WW1	SC-11 Community Health Transitional Care Program		EXHIBIT HALL OPEN		
8:30										SC-12 Applied Model for OT Practice Framework  9:10-10:10	SC-13 OT Roots, Pioneers and Leaders  9:10-10:10
9:00											
9:30											
10:00	BZ-2 Mental Health Wellness  10:10-11:10	SC-15 Learning Styles		BZ-3 Ergonomics in EMR Era  10:20-11:20	SC-14 One-Handed Ponytail Device  10:10-11:10						
10:30											
11:00											
11:30	FOTA Membership Meeting									BALLROOM	
12:30	LUNCH in the ATRIUM										
1:30	WS-10 Medical Errors	SC-16 OT's Embrace of Primary Care Initiatives	WS-11 OT and the Relationship Map: Seeing relationships through EBP	WS-12 Playapy's Smart Guide to Printing Letters	SC-17 Hints and Hacks for Splinting	SC-18 FDOT Health Care Needs Assessment: Addressing Older Adult Drivers	WS-13 Sexuality and OT Intervention	BZ-4 Applied Behavior Analysis (ABA) and OT Practice	EXHIBIT HALL OPEN AT 1:00		
2:00		WS-14 Therapy Dogs  2:40-4:40								BZ-5 New SI Certification for OT  2:40-3:40	WS-15 Reactions & Occupational Impact of Orlando Pulse  2:40-4:40
2:30											
3:00											
3:30	WS-16 Laws & Rules  3:40-5:40	SC-19 Structured Reasoning to Create a Clinic Safety Culture  3:40-4:40	SC-20 Poised: Leadership on a State Level  3:40-4:40	SC-21 Service Learning Partnerships  4-5			SC-22 Project Fun  4-5	BZ-6 It Takes a Village (of OTs): Home, Community Health  3:40-4:40			
4:00											
4:30											
5:00											

**IN-1**  
Fri. 8-12  
Labrid A  
Intermediate  
Experienced in  
subject material

**Understanding and Managing Visual Processing Disorders in Children**  
Jenna Williams-McDermed, MD, FCOVD

This seminar is designed for occupational and physical therapists and assistants, and teachers who work with either the pediatric and/or school-based populations, including special needs and early intervention populations. It is designed for those who are interested in developing a comprehensive understanding of vision, how to screen for vision problems and how vision deficits may affect performance. Dr. Williams-McDermed is a board certified Optometric Physician providing Developmental Optometry and Optometric Vision Therapy. Her main focus is on children, particularly those with learning difficulties, using vision therapy as a way to improve or develop the visual skills critical to academic success.

**IN-2**  
Fri. 8-12  
Labrid B  
Intermediate  
Experienced in  
subject material

**Hands-on Learning About Lymphedema**  
Kelly Uanino, OTR/L, CLT and  
Chuck Letchworth, OTL, CLT

The purpose of this presentation is to provide occupational therapy practitioners an introductory education on lymphedema with practical hands-on application techniques of manual lymphatic drainage

- and basic bandaging.
1. Lymphedema defined
  2. Etiology and incidence of Lymphedema
  3. Diagnostics
  4. Photos of case studies
  5. Complete Decongestive Therapy (CDT)
  6. Exercise and Skin Care as part of CDT
  7. Manual Lymphatic Drainage (MLD) as part of CDT
  8. Compression Therapy as part of CDT
  9. New surgical treatment options
  10. Contact information
  11. References
  12. Hands-on applications: Group practice for everyday use of CDT theories

## BUZZ SESSIONS

**BZ-1**  
Fri. 4:10-5:10  
EXECUTIVE  
INTERMEDIATE

**Mindfulness Exercises**  
Pey-Shan Wen, PhD, OTR/L

Mindfulness exercises incorporating mind and body into practice have been studied in many client populations such as stroke, TBI, RA, MS, and elderly to reduce chronic pain, anxiety and depression, and to improve balance and sleep. Mindfulness exercises such as breathing, relaxation exercises, meditation and yoga have showed promising results. As holistic approaches, mindfulness exercises may benefit our clients with chronic health issues and promote wellbeing in OT practice. Learning objectives include:

1. To introduce mindfulness exercises;
2. To share what forms of mindfulness exercised have been used in clinic or research;
3. To discuss the mindfulness exercise as evidence based practice in certain populations; and,
4. To share the resources of learning more about mindfulness exercises.

**BZ-2**  
Sat. 10:10-11:10  
LABRID A  
INTERMEDIATE

**Occupational Therapy in the Promotion of Wellness in Individuals with Mental Illness: Barriers and Facilitators to Recover**  
Mirtha Whaley, PhD, MPH, OTR/L

Mental health recovery is influenced by a number of factors beyond pharmacologic and disease management interventions. These include a sense of hope about the future; ability to develop a personal identity; developing a sense of mastery and a positive sense of self; and experiencing inclusion and belonging. This presentation explores those factors that facilitate recovery and promote wellness and discusses the unique contributions of occupational therapy in mental health practice. Learning objectives include:

1. Identify personal factors that promote wellness and facilitate recovery in individuals with severe mental illness;
2. Discuss contextual factors that support wellness and recovery; and,
3. Articulate the role and unique contributions of occupational therapy to the recovery and wellness of individuals with severe mental illness.

**BZ-3**  
Sat. 10:20-11:20  
ATLANTIS B  
INTERMEDIATE

**Ergonomics in an Era of Electronic Medical Records**  
Melissa Cunningham, MHS, OTR/L, CHT, CEAS

This Buzz Session will focus on the increasing use of electronic medical records (EMRs) and the resulting ergonomic challenges. Discussion points will include risk factors, human factors, types of EMRs, sit-stand workstations and portable computing devices. We will conclude by practicing what we preach and perform stretches that benefit computer users. Learning objectives include:

1. Identify three risk factors for injury associated with electronic medical records;
2. Identify ways to determine correct height for a shared workstation; and,
3. Identify three specific ergonomic modifications that could be implemented to increase safety when using a portable computing device.



**MEMBERSHIP WORKS!**

- Legislative advocate for OT practitioners and our clients
- Professional Networking
- Continuing Education
- Consumer Support and Resources
- Discounts on FOTA Conferences
- Student Membership to help new graduates transition to professionals

**VISION**  
FOTA is the respected authority on occupational therapy's contribution to health and well being in Florida

**MISSION**  
FOTA members support and develop the best practice of occupational therapy to advance the profession and better serve our consumers.

**PRACTICE EDUCATION ADVOCACY**

**Stay Connected**

www.flota.org Follow FOTA on 

FOTA will e-mail you reminders of updates to FLOTA.org, upcoming elections and your membership renewal date. *It is critical that you keep your e-mail address and profile information current.*

**Log onto www.flota.org**  
User name: usually first initial and last name

If you need your password, click **"Forgot your password."** The system will e-mail your password to you.

When logged on, click **"Directory."**  
Click **"My Profile "** from the drop-down menu.

Click **"Edit"** at the top or bottom of the page.  
Update your information and click **"Save."**

## BUZZ SESSIONS

**BZ-4**  
Sat. 1:30-2:30  
EXECUTIVE  
INTERMEDIATE

**Applied Behavior Analysis and Occupational Therapy Practice: How Can Occupational Therapy Practitioners Implement and Evaluate ABA Approaches to improve Client Outcomes?**  
Kathleen Frahm, MBA, OTR/L

Articles on the Applied Behavior Analysis (ABA) approach discuss its strong evidenced-based research; occupational therapy, however, is described as having particularly weak research especially in the areas of intervention for sensory integration, sensory processing, and self-regulation. Recent occupational therapy articles call for the application of the ABA approach to expand occupational therapy services and to increase the professions effectiveness in achieving goals. Learning objectives include:

1. Discuss basic components of ABA: antecedent, behavior and its function, and consequence; task analysis; reinforce with its functional relationship or ability to reliably change the behavior; ways to collect and describe data; and,
2. Contribute examples of points of application of ABA in the assessment and intervention stages of occupational therapy treatment.

**BZ-5**  
Sat. 2:40-3:40  
ODYSSEY A  
INTERMEDIATE

**What Lies Ahead: The New Certification for Sensory Integration for Occupational Therapists**  
Gustavo Reinoso, PhD, OTR/L and  
Thomas Decker, OTD, OTR/L

Dr. Jean Ayres developed a theory that continues to influence the field of occupational therapy. A certification in sensory integration was in existence for more than 19 years reaching clinicians in the United States and worldwide. This buzz session will discuss the structure, format and aims of the new certification in sensory integration. By opening a dialogue, the presenters will discuss how this new certification will impact the field of occupational therapy. Learning objectives include:

1. Describe the format of the new sensory integration certification in the United States and abroad;
2. Discuss the impact of this certification in the field of occupational therapy; and,
3. Understand the scope and application to current clinical practice.

**BZ-6**  
Sat. 3:40-4:40  
EXECUTIVE  
INTERMEDIATE

**It Takes a Village (of OTs): Home and Community Health**  
Amanda Kotolski, PhD, OTR/L

All community and home health practitioners are welcome. We will openly discuss, share and collaborate with other occupational therapists about ongoing changes with treatment, policy, and reimbursement affecting community and home health practice. During the session, participants will:

1. Share and discuss positive aspects of ongoing and changing community and home health practice;
2. Share and discuss concerns and difficulties experienced with community and home health practice; and,
3. Be able to network with other practitioners to provide support and sharing among SIS group.

**BZ-7**  
Sat. 2:30-3:30  
EXECUTIVE  
INTERMEDIATE

**Relationship Between Learning Styles and Education**  
Kurt Hubbard, PhD, OTD, OTR/L

In an effort to provide high-quality learning opportunities (especially in asynchronous, self-paced online courses), it is necessary to investigate the students learning styles that impact their satisfaction and success. The purpose of this session is to examine the relationship between student learning styles (using the VARK questionnaire) and instruction to facilitate the accommodation of specific learning styles.

SC-1  
Fri. 8:30-9:30  
ODYSSEY A  
INTERMEDIATE

**The Archives - Philosophical Origin and Science of Occupational Therapy: the Driving Forces Behind the Evolution and Current Practice**  
Marcia Hamilton MSHS, OTR/L, BCP and Jose Rafols, OTD, MHSA, OTR/L

A historical, longitudinal, view of occupational therapy is presented through archival documents. Analysis of driving forces behind the philosophical origin and the evolution of evidence-based practice are constructed. Using the OTPF-3, a correlation is established between the history, the vision and the profession's drive to meet society's needs. Participants will:

1. View archival documents of the profession and relate them to similarities and differences of current practice as well as the temporal needs of society;
2. Reaffirm their knowledge of the history of occupational therapy's critical foundational values of respect for client-centered autonomy and the importance of engagement in human occupation to restore and promote participation; and,
3. Be able to describe the evolution of philosophy and evidence-based practice and relate this to the Centennial Vision, traditional and emerging practice areas.

