

- **Course or Event Title:** 2019 Fall Conference
- **Date(s):** Friday, September 20 through Sunday, September 22, 2019
- **Location:** The Hampton Inn at Orange Beach, Alabama
- **CE Provider Information:** the Alabama Occupational Therapy Association has been an AOTA Approved Provider of Continuing Education (provider#7134) since 2010.
- **Target Audience:** occupational therapy practitioners and students
- **Total Available CEU/Contact Hours for the Course or Event:** 1.1 CEUs, or 10 contact hours awarded for attendance to all event offerings (including posters). See below for complete course or event details.
- **Course or Event Completion Requirements:** an electronic certificate of completion will be provided for attendees who submit evidence of attendance (form provided with conference materials). Paper certificates are available upon request.
- **Cancellation Policies:** Full refunds, minus any applicable electronic transaction fees, will be honored for all requests received 48 hours in advance of the start date of the course or event. A credit for future course offerings will be offered in lieu of a refund for requests submitted less than 48 hours, but in advance of the start time of the course or event. Requests made after the start of the conference will not be refunded or credited. Cancellations or no-shows without notification will not be refunded or credited. All requests must be submitted in writing to [membership@alota.org](mailto:membership@alota.org).
- **Special Needs Request:** ALOTA does everything possible to ensure an instructional environment that enhances the learning process, including attempts to create a fully accessible educational environment from which all learners can benefit. If you anticipate any special needs as part of the course or event, please contact [membership@alota.org](mailto:membership@alota.org) with your request. Requests must be made with a reasonable amount of sufficient notice in order to have accommodations put in place.



**Title:** AARP Real Possibilities for OT

**Description:** The purpose of the presentation is to introduce to OTs AARP's HomeFit program and CarFit program. These programs were developed in collaboration with AOTA. The AARP HomeFit program was developed to educate older adults how to navigate all living spaces independently to allow them to remain in their own homes as they age. Participants receive information on how to easily evaluate their own home for "livability" should they themselves or one of their family members become unable to use stairs, or must rely on assistive devices. It is designed help individuals plan for independence, choice and dignity as they age. CarFit is a free educational program created by the American Society on Aging, and developed in collaboration with AAA, AARP, and the American Occupational Therapy Association (AOTA). The goals of the community-based program are three-fold: Help older drivers improve the "fit" of their vehicles for maximum safety and comfort; promote conversations among older adults and families about driver safety and the continued need for mobility options to keep people involved in their communities; and link adults with relevant, local resources that can help ensure they drive safely longer.

**Speakers:** Dorothy C. Dorton

**Educational Level:** Intermediate

**Learning Objectives:**

- Introduce OTs to the HomeFit Program and describe the resources available within the program
- Introduce OTs to the CarFit Program and describe the resources available within the program
- Provide information on how to be trained in each program for their community and clients

**AOTA Classification Code:** 1, 2, 3

**CEU/Contact Hour:** .1 CEU or 1 contact hour

**Title:** Perilous Points of Pressure-Common Nerve Disorders of the Upper Extremity

**Description:** The neurological control of the Upper limb occurs by way of the Brachial Plexus. Through a complex system of neurological mixing and sorting peripheral nerves emerge that innervate the muscles of the upper limb. As these nerves make their way through the upper limb, they encounter areas of bone, muscle and other soft tissue. These areas, “Perilous Points of Pressure”, create an environment that is favorable for compression and damage. This discussion will explore the anatomy of those danger zones and discuss interventions to prevent and alleviate the dysfunction that occurs when there is an injury.

**Speakers:** Susan P. Denham EdD, OTR/L, CHT

**Educational Level:** Intermediate

**Learning Objectives:**

- Participants will describe the research studies that are being performed in the occupational therapy profession.
- Participants will explain the process for conducting evidence-based research.
- Participants will identify the importance of evidence-based research for the occupational therapy profession.

**AOTA Classification Code:** 2, 3

**CEU/Contact Hour:** .1 CEU or 1 contact hour

**Title:** Keynote Address: A Message from our AOTPA Regional Director- Shaping the Future Of Occupational Therapy Through Advocacy

**Description:** Occupational therapy and political advocacy from the perspective of the American Occupational Therapy Association.