SC-2  
Fri. 8:30-9:30  
MAKO  
BASIC

**Opportunities to Impact Practice Through AOTA Standards and Policy Development: Have a Notion, Make a Motion!**  
Becky Piazza MS, OTR/L, BCPR; Sara-Jane Crowley, AdvDipOT, OTR/L; and Emily Pugh, MA, OTR/L

A clear understanding of the functions and processes of the AOTA Representative Assembly (RA) can translate into active member engagement in proposing motions of critical importance regarding professional standards and policies. This short course is designed to educate members on the functions of the RA and the process for writing motions in collaboration with their state representatives that address important issues due to changes in practice and health care reform. Participants will:

1. Demonstrate knowledge of the role of the AOTA Representative Assembly within the structure of AOTA;
2. Identify professional issues that can result in the creation of standards and policies that will directly impact occupational therapy practitioners in a changing health care environment; and,
3. Demonstrate knowledge of the process for submitting relevant and successful motions.

SC-3  
Fri. 9:40-10:40  
MAKO  
INTERMEDIATE

**Best Practices in Continuing Competence for Occupational Therapy Practitioners**  
Christine Myers PhD, OTR/L and Joanne Foss, PhD, OTR/L

This presentation will provide an overview of the current issues and research in continuing competence for occupational therapy practitioners. Emphasis will be placed on identifying which professional development methods are most useful in supporting continued competence throughout one's career. Participants will reflect on how they may use the current research to inform development of education activities that address the continuing competence needs of practitioners with varied levels of experience.

While limited, research provides a helpful foundation for practicing clinicians, administrators, and educators to identify best practices for addressing continuing competence. After this presentation, participants should be able to:

1. Describe the current issues regarding professional development and continuing competence in occupational therapy;

2. Identify best practices in continuing education and professional development related to improving professional competence across an OT career; and,
3. Discuss how to utilize professional development opportunities to strengthen professional competence in the short and long term.

SC-4  
Fri. 11-12  
MAKO  
INTERMEDIATE

**If You Have to Ask, It's Too Late! When Should School-based OT/PT Services Begin Supporting the Development of Self-advocacy Skills in Students with Disabilities?**  
Marcia K. Schneider MHS, OTR/L; Richard Healey, PT, MS, PCS, ATP; Holly H. Brewin, MOT, OTR/L; and Conseulo M. Kreider, PhD, OTR/L

In the public school setting, a multidisciplinary team determines transition needs without input of students with disabilities (SWD) until age 14 per IDEA legislation. Students are often unprepared for the transition to higher education due to a lack of self-advocacy skills. The role of OT/PT within a multidisciplinary secondary-school team for students transitioning to higher education, case examples, IEP goals, and multi-disciplinary efforts supporting university SWD's self-advocacy skills are presented. Participants will:

1. Be able to explain the differences between IDEA and ADA legislation and the need for the development of self-advocacy for transitioning to higher education;
2. Be able to construct self-advocacy goals that are holistic and developmentally appropriate for students at the elementary, middle, and high school levels; and,
3. Reflect on the challenge in resisting the urge to 'over-help' when facilitating development of a student's self-advocacy skills.

SC-5  
Fri. 1:30-2:30  
LABRID B  
INTERMEDIATE

**Validity and Training in Administering Home Environmental Assessment Protocol-Revised**  
Linda Struckmeyer, PhD

This presentation will present the results of recent validity studies on the Home Environmental Assessment Protocol-Revised (HEAP-R). The HEAP-R is a

quick and easy home modifications assessment to administer in home health care for persons with dementia and their caregivers. Participants will view a short training video on the administration of the tool and have the opportunity to score two different homes using the HEAP-R. Learning objectives include:

1. Identifying the HEAP-R as a valid tool for use in home health;
2. Demonstrating competence in ability to score the HEAP-R; and,
3. Describing how they can use the HEAP-R in home health care practice.

SC-6  
Fri. 1:30-2:30  
MAKO  
INTERMEDIATE

**Successful Treatment of Autism: Embedding Evidence into Your Daily Therapy Practice**  
Carol Just, OTD, OTR/L

The importance of utilizing Evidence-Based Practice (EBP) in treatment is essential for reimbursement and quality care. The challenge is: How to embed new EBP into a therapist's daily intervention for ASD. Progressive Pediatric Therapy recognized the need to expand therapist skills for the treatment of ASD and developed web-based materials and guided learning experiences. Learning objectives include:

1. Define and understand the unique diagnosis of Autism Spectrum Disorder (ASD);
2. Recognize the intervention challenges for therapists when treating individuals with an ASD;
3. Describe a new paradigm for embedding evidence in the treatment of individuals with ASD; and,
4. Apply the model of training within new settings.

SC-7  
Fri. 3-4  
LABRID B  
INTERMEDIATE

**Home Health and OT: Partners in Productive Aging at Home**  
Deborah Brennan, OTR/L

This course will help the home health occupational therapist to understand Oasis Functional Assessment, STAR Ratings and the change to Value Based Payment. A comprehensive overview of the OASIS Assessment, functional assessment and scoring, and the importance of accurate assessment will be addressed. The Oasis Assessment correlation to OT, Home Health OT Assessment Tools and an "OT Toolbox" will be reviewed. Participant will:

1. The importance of OASIS functional scoring accuracy and patient outcomes/Star Ratings; understand OASIS assessment/functional scoring as an identifier of patients- need for OT;
2. Be able to identify OT assessments and interventions tools for the homebound patient
3. OASIS assessment and the key OASIS questions directly correlating with patients' need for occupational therapy.

SC-8  
Fri. 4:10-5:10  
LABRID B  
BASIC

**Back to the Future: Health Coaching as an Emerging Enablement Skill in Occupational Therapy**  
Maryellen Kuhlmann, OTR, PhD, ACC, CHC and Emily F. Piven, OTD, MHE, BS, OT-L

In Enabling Occupation II, the Canadian Model of Client-Centered Enablement (CMCE) embraces coaching as a core client-centered, occupation-based enablement skill. The CMCE model represents an emerging trend in occupational therapy that realigns the profession with its philosophical foundation. By reimagining enablement of occupational performance through health coaching, this presentation invites us to return to our roots and reinvigorate the profession. The presentation will:

1. Explore the alignment between key health coaching and OT tenets and competencies;
2. Describe typical settings in which health coaching could be usefully deployed;
3. Demonstrate the OT health coaching process and provides an opportunity for participants to practice evidence-based health coaching techniques; and,
4. Discuss the alignment between health coaching and current health policy initiatives.

SC-9  
Sat. 8-9  
LABRID B  
INTERMEDIATE

**Implementing Evidence-Based Practice Through Modified Constraint Induced Movement Therapy in Inpatient Rehabilitation**  
Rebecca Piazza, MS, OTR/L, BCPR; Lauren Walker, MOT, OTR/L; and Kristen Haines, MOT, OTR/L

In this course, attendees will learn how to incorporate Modified Constraint Induced Movement Therapy (CIMT) protocol, an evidence-based intervention for stroke, into an inpatient rehabilitation setting. Based on a successful pilot group, techniques will be offered to maximize compliance among patients, family members, and staff, resulting in positive functional outcomes. Attendees will gain the tools needed to pilot their own groups in inpatient, or alternate settings.

SC-10  
Sat. 8-9  
ODYSSEY B  
BASIC

**Mobilizing a New Profession for War: The Reconstruction Aides in Occupational Therapy During World War I**  
Lori Andersen, EdD, OTR/L, FAOTA

The United States entered World War I in 1917, three weeks after the founding meeting that pioneered occupational therapy as a profession. With a sense of patriotic duty and desire to promote OT, leaders offered services to the military. OT was on the fast track to address issues of educational qualifications, scope of practice, and manpower needs. Using photos of pioneers in OT and artifacts from the Wilma West Library, the OT personalities, roles, and issues in WWI will be discussed. Learning objectives include:

1. Identify early advocates, leaders, and pioneers in occupational therapy during WWI;
2. Discuss the contributions of early advocates, leaders, and reconstruction aides in occupational therapy that helped spur growth of the new profession; and,
3. Discuss the issues facing the new profession of occupational therapy during WWI.

SC-11  
Sat. 8-9  
MAKO  
BASIC

**Community Health Transitional Care Program (CHTC): A Collaboration of Florida Hospital and Adventist University of Health Sciences Occupational Therapy and Nursing Programs**  
Christine Moghimi, ScD, MAS OTR/L

The CHTC program, created by the Adventist University (ADU) of Health Sciences departments of OT and Nursing with Florida Hospital, links ADU students in need of patient contact hours with discharged Florida Hospital patients in need of successful reintegration back into their community. Students act as the eyes and ears of the hospital's multi-disciplinary transition team as they establish rapport, and encourage their clients to own their health and resume meaningful activities and responsibilities. Learning objectives include:

1. Participants will be able to describe the CHTC program and its relevance to today's health care environment;
2. Participants will be able to articulate the contribution of OT philosophy and intervention principles of care to the reduction of hospital re-admission rates; and,
3. Participants will be able to identify opportunities for future inter-professional collaborations to improve client care in the community.

SC-12  
Sat. 9:10-10:10  
LABRID B  
INTERMEDIATE

**An Applied Model for the OT Practice Framework**  
Ron Carson, OTD, MHS, OT

The occupational therapy practice framework is a landmark document bringing together the domain and process of occupational therapy. Yet, the document is not complete because it does not provide a methodology for implementation. This presentation provides background information and a decision process, incorporating many of the framework's elements that can be used by many types of practitioners in different settings. Learning objectives include:

1. Attendees will be able to understand and discuss the basic concepts of the applied process model;
2. Attendees will evaluate the merits and drawbacks of the model; and,
3. Learners will apply the decision process model to their specific area(s) of practice.

SC-13  
Sat. 9:10-10:10  
ATLANTIS B

BASIC

**Who Do You Think You Are: The Story of the Roots, Pioneers and Leaders of Occupational Therapy**  
Lori Andersen, EdD, OTR/L, FAOTA

To understand who we are and where we are going, we first need to understand who we were and where we came from. The eve of the Centennial Celebration of occupational therapy provides occasion to reflect on our past. Using photos of pioneers, early leaders and advocates, and artifacts from the Wilma West Library, the personalities, beliefs, and values of those who shaped the profession will be discussed. Learning objectives include:

1. Discuss the socio-cultural, political, economic, and technological issues which influenced the development of the formal profession of occupational therapy;
2. Describe the contributions of early pioneers, advocates, and leaders to the philosophical base of occupational therapy; and,
3. Describe the actions the founders and early leaders took to help occupational therapy gain professional status.

SC-14  
Sat. 10:10-11:10  
ODYSSEY A

BASIC

**One-Handed Ponytail Device and Learning Kit**  
Sara Uhrig, OTR/L, CHT

Ponytail making is a complex, vision-occluded ADL required for employment, thermal regulation and autonomy. Patients with amputation, hemiplegia and shoulder limitations would prefer to do this independently. Using readily available clinic supplies, therapists can learn to make and utilize this learning kit to assist their patients maintain an economical hairstyle. Following this short course, participants will be able to:

- Select appropriate clientele considering physical, cognitive, sensory processing and psychological status;
- Learn graded steps, ongoing activity analysis and adaptation to teach this method;
- Learn safety precautions and ways to enhance success and avoid frustration;
- Learn how to make the device and learning kit from readily available clinic supplies and how to teach family/ friends to make replacements;
- Apply knowledge learned to make a device to take back to clinic and to master the technique on practice ponytails with physical and verbal feedback from instructor; and,
- Learn additional tips and resources for materials.