**Speakers:** Dawn Sonnier, LOTR

**Educational Level:** Introductory

**Learning Objectives:**

- Have an increased understanding of the purpose and function of the American Occupational Therapy Political Action Committee (AOTPAC)
- Identify why AOTPAC is essential for occupational therapy
- Have an increased understanding of the role of a lobbyist
- Be able to identify candidates from AL who have been supported by AOTPAC
- Have a clear understanding of the AOTPAC's fundraising efforts, the amount of monies raised, and how AOTPAC fundraising money is dispersed

**AOTA Classification Code:** 3

**CEU/Contact Hour:** .1 CEU or 1 contact hour

**Title:** Adaptive Sports and Recreation as Therapeutic Occupation

**Description:** Individuals living with disability in Northeast Florida report physical inactivity and social isolation as routine parts of everyday life. These conditions cause secondary, preventable, and costly health complications which lead to poor quality of life. As a group, people with disabilities fare far worse than their non-disabled counterparts across a broad range of health indicators and social determinants of health such as educational level, income, and employment. Brooks Adaptive Sports and Recreation was developed to remove these barriers and enable participation in personally meaningful occupations that provide opportunities for the social connection and physical activity that support lifelong health, well-being and quality of life. Our health promotion program addresses the physical, social, emotional, educational, and spiritual needs that underpin health. Occupational therapy professionals are uniquely qualified to address the unmet need of individuals living with disability for participation in personally meaningful occupations. Brooks Adaptive Sports and Recreation is an example of an emerging practice area that is grounded in occupational therapy evidence and is easily replicable across individuals, communities and populations. Guided opportunities to apply the concepts of this program to other practice settings will be provided.

**Speakers:** Alice Krauss & Elizabeth Pugh

**Educational Level:** Introductory

**Learning Objectives:**

- To clearly see the AOTA Vision 2025 in action and identify the pillars of effectiveness, leadership, collaboration, accessibility, and diversity in this occupation-based practice model.
- To be able to translate this practice model using other occupations and with other populations to promote health, well-being, and quality of life.
- Identify barriers and solutions to authentic occupation-centered practice.

**AOTA Classification Code: 1**

**CEU/Contact Hour: .1 CEU or 1 contact hour**

**Title:** Tech Talk

**Description:** Clients diagnosed with cognitive, visual, and hearing impairments, as well as individuals who struggle managing chronic disease, often must rely on their caregivers for performance of ADL/IADL. The use of mainstream technology can bridge the gap to allow clients to overcome physical, sensory, and medical deficits to increase independence and safety (Gentry, 2018). Occupational therapists have the distinct ability to identify/train clients on the use of appropriate technology to address specific areas of concern. Using the Person Environment Tool (PET) Model, occupational therapists can successfully match the person, context, and technology to increase the individual's daily function (Gustav & Lars-Olov, 2018). This presentation aims to provide education on the role of occupational therapy to increase occupational performance through mainstream technology.

**Speakers:** Laura Smith, MS,OTR/L & Alyssa Ritenour, DrOT, OTR/L

**Educational Level:** Intermediate

**Learning Objectives:**

- Discuss conceptualized framework to effectively match the person, environment, and technology to promote independence in daily activity
- Describe how smart technology and apps can increase functional independence in patients with cognitive, hearing, and visual impairment
- Discuss available smart technology and apps for patient with chronic disease