SC-15  
Sat. 10:20-11:20  
LABRID B

INTERMEDIATE

**Relationship Between Learning Styles and Education**  
Kurt Hubbard, PhD, OTD, OTR/L

In an effort to provide high-quality learning opportunities (especially in asynchronous, self-paced online courses), it is necessary to investigate the students learning styles that impact their satisfaction and success. The purpose of this short course is to examine the relationship between student learning styles (using the VARK questionnaire) and instruction to facilitate the accommodation of specific learning styles. Learning objectives include:

1. To examine the relationship between four distinct learning styles; visual, aural, reading/writing, and kinesthetic to perceived satisfaction in the learning;
2. To what extent can instruction facilitate satisfaction and success in the four distinct learning styles; and,
3. To examine how four distinct learning styles can be optimized in online/hybrid environments as well as traditional educational environments.

SC-16  
Sat. 1:30-2:30  
LABRID B

INTERMEDIATE

**Occupational Therapy's Embrace of Primary Care Initiatives: Our Gateway to the Future**  
Jose Rafols, OTD, MHSA, OTR/L  
and Stanley Paul, PhD, MD, OTR/L

Occupational therapy's current and future practice landscape is being challenged by the expansion of primary care, however, OTs know little about it. Primary care stretches beyond rehabilitation and impacts nearly every paradigm of health care and wellness. The Affordable Care Act (ACA) mandates enhanced care coordination and expansion of primary care, not because of its curative prowess; but rather, due to its cost-cutting measures and its ability to keep patients healthier. Learning objectives include:

- Understand why the health care industry emphasizes primary care;
- Familiarize the attendee with case management and primary care managers
- Visualize the amalgamation between primary care initiatives and occupational therapy intervention;
- Comprehend the new paradigm between primary care and prevention;
- Examine how cost containment and improved quality of life become the variables associated with primary care; and,
- Recognize the emerging market of primary care-giving and how it is molded into daily rehab routines.

SC-17  
Sat. 1:30-2:30  
ODYSSEY A

BASIC

**Hints and Hacks for Splinting**  
Marsha Shuford, OTR/L, CHT, CLT and Melissa Cunningham MHS, OTR/L, CHT, CEAS

Participants in this short course will learn tips, hints and hacks to fabricate splints more easily and quickly. The presenters will provide techniques for pattern drawing, strapping and padding techniques, protecting pins and bony prominences, choosing the right material, dynamic and static progressive mechanisms, precautions and patient instructions. At the end of the course, participants will be familiar with:

1. The basic splinting materials available and considerations for selection;
2. Basic splint pattern drawing;
3. Strapping and padding techniques to ensure splints are secure and comfortable with fewer risks for development of pressure areas and/or incorrect application;
4. Ideas for dynamic and static progressive mechanisms which are easy to fabricate and use; and,
5. Precautions and education techniques for different settings to ensure correct use and function for their splints.

SC-18  
Sat. 1:30-2:30  
ODYSSEY B

BASIC

**FDOT Health Care Needs Assessment: Addressing Older Adult Drivers**  
Sandra Winter PhD, OTR/L and  
Dennis McCarthy PhD, OTR/L

Florida's Safe Mobility for Life Coalition includes occupational therapists and other key stakeholders focused on reducing crashes for aging road users. We conducted a state-wide needs assessment to understand the practices, knowledge, and identified resource needs of health care providers (HCPs). Based on findings, the coalition will develop/distribute on-line and print resources supporting HCPs' ability to assist older adults and caregivers with the difficult challenge of maintaining lifelong mobility. Learning objectives include:

1. Describe Florida's strategic approach to reduce crashes for Florida's aging road users and the engagement of health care providers in addressing community mobility.
2. Gain a better understanding of the knowledge, community practice, and issues faced by health care providers in addressing concerns with aging at-risk drivers.
3. Learn about the safety and mobility resources developed and promoted by the Safe Mobility for Life Coalition to help health care providers assist aging drivers and their families.

SC-19  
Sat. 3:30-4:30  
ATLANTIS A

BASIC

**Teaching Structured Reasoning to Create a Culture of Safety in the Clinic**  
Emily Pugh MA, OTR/L

The speaker will present the SAFE program and teaching techniques used to develop clinical thinking skills and a safety culture. She will address how the People-Environment-Occupation-Performance (PEOP) Model grounds the SAFE reasoning routine, what critical contributions human factors research findings provide, and how adult learning theory and teaching methodology can positively change safety behaviors and reinforce culture change within clinical settings. Learning objectives include:

1. Use the structured SAFE program as an educational resource to teach students and practitioners how to clinically reason safe practice behaviors and routines for diverse work settings; and,
2. Integrate the Person-Environment-Occupation-Performance (PEOP) Model, human factors principles, and adult learning theory to develop a culture of safe practice.

SC-20  
Sat. 3:40-4:40  
ATLANTIS B

BASIC

**Poised for Empowerment: Leadership on a State Level**  
Susan Hermes, MS, OTR/L, BCP; Becky Piazza, MS, OTR/L, BCPR; Sara-Jane Crowley, AdvDipOT, OTR/L; and Elena Vizvary, MS, OTR/L

Mentoring programs support professional success. Finding and nurturing volunteer leaders in state associations is difficult ... everyone is 'busy' with school, family and other activities, leaving little time for volunteering. FOTA leadership team built upon current available resources and launched a grassroots initiative that shaped the state association's planning processes. Learn how students and general members are linked to past and current FOTA leadership. Learning objectives include:

1. Participants will identify potential risks/barriers to pursuing leadership opportunities within their state association;
2. Participants will discuss whether having a mentor can expedite a professional trajectory toward success as an OT/OTA student or OT practitioner in a leadership role; and,
3. Participants will discuss the evidence-based literature that supports a successful mentoring relationship, as it relates to state association leadership.

SC-21  
Sat. 4-5  
ODYSSEY A

INTERMEDIATE

**Supports and Barriers to Establishing and Sustaining Service Learning Partnerships to Facilitate Student Learning**  
Julie Watson PhD, OTR/L; Kayla Collins, MOT, OT/L; Inti Marazita, MS, OTR/L; and Prerna Poojary, PhD

Occupational therapy education has embraced service learning as a way to apply didactic content to client-centered, community based experiences. There is evidence that supports the service-learning model as an instructional method, however, there is little evidence regarding the establishment and sustainability of service learning projects. This session addresses the supports and barrier to implementing service learning and discuss the key elements of sustainability as identified by various stakeholders. Learning objectives include:

1. Formulate a plan to establish service learning partnerships with a community organization;
2. Identify at least three supports and barriers to establishing and sustaining a community partnership; and,
3. Complete a SWOT analysis to analyze the impact in establishing and sustain partnerships in the community.

SC-22  
Sat. 4-5  
MAKO

BASIC

**Project Fun: The Influence of the Environment on Play Participation in Children with Disabilities**  
Marcia Hamilton, MSHS, OTR/L, BCP

Play participation behaviors were observed on a wheelchair accessible playground, designed by the presenter. The types of play participation behaviors include Body Play Movement, Object Play, Social/Interactive Play and Imaginative/Creative Play. The children were able to increase the amount of play participation time over the four observation periods in all four types of play behaviors. These findings indicate that a conducive environment will offer children with disabilities the opportunity to play. This can potentially translate into health and social benefits. Learning objectives include:

1. Participants will learn about a sustainable, wheelchair accessible playground designed from a sensory integrative perspective by an occupational therapist;
2. Participants will become familiar with types of secondary health problems associated with primary disabilities encountered by children, including risk for isolation and depression; and,
3. Participants will view results of research designed to measure various types of play behaviors and gain insight into quantitative assessment of play on a wheelchair accessible playground.

**WS-1**  
Fri. 9:40-11:40  
ODYSSEY A  
**INTERMEDIATE**

**Occupational Based Clinical Interventions Across the Continuum of Care**  
Jason Mahilo, MOTR/L and Adrienne Lauer EdD, OTR/L

This workshop will provide occupation based clinical intervention ideas for treating common client factor deficit areas such as endurance, balance, and independence within ADLs/IADLs across the continuum of care. This workshop will address the challenges of providing appropriate therapeutic interventions throughout the different care settings ranging from acute care hospital stay to home health.

**WS-2**  
Fri. 1:30-3:30  
LABRID A  
**INTERMEDIATE**

**Medical Errors – Licensure Requirement**  
Debra Chasanoff, MEd, OTR/L

This program is designed to meet the criteria in Section 456.013(7), Florida Statutes, which mandates that two hours of continuing education in medical errors prevention is required for licensure renewal in Florida. Participants will be able to identify how to apply a systems approach to identify and reduce the risk for medical errors in the clinical environment to improve patient safety.

**WS-3**  
Fri. 3-5  
ODYSSEY A  
**INTERMEDIATE**

**The Crucial Role of OT in Dementia Care**  
Christine Ebell, OT/L

This presentation will provide an understanding the role of OT in provision of reimbursable services to optimize function, health safety, and quality of life for persons with dementia. It will include evidence-based intervention using the Cognitive Abilities Model for Functional Cognitive Assessment and stage-based interventions. A discussion of policy, regulations and legislation supporting treatment for persons with dementia will be provided.

**WS-4**  
Fri. 3-3:30  
MAKO  
**INTERMEDIATE**

**Managing Sensory-based Challenges: Reviewing the Evidence to Develop Programs, Collect Data and Drive Practice**  
Carol Just OTD, OTR/L and Cynthia Haynes, MBA, OTD, OTR/L

A growing body of evidence supports implementation of sensory-based interventions to ameliorate deficits in participation across contexts. Evidence that supports implementation of these interventions in home, school and community environments and methods to evaluate efficacy will be reviewed using the Data Driven Decision Making Process to guide the design and data collection for sensory based interventions. Learning objectives include: reviewing evidence regarding the efficacy of sensory-based interventions; through case study using the Data Driven Decision Making process to guide clinical reasoning, therapists will select, develop and implement individualized sensory-based strategies, environmental adaptations and activity modifications to promote participation in routines within home, school and community; and, development of practice based data collection methods and analysis to determine the efficacy of sensory-based interventions on interfering behaviors.

**WS-5**  
Fri. 3:40-5:40  
LABRID A  
**INTERMEDIATE**

**Florida Laws and Rules – Licensure Requirement**  
Barbara Ingram Rice, OT, CHC, CLT

Designed to meet Florida's requirement for a two-hour course on Laws and Rules, the session will teach participants how to find the Occupational Therapy Practice Act, its purpose and what it means. Participants will understand their obligations under OT licensure, including supervision, continuing education, reporting unlicensed activity, and disciplinary actions, if found in violation.

**WS-6**  
Sat. 8-10  
LABRID A  
**INTERMEDIATE**

**Active Learning Course Design: True to Our Profession**  
Emily Piven, OTD, MHE, BS, OTR/L

"Learning by doing" was critical for the success of my graduate students, who obtained highest scores on the certification examinations. This workshop focuses active techniques that replace lecture method and stimulate creativity, problem-solving, and critical thinking. Techniques presented include tickets to class, IFAT reading pop quizzes, team-based learning groups, and service-learning in community facilities to facilitate critical thinking. The techniques can be applicable to any class size.

**WS-7**  
Sat. 8-10  
ODYSSEY A  
**INTERMEDIATE**

**Adult Sibling Perspective on Autism**  
Amanda Kotolski, PhD, OTR/L

Research shows that children with ASD will outlive their parents. Siblings, often by default, are taking on the responsibility for their sibling. This workshop will provide insight into what it is like growing up with a sibling with ASD as a child, as an adult, concerns for the future, and recommendations for other siblings, parents and health professionals.

**WS-8**  
Sat. 9-11  
ODYSSEY B  
**INTERMEDIATE**

**Parkinsonism Versus Parkinson's Disease: What Can Occupational Therapists Do?**  
Lisa Warren, MHS, OTR/L

Most occupational therapists have worked with patients with Parkinson's Disease (PD). PD is only one of a group of neurodegenerating diseases with tremor, muscle stiffness, gait instability or slowness of movement. When patients have two of the cardinal symptoms of PD with additional symptoms not characteristic PD, the differential diagnoses may be Multiple Systems Atrophy, Progressive Supranuclear Palsy, Lewy Body Dementia or Corticobasal Degeneration. OTs need strategies for these patients.

**WS-9**  
Sat. 9:10-10:10  
MAKO  
**INTERMEDIATE**

**Family-Centered Care: Lessons Learned and Directions Moving Forward**  
Elise Bloch, EdD, OT/L; Sandra Dunbar, DPA, OTR/L, FAOTA; and Kristin Winston

This presentation will review the historical context and current state of family-centered care (FCC). FCC policies and practice will be examined in education (since the advent of PL 99-457, Part C of the Individuals with Disabilities Education Act (IDEA)) and medical contexts. The presenters will incorporate insights from their own family centered care research and practice through lecture and discussions. Participants will be introduced to FCC assessments to use in practice.

**WS-10**  
Sat. 1:30-3:30  
LABRID A  
**INTERMEDIATE**

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Debra Chasanoff, MEd, OTR/L

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**WS-11**  
Sat. 1:30-3:30  
ATLANTIS A  
**INTERMEDIATE**

**Occupational Therapy and the Relationship Map: Seeing Relationships Through EBP**  
Joseph Werner, OTD, OT/L and Melissa Conti COTA/L, OT/S

Understanding relationships is more than being empathetic and building rapport with clients. It also includes taking an evidenced-based approach in using ecological models to see how the interpersonal process of the client and their family and friends and other community members is the key to the adaptive process and health.

**WS-12**  
Sat. 1:30-3:30  
ATLANTIS B  
**INTERMEDIATE**

**Playpy's Smart Guide to Printing Letters**  
Amy Baez, MOT, OTR/L

Playpy has published two award-winning workbooks that provide a new multi-sensory approach to printing letters that is both fun and easy to use. Treasure C.H.E.S.T. and Heads, Tummies & Tails were developed by an occupational therapist to guide or remediate the practice of handwriting skills using contemporary design, motivational mascots, and smart and simple action words that children and parents love to repeat.

**WS-13**  
Sat. 1:30-3:30  
MAKO  
**INTERMEDIATE**

**Sexuality and Occupational Therapy Intervention**  
Mariana D'Amico, EdD, OTR/L, BCP, FAOTA

This workshop will provide the opportunity for participants to increase their knowledge and resources for engaging in discussion about sexuality and sexual health with clients and their families across the lifespan.

**WS-14**  
Sat. 2:40-4:40  
LABRID B  
**BASIC**

**Therapy Dogs: Paws for Medicine**  
Hank Nolin, CPP, Master K9 Trainer; Angelina Dallmann Marino, MS, OTR; and Chief, the therapy dog

This session is directed toward therapists who want to expand their practices with proven programs in Animal Assisted Therapy. The presenters will review the history of AAT and will spend most of the session working with the attendees and a dog and a horse at the session. These interactions will allow the therapists to understand the positive effects AAT can have on their patients.

**WS-15**  
Sat. 2:40-4:40  
ODYSSEY B  
**BASIC**


**Conversations: Reactions and Occupational Impact of the Orlando Pulse and Similar Tragedies**  
Ricardo Carrasco, PhD, OTR/L, FAOTA and Mirtha Whaley, PhD, OTR/L

The workshop design aims to provide a medium for academic and clinical practitioners together with students to explore popular and scientific articles about mass killings, natural disasters, and similar tragedies. Workshop facilitators will solicit personal responses and attempt to understand the phenomena and their impact on human occupation. Reflections collected from the course will be shared with readers of the FOCUS magazine.




**WS-16**  
Sat. 3:40-5:40  
LABRID A  
**BASIC**

**Florida Laws and Rules – Licensure Requirement**  
Barbara Ingram Rice, OT, CHC, CLT

Designed to meet Florida's requirement for a two-hour course on Laws and Rules, the session will teach participants how to find the Occupational Therapy Practice Act, its purpose and what it means. Participants will understand their obligations under OT licensure, including supervision, continuing education, reporting unlicensed activity and disciplinary actions, if found in violation.




**Members of FOTA received a 15% discount on our Location Courses. Select "association rate"**

<p><b>179 OSTEOPOROSIS, THE MEEKS METHOD™ Level 1</b> Sara M. Meeks, P.T., M.S., G.C.S., February 25-26, 2017 Palm Beach Gardens, Double Tree Hilton</p>	
<p><b>329 Pediatric NDT Intensive Handling Techniques</b> Gail Ritchie, OTR, C/NDT March 17-18, 2017 Tampa, FL Shriners Hospital for Children</p>	
<p><b>415 Myofascial Release</b> Theresa A. Schmidt, DPT, MS, OCS, LMT, CEAS, CHY, DD November 11-12, 2017 St. Petersburg, FL John's Hopkin's All Children's Hospital</p>	

**384 Kinesio Taping Fundamental Concepts, Advanced Concepts and Corrective Techniques (KT1 and KT 2) toward Certification**

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**PP-1 Evidence Based Practice in U.S. Occupational Therapy: An Integrative Review**

 Jennifer Lotz, BA, OTS and Christine Myers, PhD, OTR/L  
 Intermediate - Experienced in subject material

This integrative review examined the evidenced-based practice (EBP) literature to form an organizing framework that describes how EBP is taught and implemented within the U.S. occupational therapy context. Findings suggest that the use of EBP in U.S. occupational therapy is a complex process dependent on high-quality, entry-level education and targeted training of practitioners that incorporates collaborative activities and support to overcome barriers in their everyday practice.

**PP-2 Academic Activity Patterns of Occupational Therapy Faculty in the United States**

 Stanley Paul, PhD, MD, OTR/L and Yuanlong Liu, PhD  
 Intermediate - Experienced in the subject material

The purpose of this presentation is to examine the academic activity patterns and research productivity levels of occupational therapy faculty across United States; to identify various factors that influence those patterns and productivity; and, to compare current faculty productivity levels with earlier studies in occupational therapy academia. The productivity among occupational therapy faculty members since 2010 suggests a significant increase in academic and scholarly activities.

**PP-3 How Effective is Academic Mentoring Among Occupational Therapy Faculty?**

 Yuanlong Liu, PhD and Stanley Paul, PhD, MD, OTR/L  
 Intermediate - Experienced in the subject material

This study looked at 196 surveys from occupational therapy faculty across United States to understand the role of academic mentoring in OT education. Junior faculty members, with mentors and without, were compared in terms of their academic life. Seasoned faculty who served as mentors were compared with their counterparts who were not mentors. Institutional support factors were also examined and correlated with academic success and performance.

**PP-4 Living with Breast Cancer-related Lymphedema: What Can Occupational Therapy Offer?**

 Kaye Rubio, OTR/L, MHS, CLT  
 Basic - Introductory Level material

Lymphedema is a chronic condition that is experienced by breast cancer survivors. It affects the domains of occupation that fall within the scope of occupational therapy. An OT assessment guide that follows the Model of Human Occupation facilitates an individualized plan of care for the client. This presentation is a phenomenological study that explores client's perspective on breast cancer-related lymphedema and occupational therapy.

**PP-5 After Over 40 Years in School, Do Teachers Really Know What We Do?**

 Meghan Riexinger, MOT, OTR/L  
 Basic - Introductory Level material

This poster session will help occupational therapists understand special and regular education teachers' perceptions of occupational therapy services in public schools in Cape May County, New Jersey, and if these perceptions impact the utilization of services.

**PP-6 A Mindfulness Group For Anxious Children**

 Monica Weller, MS OTR/L, CA  
 Basic - Introductory Level material

The poster presentation details the procedures, methods and results of an evidence-based project that explores the use of a mindfulness group intervention to reduce anxious symptoms in children. The poster displays a comprehensive list of literature support for the project. Suggested implications of the project on the field of occupational therapy and effects of the intervention on the mental health and wellbeing of children are described within the presentation.

**PP-7 Integrating Evidence-based Practice into Level II Fieldwork Experience**

 Tan Fung Ivan Chan, EdD, OTD, OTR/L; Orlando Valdes, MS, OTR/L; and Katherine Greg, MS, OTR/L, CHT  
 Intermediate - Experienced in the subject material

Since 2013, we have partnered with a fieldwork site in southeastern Florida to develop a model that would weave the concept of evidence-based practice into their Master's in Occupational Therapy students' Level II fieldwork experiences. Through this poster we would share with clinicians, practitioners, and students both the process and findings of our initial implementation of the model.

**PP-8 Effects On Quality of Life Using Complete Decongestive Therapy and Mist Therapy for A Woman with Non-Healing Vasculitic Ulcers and Secondary Lymphedema: Case Report**

 Mayte Lucia Gomez Sosa, MSOT, OTR/L, COTA/L, CLT  
 Basic - Introductory Level material

This case report will introduce basic knowledge of alternative therapy for wound care and lymphedema management affecting bilateral lower extremities. Because of patient co-morbidities, significant losses in functions during daily activities are observed. Self-care and lack of mobility tend to result in co-dependence on staff in a subacute care setting. A sense of loss, depression and change in perception of one self can inhibit patient's maximum potential during the rehabilitation process. Complete Decongestive Therapy in combination with Mist Therapy has had a big impact in wound care on a woman with vasculitic ulcer by facilitating swelling reduction, pain free slough removal and assist with overall wound healing process. The case notes significant change over seven visits, involving improvements in circumferential measurements, volumetric limbs differences, slough reduction and overall improvement in wound composition.

**PP-9 Quality of Life and Participation in Individuals with Epilepsy**

 Pey-Shan Wen, PhD, OTR/L and Yi-Po Chiu, PhD, PT  
 Basic - Introductory Level material

Epilepsy, a common neurological condition, affects approximately 50 million people around the world. Although new antiepileptic drugs (AEDs) were developed, the influence of AEDs and epilepsy episodes on participation in individuals with epilepsy is still limited. Additionally, few studies have focused on the influence of different dosage of the drug use on quality of life (QOL) in terms of daily energy, emotion, social, cognition, and seizure worry.

**PP-10 Quality of Life and Participation in Individuals with Epilepsy**

 Pey-Shan Wen, PhD, OTR/L and Yi-Po Chiu, PhD, PT  
 Basic - Introductory Level material

Epilepsy, a common neurological condition, affects approximately 50 million people around the world. Although new antiepileptic drugs (AEDs) were developed, the influence of AEDs and epilepsy episodes on participation in individuals with epilepsy is still limited. Additionally, few studies have focused on the influence of different dosage of the drug use on quality of life (QOL) in terms of daily energy, emotion, social, cognition, and seizure worry.