<b>AOTA Classification Code:</b> 1, 2, 3
<b>CEU/Contact Hour:</b> .1 CEU or 1 contact hour
<b>Title:</b> Goal Setting and Client Engagement in Acute Mental Health
<b>Description:</b> Acute care occupational therapists in a level one trauma center come across a wide variety of diagnoses. There are several areas in the hospital that OTs receive consults: hospitalist/general medicine, general surgery, neuro, trauma & burn, cardiopulmonary, oncology, and palliative care. Four case studies will be discussed to learn more about the acute care occupational therapy process within the hospital setting. These case studies will also demonstrate barriers therapists come across, the psychological impact on patients in this setting, and intervention strategies used.
<b>Speakers:</b> Miranda Wagstaff, OTR/L, Sherita Lumpkin, OTR/L
<b>Educational Level:</b> Introductory
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Identify 2 components of the recovery process that are addressed through the goal setting activity.</li> <li>• Describe a benefit of formalized goal setting in the acute mental health setting.</li> </ul>
<b>AOTA Classification Code:</b> 1, 2, 3
<b>CEU/Contact Hour:</b> .1 CEU or 1 contact hour
<b>Title:</b> Upper Extremity Protection when Using Portable Electronic Devices: Advice for Patients and OT Clinicians
<b>Description:</b> With the amount of gadgets individuals own and with the requirements of electronic documentation, patients and clinicians are at risk for developing musculoskeletal conditions of the neck and upper extremities. The purpose of this presentation is to discuss current issues noted in research and strategies for prevention. Content will cover common musculoskeletal conditions with corresponding symptoms and specific techniques for protection of neck, forearms, wrist, and hands. Appropriate

adaptive equipment/supportive devices and preventative neck/upper extremity stretches will also be covered.

**Speakers:** Renee Hall, OTD, OTR/L, CHT

**Educational Level:** Introductory

**Learning Objectives:**

- Demonstrate understanding of common musculoskeletal conditions caused by repetitive stress and poor posture from portable electronic device use;
- Give examples of strategies to prevent symptoms commonly seen from poor posture/overuse of electronic devices (i.e. “Text Neck/Thumb”);
- Describe possible adaptive equipment available and strategies for iPhones, iPads, and laptop computers; and
- Demonstrate appropriate stretches/exercises designed for patients and/or OT clinicians to improve neck and upper extremity strain

**AOTA Classification Code:** 1, 2, 3

**CEU/Contact Hour:** .1 CEU or 1 contact hour

**Title:** Occupational Therapy Clinical Fellowship: Improving Patient Outcomes through Fellowships in Evidence-Based Practice

**Description:** Evidence-based practice (EBP) is one of the cornerstones of current occupational therapy practice. However, research shows that entry-level occupational therapists report difficulty transforming evidence into practice. A gap exists between knowledge and application of EBP for several reasons, including poorly developed critical thinking skills, lack of knowledge or understanding, poor time management skills, and lack of confidence in transferring evidence to practice in clinical settings. To bridge this gap, a proposed clinical fellowship would allow master’s-level occupational therapy students to participate in a 2-week, physician-supervised clinical rotation. The proposed fellowship helps students develop a critical pathway for occupational therapy treatment intervention in collaboration with the supervising physician. Students will choose a patient and diagnosis from the supervising physician’s current



caseload and research that specific diagnosis. Students will then develop a critical pathway based on the evidence found related to the diagnosis. This fellowship will help students identify and appraise relevant research, and then (with supervision from the physician) translate that research directly into practice. By experimenting with EBP in a physician-supervised clinical fellowship, students will be able to support the future of occupational therapy as a profession and help fulfill the American Occupational Therapy Association (AOTA) Centennial Vision.

**Speakers:** Dr. Tenika S. Turner, BSOT, OTR/L

**Educational Level:** introductory

- Learning Objectives:**
- 1. Establish a life-time commitment to furthering occupational therapy as an evidence-based profession by producing entry-level therapist with keen critical thinking skills for EBP implementation.
  - 2. Development of an evidence based tool.
  - 3. Increase new practitioners utilization of evidence based practice.

**AOTA Classification Code:** 1, 2, 3

**CEU/Contact Hour:** .1 CEU or 1 contact hour

**Title:** Therapeutic Use of Self Across the Lifespan: Emerging Practitioners'

**Description:** Grading, modifications, and adaptations are all interventions used to support task completion in multiple environments to reach optimal occupational performance. When planning evaluations, treatment sessions, and family meetings, occupational therapists often account for the client’s sensory preferences, functional and cognitive abilities, limitations of the environment, and overall treatment goals. The piece that is often overlooked in this process is the distinct value that occupational therapists themselves bring to the session; the grading, modification, and adaptation of oneself and personal interactions with the client to foster therapeutic relationships. Through the employment of therapeutic use of self, occupational therapists have the potential to increase the chance of positive outcomes in therapy sessions. Therapeutic use of self is seen as a “critical component” of occupational therapy by many



practitioners yet a large percentage report inadequate education related to incorporating this into practice (Taylor, 2009). There are seemingly different perceptions, barriers and benefits of therapeutic use of self as well as contributions to the distinct value of occupational therapy. The presenters will share tangible ways to increase self-awareness of intrinsic biases, reduce patients' emotional barriers to treatment, improve positive treatment outcomes, as well as using the greatest therapy tool: oneself.