**PP-11 Undergraduate Students with Learning and Attention Disorders: Perceptions and Experiences Regarding Teachers' Supports and Impacts on Students' Participation in the Classroom Setting**

 Marcia K. Schneider, MHS, OTR/L; Zari L. Whittaker; Angela Sexton; and Conseulo M. Kreider, PhD, OTR/L  
 Basic - Introductory Level material

Supports from teachers impact student participation and success in classroom settings. Transcripts (N=23) from group discussions with undergraduates with learning and attention disorders (L/AD; N=46), were analyzed for data and themes informing the topic (n=15 transcripts). The themes - Accommodations, Teacher Instructional Style, Teacher Reactions, and Teachers' Level of Awareness and Knowledge - emerged from the data. Findings contribute to understanding factors that influence occupational performance of undergraduates with L/AD.

**PP-12 Perceptions of Preventative Care by Older Hispanic Women**

 Katie Greg, OTR/L CHT; Yaneli Martija; Ladonna Meikle; and Dr. Belkis Landa-Gonzalez  
 Intermediate - Experienced in the subject material

New health care initiatives have embraced preventive care as an important approach to avoid and detect disease early and to promote health. Cultural factors have been implicated in the access to and concerns with equity in preventative care. Minority groups such as Hispanics have been identified as having increased risk and higher incidence of chronic conditions such as cancer and heart disease. This qualitative exploratory investigation examined the perceptions of six Hispanic women about preventive care, strategies that were used and the barriers encountered in seeking access in the United States. Awareness of these factors is important for the promotion of educational materials and strategies that would foster consideration for culture-based knowledge in delivery of health care.



# Occupational Therapy Forum

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Join other South Florida Occupational Therapy leaders and professionals as we network and offer continued education opportunities to better serve consumers in the Tri-county area (Dade, Broward, Monroe & Palm Beach).

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**SP1-1 Factors That Lead Occupational Therapists to Enter Private Practice**

**STUDENTS:** Jordan Powers, Sarah Weldon, Ashley Edberg and Emil Methipara

**FACULTY:** Thomas Decker, Nova Southeastern University

There has been an identified need for more occupational therapy private practices in the United States, however, there is a limited research that establishes what makes them sustainable and worthwhile. Our research seeks to address this gap.

**SP1-2 Twelve Step Facilitation: Treatment of Substance Use Disorder**

**STUDENT:** Sally Cummings Shisler

**FACULTY:** Kurt Hubbard, Remington College

Lieberman and Scheer (2002), suggest that OT should investigate evidence-based research to facilitate the treatment of substance-use disorders (SUD). Stoffel and Moyers (2004) concluded that OT needs to examine the interactions among the person and activities in understanding prevention and recovery. This presentation explores the philosophical commonalities that OT has with the Alcoholics Anonymous Twelve Step Program, facilitating a life of purpose and meaning in individuals with substance-use disorders.

**SP1-3 Evidenced-Based Practice in U.S. Occupational Therapy: An Integrative Review**

**STUDENT:** Jennifer Lotz

**FACULTY:** Christine Myers, University of Florida

This integrative review examines the evidenced-based practice (EBP) literature in order to form an organizing framework that describes how EBP is taught and implemented within the US occupational therapy context. Findings suggest that the use of EBP in U.S. occupational therapy is a complex process dependent on high-quality entry-level education and targeted training of practitioners that incorporates collaborative activities and support to overcome barriers in everyday practice.

**SP1-4 Occupational Therapy Licensure Portability: An Investigation of Existing Interstate Barriers**

**STUDENTS:** Laurel Smith, Britnie Melton, Maria Keely and Deborah John

**FACULTY:** Edwin Myers, Florida Gulf Coast University

This study identifies barriers in interstate licensure portability for occupational therapy practitioners. Licensure portability refers to one license encompassing practice in multiple states. The focus is on the collection of data regarding each state's qualifications for obtaining and renewing a license, certifications, continuing education/competency requirements, duration of licensing and renewal cycles, submission and verification processes, and duplicative costs. Data may be used to determine the feasibility of OT licensure portability.

**SP1-5 Occupational Therapy Licensure Portability: A Survey of Occupational Therapy Practitioners' Opinions and Beliefs**

**STUDENTS:** Joshua Ziner, Veronique Ferrara, Sonja Pustay and Chelsea Deutsch

**FACULTY:** Edwin Myers, Florida Gulf Coast University

As the field of occupational therapy continues to grow, updating licensure portability policies should be explored. Licensure portability refers to one license encompassing practice in multiple states. In this study, 513 OT practitioners and students throughout the U.S. responded to a questionnaire to determine interests in having the profession pursue interstate licensure portability and responders willingness to pay additional fees for developing a licensure portability system.

**SP1-6 Findings from Returning Combat Veterans with Driving Performance Issues: A Grounded Theory Approach**

**STUDENT:** Emily Szafranski

**FACULTY:** Sandra Winter, University of Florida

Deployment experiences and related medical conditions may impact combat veterans(CV) driving post-deployment placing them at risk of injury. Using a grounded theory (GT) approach and an iterative process, an existing conceptual model was expanded to illustrate CV's environmental assessment, triggers, behavioral responses, and strategies used while driving. As part of a clinical trial and informed by the GT model, an Occupational Therapy Driving Intervention was tailored

**SP1-7 Physical Disabilities and Sexuality: Barriers to Health Professionals**

**STUDENTS:** Lisbet Montero, MeLisa Morrison, Sarah Deuman and CarlNeshia Hunnicutt

**FACULTY:** Mariana D'Amico, Nova Southeastern University, Tampa

Despite being a major activity of daily living (ADL), sex may be viewed as a taboo topic. As such, health professionals may experience difficulties in providing sex education to their clients. Clients with physical disabilities may experience their own difficulties when needing to address sexuality and sexual activity. This poster presents the results of a literature review about barriers health care professionals experience in addressing sexuality.

**SP1-8 Stakeholders Perceptions of Needs, Abilities, and Quality of Life of Individuals with Severe and Persistent Mental Illness**

**STUDENTS:** Amanda Pignon and Brittaney Sargent

**FACULTY:** Mirtha Whaley, Nova Southeastern University, Tampa

The prevalence of mental illness continues to increase while access to and quality of services continues to decline. Recently, Florida was rated a "D" in access to care. Approaches used in the delivery of services to individuals with severe and persistent mental illnesses have ranged from psycho-educational, vocational and behaviorally based with limited involvement of OTs, lack of long-term care establishment, lacking in client perceptions, and medically model based.

**SP1-9 Measuring Student Perceptions to Virtual Dissection in a Graduate Level Neuroanatomy Course**

**STUDENTS:** Molly Zagoria, Yazmin Walker and Korie Jackson

**FACULTY:** Thomas Arnold, Nova Southeastern University, Tampa

Occupational Therapy and Physical Therapy doctoral students at Nova Southeastern University, Tampa campus were surveyed based on psychomotor learning objectives of the neuroanatomy course utilizing an on-line survey instrument (RedCap). This research examines the occupation of learning neuroanatomy by comparing cohorts in which virtual dissection was less employed (Cohort 2016) against cohorts in which virtual dissection was required (Cohort 2017). Results and analysis of the survey will be presented.

**SP1-11 Employing Occupational Therapy to Enhance Student Well-Being at FGCU**

**STUDENTS:** Lauren Anischko, Jenny Lunsford, Jordan Bellemare and Dolores Wallen

**FACULTY:** Lynn Jaffe, Florida Gulf Coast University

Florida Gulf Coast University offers services to enhance student well-being, but students report low utilization of these services. This pilot study examines whether implementing three well-being programs focusing on time management, stress management, and coping skills improved self-reports of well-being.

**SP1-12 For Elementary School-age Children, Do Occupational Therapy Interventions Improve Handwriting Performance Compared to No Treatment Interventions?**

**STUDENTS:** Kyla Sharrah

**FACULTY:** Bonnie Decker, University of St. Augustine

The focus of this critically appraised topic was to identify interventions to improve handwriting performance in elementary school children. Evidence shows that visual-perceptual motor activities and therapeutic practice have a positive effect on handwriting performance and improves handwriting proficiency after a short period of intervention. An exclusively sensorimotor approach may not be as beneficial; however, further research is needed to determine its effectiveness of this.

**SP1-13 Investigation Into the Relationship Between Anxiety, Stress-Response, and Lived Experiences Post Ikebana Intervention: A Pilot Study**

**STUDENTS:** Shannon Taylor, Crystal Key and Kristine Cinco

**FACULTY:** Ricardo Carrasco, Nova Southeastern University, Tampa

This mixed-method pilot study explores the relationship between participation in Ikebana and cortisol levels, a self-rated anxiety measure, and a phenomenological interview. There were 32 participants in the Ikebana intervention, anxiety self-rated measure, and phenomenological interview; seven participants in the salivary cortisol measurement. Results showed statistical significance ( $p < .000$ ) in lowering anxiety levels, salivary cortisol levels did not show statistical significance. Phenomenological interviews produced themes related to doing, being, and becoming.

**SP1-14 A World of Occupations: Life Through the Lens of Individuals Who Are Currently Homeless**

**STUDENTS:** Melanie Baldzicki, Alexandra Marous, Ariella Bitton and Cody Wipperman

**FACULTY:** Carol Lambdin-Pattavina, Nova Southeastern University, Fort Lauderdale

This research examines meanings ascribed to daily occupations of people experiencing homelessness. Specifically, it sought to answer the question "What are the meanings ascribed to occupations for individuals who are currently homeless and attending a day shelter?" Participants used photographs to document occupations. Q-sort and 1:1 interviews were used to enrich data. Thematic outcomes highlight occupational therapy's distinct value with this population.

**SP1-15 Barriers and Coping Strategies for Veterans in Higher Education**

**STUDENTS:** Brittney Garabedian, Carlene Rimes, Erin Millinoff and Michelle Dixon

**FACULTY:** Brigitte Belanger, Florida Gulf Coast University

In the past decade, veteran enrollment in colleges has increased dramatically. Levels of success among veterans varies because of a multitude of barriers affecting academic functioning. A mixed methods survey was created to establish a better understanding of the current veteran environment at Florida Gulf Coast University. Through data compilation and analysis, this study seeks to determine where to best focus the efforts of occupational therapy in order to improve veteran success in higher education.

**SP1-16 I Choose You, OT: Battling Depression with Pokémon Go**

**STUDENTS:** Jennifer Jordan, Alisa D'Andrea, Patricia Grimaldi and Kalya Luna

**FACULTY:** Amanda Kotolski, State College of Florida

It is estimated that approximately 49% of nursing home residents suffer from depression. Depression is commonly seen in association with other chronic illnesses. OT practitioners should familiarize themselves with new technological techniques when treating clients with this mental illness. Implementing innovative approaches, such as Pokemon Go, has shown to be a positive tool to get patients motivated, up and out of bed, and socializing with family and friends.

**SP1-17 Riding the Wave to Recovery: Jump on Board with Occupational Therapy**

**STUDENTS:** Taylor Dany, Alicja Wilson and Mayura Rane

**FACULTY:** Amanda Kotolski, State College of Florida

Surfing is a form of therapy for veterans with PTSD. About 26% of veterans are suffering from a mental health disorder. Studies show that one-fifth of recently returning veterans are diagnosed with PTSD. This poster explains how OT practitioners use ocean therapy as a method of treatment and breaks down the steps of surfing. Each component ties into different aspects of a person's life/occupations and helps them overcome PTSD.

**SP1-18 Run for Your Life: An Occupational Therapy Perspective on Schizophrenia and Exercise**

**STUDENTS:** Natalie Cammisa, Michael Cipriano and Colleen McKinney

**FACULTY:** Amanda Kotolski, State College of Florida

Schizophrenia affects an estimated 1.1% of the adult U.S. population. This poster provides evidence on how aerobic exercise improves cognitive functioning, and may reduce the negative symptoms associated with schizophrenia as well as the side effects of psychotropic medications.

**SP1-19 Is Your Toddler Feeling Blue and You Don't Know What to Do? OT Has a Solution for You!**

**STUDENTS:** Mary Murray, Chelsy Pippin and Joshua White

**FACULTY:** Amanda Kotolski, State College of Florida

Approximately 84,000 American preschoolers age 2 to 5, are living with depression and the number continues to steadily climb. This poster provides information to better understand and help early-onset depression. Using play therapy, Parent Child Interaction Therapy (PCIT), and emotional regulation strategies, occupational therapist and occupational therapist assistants, can play a key role in helping children living with preschool depression.

**SP1-20 Reducing Health Disparities by Increasing Awareness of the Services of the OT Equal Access Clinic**

**STUDENT:** Emily Szafranski

**FACULTY:** Joanne Foss, University of Florida

The University of Florida's Occupational Therapy Equal Access Clinic (OT EAC), a student-driven, therapist-supervised organization, consulted with rehabilitation directors in four occupational therapy settings to advocate for the underinsured/ uninsured population in Gainesville. We promoted utilization of OT EAC services by distributing pamphlets, business cards, and visuals of treatment space. The aim was to reduce health disparities by increasing clinicians' awareness of this free occupational therapy service within the community.

**SP2-1 A Gluten-Free Casein-Free Diet to Reduce Autistic Behaviors in Children with Autism Spectrum Disorder**  
**STUDENTS:** Taylor Rapaport and Emily Szafranski  
**FACULTY:** Sergio Romero, University of Florida  
 Hanson (2006) suggest that approximately from 15 to 38% of children with Autism Spectrum Disorder (ASD) use a gluten-free casein-free (GFCF) diet to reduce behaviors associated with ASD. This study was to reviewed current literature investigating the effectiveness of a GFCF diet. Reviewed studies showed inconclusive evidence to support the use of a GFCF dietary intervention to reduce ASD behaviors. Further research with rigorous protocols should be conducted to determine effectiveness.

**SP2-2 Candy Crush or Cocaine: Occupational Therapy's Role in Treating Technology Addiction**  
**STUDENTS:** Lauren Bianchi, Renata Owsiana and Melanie Pittner  
**FACULTY:** Amanda Kotolski, State College of Florida  
 Many young children are immersed in the Internet and video gaming culture, but lack the self-regulation skills to limit their exposure. Evidence suggests a generation plagued by technology addiction. More than 75% of children age 8 or younger have regular exposure to tech devices. Negative implications include deficits in memory, attention, sleep and focus. Occupational therapy offers a variety of therapeutic interventions to help correct these deficits.

**SP2-3 Occupational Therapy and ADHD: What Does ADHD Feel Like in Adulthood? Oh, Look, a Squirrel!**  
**STUDENTS:** Tina Weaver, Amanda Van Beck, Bianca Juzwa and Dawn Rogers  
**FACULTY:** Amanda Kotolski, State College of Florida  
 It is estimated that 4.2% of older adults are living with attention deficit hyperactivity disorder (ADHD). This project investigates how the rate of ADHD in the older adult population continues to increase and how it is directly linked to other health disorders. Our poster portrays what ADHD looks like in the older population and how occupational therapy practitioners can effectively recognize and treat patients in skilled nursing facilities.

**SP2-4 Addressing the Nutritive Wellness of Local Veterans as a Service Learning Opportunity**  
**STUDENTS:** Ashley Lee, Taylor Rapaport, Alyson Giambalvo, Victoria Salud and Jennifer Lotz  
**FACULTY:** Sandra Winter, University of Florida  
 A 2013 study (Plach & Sells) reported physical health as a key concern of veterans. Specifically, unwanted weight gain from poor nutrition were indicated. As entry-level occupational therapy students, our community service project collaborated with a regional Vet Center to address these issues. Educational sessions with veterans, and materials developed, focused on topics such as shopping for nutrient-dense foods and convenient recipes for nutritionally-balanced meals.

**SP2-5 Ergonomics and Body Mechanic Techniques in a Fast Food Restaurant**  
**STUDENTS:** Rachel Gardner, Kara Fahey, Patrick Dooley and Ginger Correnti  
**FACULTY:** Marie Colmer, Florida Gulf Coast University  
 A training session was presented to employees of a fast food restaurant on ergonomics and proper body mechanic techniques. The purpose of the study was to provide the employees with knowledge to avoid awkward body positions, learn proper lifting techniques, and redesign work areas to be more conducive to worker productivity and safety. The efficacy of the study was validated using repeated measures to assess the retention of the information.

**SP2-6 The Effectiveness of Professional Support in Recovery and Sustainability of a Peer Supported Community for Individuals with Substance Abuse and Mental Illness: A Critically Appraised Topic**  
**STUDENTS:** Jessica Welker, Jennifer Balchunas, Julia Jusko and Phlophilai Kanuck  
**FACULTY:** Lynn Jaffe, Florida Gulf Coast University  
 This critically appraised topic analyzed the evidence for effectiveness of professional support versus personal commitment in the sustainability of peer-supported housing/community for people in recovery from substance abuse and/or mental disorders. Twenty-five articles were appraised for relevant information. The results indicate that communication between staff and client is essential for recovery and sustainability of individuals with substance abuse and/or mental illness in peer supported communities.

**SP2-7 The Role of Mentors for People with Spinal Cord Injury (SCI) and the Return to Work Process**  
**STUDENTS:** LaQwana Smith, Ashley Hartsfield and Jarius Lumpkin  
**FACULTY:** Barbara Kornblau, Florida A&M University  
 This qualitative study explored the role of mentors and people with Spinal Cord Injury (SCI) in the return-to-work process, through an online survey of open-ended questions. Participants were solicited with the United Spinal Association's assistance, and through the spinal cord injury Facebook support groups, Twitter, and word of mouth. Data was analyzed using grounded theory. Multiple researchers and data collection from multiple sources ensured rigor, trustworthiness and triangulation.

**SP2-8 Caregiver Education for Infants in the Neonatal Intensive Care Unit**  
**STUDENTS:** Cheryl Mae Granada and Rachel Chernenkoff  
**FACULTY:** Kurt Hubbard, Nova Southeastern University, Tampa  
 The Neonatal Intensive Care Unit (NICU) is an interdisciplinary and comprehensive area where occupational therapists provide services for pre-term infants (Caretto, Topolski, Linkous, Lowman, & Murphy, 2000). The complexity of having a newborn with complications plays a toll on the mental health of families, which may affect caregiving (Pizur-Barnekow, 2010). The American Occupational Therapy Association Evidence-based Practice Project identifies caregiver education in the NICU as a priority area of research (Bendixen & Kreider, 2011). This poster reviews the critical factors involved in a caregiver program and the role of occupational therapy.

**SP2-9 Effectiveness of Joint Attention Intervention on Increasing Social Interaction Skills in Children with Autism**  
**STUDENTS:** Jennifer Smith and Sharon Medina  
**FACULTY:** Sergio Romero, University of Florida  
 Social interaction skills, including joint attention (JA), are impaired in the majority of children with autism. This review of four randomized controlled trials examined the effect of JA interventions on frequency of initiations and responses between the children with autism and the interventionist. JA interventions implemented by caregivers, teachers, and specialist in multiple settings yielded varied results. Despite the mixed results, pediatric occupational therapists may consider using JA techniques in practice.

**SP2-10 Effectiveness of an Activity-based Educational Resource for Hispanic Parents to Prevent Childhood Obesity**  
**STUDENTS:** Alex Mendoza, Juan Rosa  
**FACULTY:** Belkis Landa-Gonzalez, Barry University  
 This poster session discusses the design and development of an educational resource for Hispanic parents to use with their children to increase their knowledge about nutrition, the development of healthy habits and prevention of obesity. It also informs parents about the role of occupational therapy in health and chronic disease management.

**SP2-11 Little Sprouts**  
**STUDENTS:** Sarah Briggs, Kellie Bellamy, Whitney Kummer, Eisvina Jankaukaite and Brittany Stirling  
**FACULTY:** Sarah Fabrizi, Florida Gulf Coast University  
 This study provides details of a playgroup developed to determine the feasibility and effectiveness of playgroup intervention to improve child social-emotional competence and parent engagement. Interventions consisted of play activities in a semi-structured format to involve key domains of development imperative to a positive adjustment to the preschool classroom: social engagement, communication, and emotional and behavioral regulation. Playgroups have the potential to support the transition to community and school participation.

**SP2-12 Perceptions of Quality of Life of Autistic Adults**  
**STUDENTS:** Trish Ritter, Jason Chukwura, Christine Maximos and Dave Pierre-Louis  
**FACULTY:** Barbara Kornblau, Florida A&M University  
 This qualitative study explores autistic adults' perspectives of quality of life through an online survey open-ended questions using Survey Monkey. Participants were solicited from multiple closed, online Facebook communities, an online autism Internet forum, Twitter, and word of mouth. Qualitative data was analyzed using grounded theory until saturation was reached. Multiple researchers and data collection from multiple sources ensured rigor, trustworthiness and triangulation of the data.

**SP2-13 Strategies to Promote Physical and Mental Wellbeing of College Students While Studying**  
**STUDENTS:** Jordan Marcus, Anthony DePiero, Jennifer Smith and Albert Daley II  
**FACULTY:** Sandra Winter, University of Florida  
 Physical stressors such as poor posture and improperly adjusted furniture diminish an individual's occupational performance. The project aimed to perform ergonomic assessments of University of Florida student's studying or working environment and offer suggestions to decrease physical stress and improve focus. We partnered with the on-campus health organization GatorWell to reach out to students. Occupational therapists who include ergonomics in patient assessment may optimize occupational performance outcomes.

**SP2-14 Social Skills Interventions for Individuals with Brain Injury**  
**STUDENTS:** Allison Clemons, Kristen Oman and Olivia Dicks  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 Deficits in social interaction skills are common amongst persons following a brain injury (BI). Articles published within the past 14 years were critiqued to determine the efficacy of social skill interaction interventions on the occupational performance for persons with BI. Among the seven critically appraised articles, five showed positive results in regard to the research question while two articles did not show significant improvement or had a low level of evidence.

**SP2-15 Quality of Life Among Older Drivers and Non-Drivers**  
**STUDENTS:** Sharon Sason, Nastassia Dietrich and Kinnary Patel  
**FACULTY:** Debora Oliveira, Florida A&M University  
 The objective of this research study was to explore if driving decreased or increased an older adult's quality of life. This research was conducted to compare the differences in quality of life between older adults who are currently driving with those who have ceased driving. The sample population was taken from various senior facilities in Leon County, Florida.

**SP2-16 Providing the Foundation for Volunteer Knowledge in Equine-assisted Therapy**  
**STUDENTS:** Kimberlee Kurtz, Cristina Gutierrez, Carolina Gonzalez and Katie Brockmeyer  
**FACULTY:** Sandra Winter, University of Florida  
 College-age volunteers face a sharp learning curve due to a lack of knowledge and experience with equine-assisted therapy and populations with disabilities. Collaborating with an equine-assisted therapy program, a volunteer manual was developed to cover lesson activities, disability information and safety. Since these volunteers are interested in assisting diverse populations, this manual provides a foundation for them to begin training themselves for their future careers.

**SP2-17 Interventions for Young Children with Social Skill Deficits**  
**STUDENTS:** Allyson Duce, Melissa Mitchell and Chelsey Callahan  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 This critically appraised topic focuses on the effects of early intervention for social skill development. Outcome measures addressed social communication skills. Interventions included play, behavioral support, and family/teacher training. Results showed the best outcomes achieved when teachers, parents, and therapists collaborated in early intervention for the development of social skills.

**SP2-18 Patients, Caregivers, and Parents of Children Who Have Received Occupational Therapy, Perceptions of Occupational Therapists**  
**STUDENTS:** Sierra Thompson, Kiara Morris and Ryan Smith  
**FACULTY:** Barbara Kornblau, Florida A&M University  
 This qualitative study explored patients, caregivers, and parents, perceptions of occupational therapists, through an online survey of open-ended questions, using Survey Monkey. Participants were solicited from a closed Facebook community, Fibro and Pain, the Disabled Parenting Project, listserv, Twitter, and word of mouth. Qualitative data was analyzed using grounded theory until saturation was reached. Multiple researchers and data collection from multiple sources have ensured rigor, trustworthiness and triangulation.

**SP2-19 Facilitating Community Engagement Through Dance for Individuals with Parkinson's Disease**  
**STUDENTS:** Kathleen Contreras, Christina Rivera, Tyler Weaver, Gaura McLeod and Delaney Connolly  
**FACULTY:** Sandra Winter, University of Florida  
 The goal of this project with the UF Center for Arts in Medicine is engaging persons with Parkinson's disease (PD) in a meaningful, community-based activity. Research supports the benefits of an adaptive dance program in addressing both psychological and physical PD symptoms. Given the degenerative nature of Parkinson's disease, use of a dance program may promote access to community support, slow symptom progression, and increase quality of life.

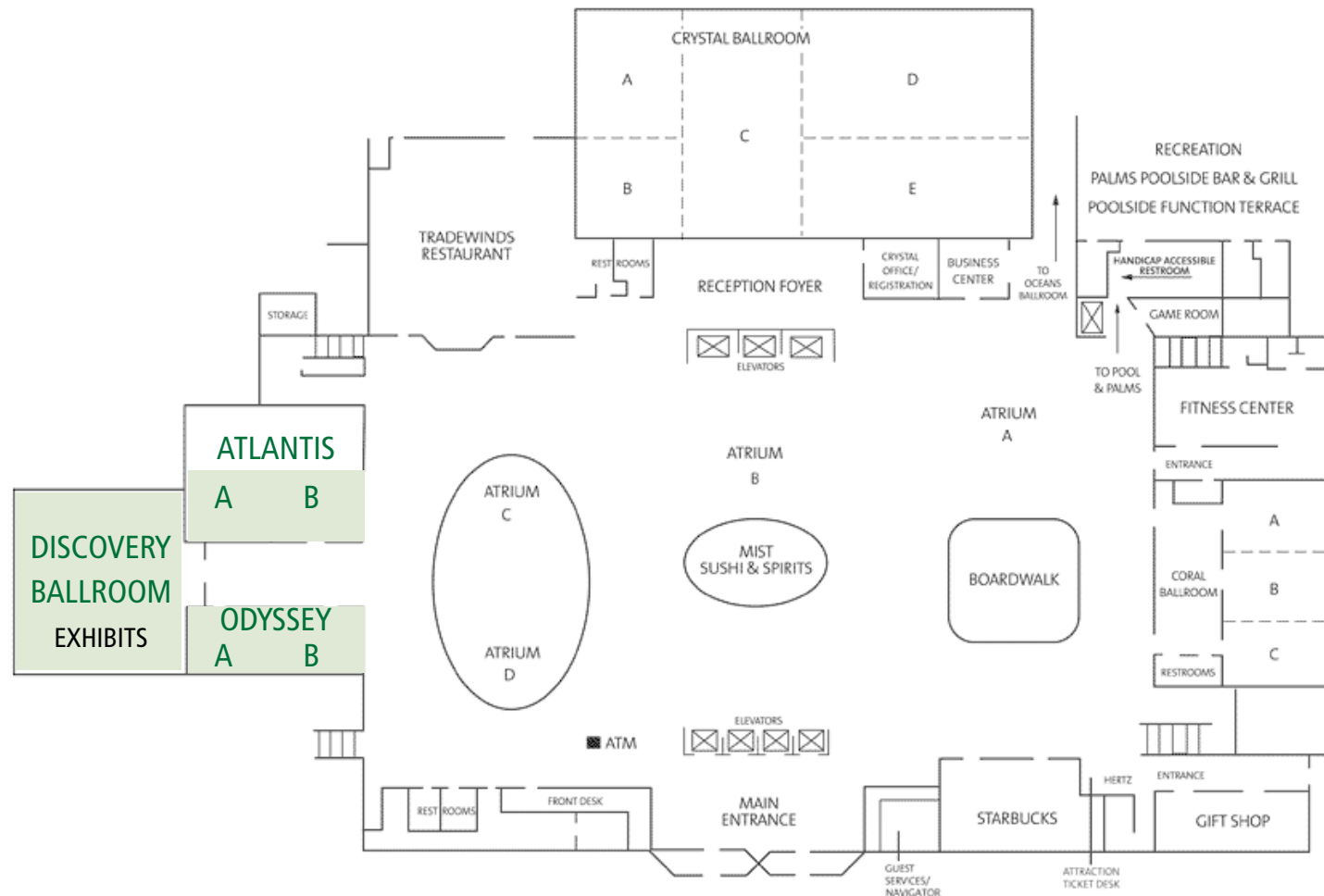
**SP2-20 Social Skill Intervention for the Population of Autism**  
**STUDENTS:** Laura Jordan, Brennan Batten and Daniela Bustamante  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 Those with Autism Spectrum Disorder (ASD) have difficulties with social skills and are susceptible to feeling secluded with few peer relationships. The combined data from this critically appraised topic suggests that social skills training is effective for improving social skills in the population with ASD. The studies provide a good foundation for occupational therapist's interventions; however, further research is needed to support treatment for this population.

- SP3-1 Discharge Options and Intervention Planning for the Homeless Population in the Acute Care Setting in Pinellas County, Florida**  
**STUDENT:** Kristin Carlisle  
**FACULTY:** Annette Bullard, Polk State College  
 What are the roles of OT practitioners in an acute care setting? As an OTA, how can I collaborate with an occupational therapist in making pertinent, client-centered goals for patients who will be under my care for only three to five days? What if they are homeless and need further care, but they do not have health insurance?
- SP3-2 Correlation Between Executive Function and IADLs in Older Adults with Mild to Moderate Dementia**  
**STUDENTS:** Ashley Pride, Delandra Keith and Porscia Williams  
**FACULTY:** Debora Oliveira, Florida A&M University  
 This research investigates the correlation between executive function and IADL performance in older adults. The research population consisted of older adults with mild to moderate dementia living in assisted living facilities in the Tallahassee area. Data was derived from two assessments, the Lawton IADL scale and the SLUMS executive function measure, then analyzed using One-Way Analysis of Variance for Independent or Correlated Samples. Keywords: IADLs, executive Function, assisted living facilities. Lawton, SLUMS.
- SP3-3 Perception of Barriers to Return to Work of People with Spinal Cord Injuries**  
**STUDENTS:** Sandy Michaud, Samyra Wilson and Kaiya Akintonde  
**FACULTY:** Barbara Kornblau, Florida A&M University  
 This qualitative study explored perceptions of barriers to return to work of people with spinal cord injuries (SCI), through an online survey of open-ended questions. Unemployed participants with self-reported SCI were solicited with the help of the United Spinal Association, closed Facebook pages, and word of mouth. Qualitative data was analyzed using grounded theory until saturation was reached. Multiple researchers and data collection from multiple sources ensured trustworthiness, and triangulation.
- SP3-4 Institutional Integration of Students with Learning Disabilities Participating in a Study Implementing a Comprehensive Model of Support**  
**STUDENTS:** Sharon Medina, Nicolas Harrington and Yoonjeong Lim  
**FACULTY:** Consuelo Kreider, University of Florida  
 For students with disabilities in higher education, campus supports have been linked with student success. This research examined campus integration, measured using the Institutional Integration Scale, of post-secondary students with learning disabilities (N=46) enrolled in a study implementing a comprehensive model of support. Four of the five domains and total score were significantly improved after two semesters.
- SP3-5 OT Sensory Strategies to Increase Attention to Task in Children with ADHD**  
**STUDENT:** Rebekah Jarrar  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 Children with ADHD often have lower attention to task comparatively. Studies involving 134 participants, age 3 to 11.6, investigated effects of sensory-based interventions on children's attention to task and were reviewed for this poster. Measures used included CCPT-II, BRIEF, COPM, LIPS, SSP, and Child Behavior Checklist. Outcomes measured included attention to/ completion of tasks, sensory responsiveness, and behavior. Results indicated a positive effect of sensory strategies to increased attention to task.

- SP3-6 How Effective Will Evidence Show Using Sensory Strategies for Young Children with Autism?**  
**STUDENT:** Tracey Kennedy  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 This poster presents an evaluation of articles using sensory strategies for young children with Autism Spectrum Disorder (ASD). The results demonstrate that sensory strategies, including sensory integration therapy can be effective in treatment of children with ASD to enhance their independence and participation in daily activities. The results will help occupational therapists chose effective interventions for children with ASD.
- SP3-7 The Efficacy of Interventions to Improve Social Skills in Children and Adolescents with Autism Spectrum Disorder**  
**STUDENT:** Chantal Gaston  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 This poster presents evidence of the efficacy of interventions on improving social skills in children and adolescents with Autism Spectrum Disorder. Interventions included Theory of Mind, early intensive behavioral analytic treatment, applied behavioral analysis, mind reading, behavioral reinforcement, cognitive behavioral therapy, and music therapy. Some interventions were effective, while other interventions did not have a significant effect on social skills throughout the study. Implications for OT practice will be discussed.
- SP3-8 How Parents with Disabilities View or Define Quality of Life**  
**STUDENTS:** Alicia Edwards, Monique Burke and Aneisha Linster  
**FACULTY:** Barbara Kornblau, Florida A&M University  
 This qualitative study explored how parents with disabilities view or define quality of life, through an online survey of open-ended questions via Survey Monkey. Researchers recruited participants from the Disabled Parenting Project, listserv, a closed Facebook support group known as Fibro and Pain, Twitter, and word of mouth. Researchers analyzed data using grounded theory until they reach saturation. Multiple researchers and data collection from multiple sources insures rigor, triangulation, and trustworthiness.
- SP3-9 Therapeutic Interventions and Their Effect on Youth with ASD**  
**STUDENTS:** Danielle Weinstein, Lauren Spoto, Jaci Trahan and Kathleen Taylor  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 This critically appraised topic focuses on interventions that improve occupational performance in youth with Autism Spectrum Disorder (ASD). Meeting the occupational needs of youths with ASD is a focus in research. Studies used cognitive behavioral therapy, social skills training, or sensory integration to improve quality of life. All of these interventions had a positive impact on this population. However, randomized controlled trials are needed to strengthen the evidence.
- SP3-10 What Cognitive Interventions Are Effective for People Post Stroke?**  
**STUDENTS:** Kathleen Lerner  
**FACULTY:** Anne Hull, University of St. Augustine  
 A few cognitive interventions have been studied to treat post-stroke patients. They include a Goal-Plan-Do-Check technique, cognitive-based computer rehabilitation (CBCR) programs, attention process training, and virtual reality-based exercise programs. This poster will review these programs and share results of these studies. Overall these treatments were found to be effective at improving cognition.

- SP3-11 Spital's 21 Piece Challenge Hand Assessment: A Performance Skill Comparison of Athletes and Healthy Adults**  
**STUDENTS:** T'erra Dale, Brionna Smith and Stephen Pitts  
**FACULTY:** Debora Oliveira, Florida A&M University  
 The Spital's 21-Piece challenge assessed the cognitive, visual, and motor skills of adult participants. Researchers timed participants during the assessment. Data collected from this research aided the development of normative data and compared the occupational performance skills of adult athletes and nonathletic adults. The researchers also examined the factors that affect the assessment administration. Researchers used the snowball sampling technique and used a convenience sample of 100 participants.
- SP3-12 Increasing Public Knowledge of Occupational Therapy: Uncovering Areas for Occupational Therapy Advocacy**  
**STUDENTS:** Alex Ross and Christina Bornmann  
**FACULTY:** Kayla Collins, University of St. Augustine  
 To the general public, occupational therapy may be an unfamiliar profession, or individuals may be unaware of the full scope of practice. Using web crawling, an electronic data mining technique, news articles were collected. Several practice areas were identified that routinely exclude occupational therapy from the public discussion. These areas should be a focus of advocacy in order to increase the impact of occupational therapy within the community.
- SP3-13 Bridging the Gap Through Virtual Reality**  
**STUDENTS:** Josh Wiseman, Mason McCall and Troy Henderson  
**FACULTY:** Kimberly Fahlgren, Florida State College at Jacksonville  
 One hallmark of development in a teen's life is learning to drive. This is a critical occupation for fully participating in social and employment roles. Teens with ASD or ADHD experiencing deficits in mental flexibility, planning, and self-monitoring struggle with mastering this skill. This poster seeks to educate OT practitioners on options available that will address these developmental challenges during training through the use of simulations and virtual reality.
- SP3-14 Autism Speaks to All: Using Sensory Techniques to Improve Social Skills, Communication, and Sensory Processing**  
**STUDENT:** Ciawanda McDonald  
**FACULTY:** Bonnie Decker, University of St. Augustine  
 Children with autism spectrum disorder (ASD) often present with difficulties in sensory processing, social and communication skills. Occupational therapy intervention strategies assist children in overcoming difficulties in these areas to improve their quality of life. Studies involving 134 participants, age 3 to 17, investigated the efficacy of sensory techniques on children's social, communication and sensory processing skills. The results showed significant improvement in sensory processing, autistic mannerisms and social skills.
- SP3-15 Chronic Pain Patients' Perceptions of Treatments That Decrease Pain and Increase Function**  
**STUDENTS:** Emily Jehl, Erin Solger and Crysta Weaver  
**FACULTY:** Barbara Kornblau, Florida A&M University  
 This qualitative study explored chronic pain patients' perceptions of treatment interventions to decrease pain and increase function through an online survey of open-ended questions. Participants were recruited from closed Facebook communities. These methods ensured participation was voluntary. No identifiable information or IP addresses were collected. Qualitative data was analyzed using content analysis and grounded theory until saturation. Multiple researchers and data collection from multiple sources ensured triangulation, rigor and trustworthiness.

- SP3-16 Relationship Between Years of Caregiving Experience and Burden and Depression Outcomes**  
**STUDENT:** Rachel Graf  
**FACULTY:** Constance Uphold, University of Florida  
 Family members of stroke survivors are often unexpectedly shifted into the role of caregiver, increasing burden and depression for the caregiver. Stroke education can prepare the caregiver in their new role. This study investigates if years of caregiver experience have a relationship with caregiver burden and depression, and, if years of caregiving experience are related to amount of change in depression and burden following a caregiver problem-solving intervention.
- SP3-17 Parent Stress as Related to Feeding in Children with Autism Spectrum Disorder**  
**STUDENT:** Julia Lutz  
**FACULTY:** Sandra Winter, University of Florida  
 This study evaluated the relationship between problematic feeding behaviors and parent stress during a pilot, open trial for a behavioral parent training program (PT-F) intervention for children with Autism Spectrum Disorder (ASD; n=14). Stress levels, measured using the Parent Stress Index, shows trends toward statistical significance over the course of the eight-week trial. Findings may guide interventions to improve feeding in children with ASD.
- SP3-18 Music Intervention and Disruptive Behavior in Individuals with Dementia: A Literature Review**  
**STUDENTS:** Olandria Lockhart, Summer Haxby, Dylan O'Connell and Andrea Stallard  
**FACULTY:** Dennis McCarthy, Nova Southeastern University, Tampa  
 Dementia is impacting millions of individuals worldwide. The disruptive behavior that accompanies this diagnosis is often treated with psychoactive medication. This poster presents a literature review assessing the effectiveness of an alternative, nonpharmacological approach known as musical intervention. The poster presents analysis of the benefits and barriers of musical intervention as well as specific limitations of current literature that may prevent the application of this intervention to clients with dementia.
- SP3-19 Helping Residents of Affordable Housing Understand Clutter's Influence on Quality of Life**  
**STUDENTS:** Giselle Alvarez and Courtney Burrell  
**FACULTY:** Rachele Dorne, Nova Southeastern University, Fort Lauderdale  
 Social isolation, financial burdens, and limited physical space due to clutter are areas of serious concern for older adults living with hoarding disorder, also risking being evicted and losing independence. This research study explored the social, environmental, and personal contextual factors of hoarding among older adults living in affordable rental housing and to determine the level of knowledge the participants will gain following a brief, informative presentation.
- SP3-20 Spreading Kindness All Around**  
**STUDENT:** Madeleine King  
**FACULTY:** Annette Bullard, Polk State College  
 Occupational therapists and occupational therapy assistants strive to improve individual's lives - physically, emotionally and mentally. My observation is that the local community is lacking in kind hearts and that senior citizens can improve the community with kind acts that will, in turn, benefit them. My poster will go into detail about my 2016 Level I fieldwork project and the improvements it brought to a local community center, the seniors, the community, and local law enforcement.



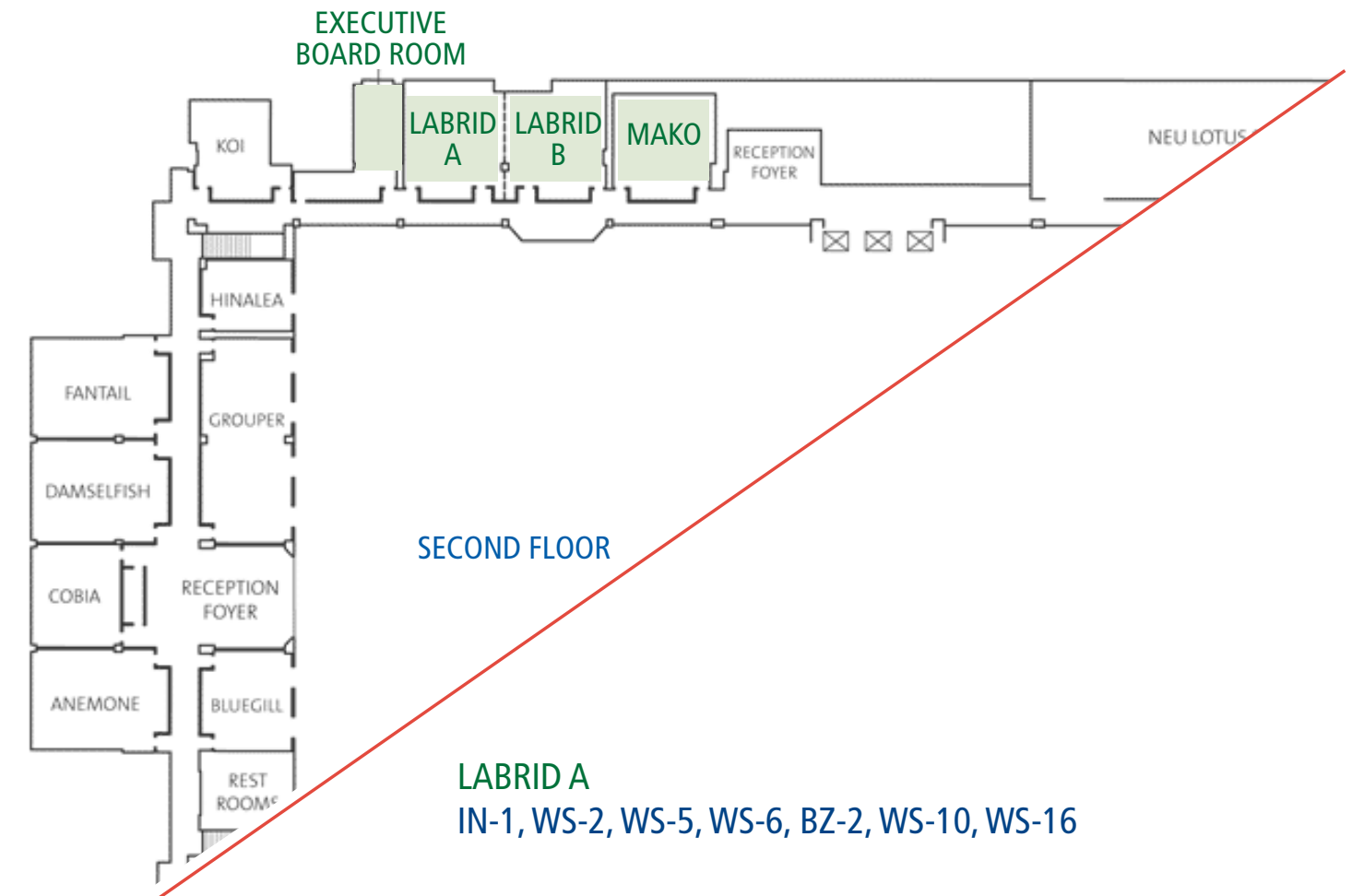
**ATLANTIS A**  
 Student Posters Sessions 1, 2, & 3  
 Professional Posters  
 WS-11, SC-19

**ATLANTIS B**  
 SC-13, BZ-3, WS-12, SC-20

**ODYSSEY A**  
 SC-1, WS-1, WS-3, WS-7, SC-14, SC-17,  
 BZ-5, SC-21

**ODYSSEY B**  
 ST-1, ST-2, ST-3, ST-4, ST-5, SC-10, WS-8,  
 SC-18, WS-15

**DISCOVERY BALLROOM**  
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**LABRID A**  
 IN-1, WS-2, WS-5, WS-6, BZ-2, WS-10, WS-16

**LABRID B**  
 IN-2, SC-5, SC-7, SC-8, SC-9, SC-12, SC-16,  
 WS-14

**MAKO**  
 SC-2, SC-3, SC-4, SC-6, WS-4, SC-11, WS-9,  
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