**Speakers:** Rachel Gahan, M.S., OTR/L, Catherine Verga, M.S. OTR/L, Miranda Wagstaff, M.S.,OTR/L

**Educational Level:** Introductory

**Learning Objectives:**

- Participants will gain insight into evidence-based use of therapeutic use of self.
- Participants will explore a variety of strategies for using therapeutic self to decrease barriers, promoting occupational engagement and positive therapy outcomes.
- Participants will apply therapeutic use of self to case scenarios across the lifespan.

**AOTA Classification Code:** 1, 3

**CEU/Contact Hour:** .1 CEU or 1 contact hour

**Title:** A Follow-up Study of Injury Prevention for Computer Workers through Ergonomic Education: A Descriptive Study

**Description:** As an ergonomic intervention follow-up, this study is important because it reveals if ergonomic assessments are substantial in producing prolonged health and wellness, increased knowledge of ergonomics, and workstation safety in order to further reduce risk for injury for computer workers. It also demonstrates occupational therapy's ability to sustain ergonomic programs over a period of time to improve worker safety.

**Speakers:** Jessica Maxwell, OTD, OTR/L, CEAS. et al.

**Educational Level:** Introductory

**Learning Objectives:**

- Understand how an OT may use standardized tools to re-assess if positive effects were maintained after a year of initial intervention for computer workers'.

<ul style="list-style-type: none"> <li>Describe how an OT follow-up assessment and individual modification for computer workers' workspace can further prevent injury, increase knowledge of ergonomics and healthy practices, as well as improve risk of injury.</li> </ul>
<b>AOTA Classification Code:</b> 1, 2, 3
<b>CEU/Contact Hour:</b> .01 CEU or .10 contact hour
<b>Title:</b> The Impact of Venous Insufficiency on Occupational Performance in Activities of Daily Living and Work Participation
<b>Description:</b> This study addresses the limited knowledge of how Venous Insufficiency (VI) in the lower extremities (LE) impacts occupational performance in ADLs and work participation in both men and women. Current literature primarily focuses on treatment and management of VI in the upper and lower extremities. The aim of this study is to determine how and to what degree VI of the LE negatively impacts participation in everyday tasks inside and outside of the home. A mixed method research design was employed that comprised of a questionnaire and an open-ended interview. The participants were recruited on a volunteer basis only. This study used a concurrent triangulation model for mixed methods to guide data analysis and measurement.
<b>Speakers</b> Tracy O'Connor, OTD, OTR/L, BCPR et al.
<b>Educational Level:</b> Introductory
<b>Learning Objectives:</b>
<ul style="list-style-type: none"> <li>Participants will gain insight into how venous insufficiency limits ADL and work activity</li> </ul>
<b>AOTA Classification Code:</b> 2, 3
<b>CEU/Contact Hour:</b> .01 CEU or .10 contact hour
<b>Title:</b> Title: KultureCity's Sensory Training Program for Special Education
<b>Description:</b> A service learning project with KultureCity and the University of Alabama at Birmingham Department of Occupational Therapy, addressing program development that supplements special education services in the school system, to better address the needs of individuals with sensory processing deficits.



<b>Speakers:</b> Lauren Comer; Emily Hug; Haley Kirk; Chris Eidson, MS, OTR/L; Sarah Tucker, MS, OTR/L
<b>Educational Level:</b> Introductory
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Identify client populations served by KultureCity</li><li>• Discuss challenges associated with occupational deprivation for the clientele served by KultureCity, and current programming initiatives to address this</li><li>• Discuss how sensory initiative training for special educators and associated personnel promotes better inclusion in the school system</li></ul>
<b>AOTA Classification Code:</b> 1, 2, 3
<b>CEU/Contact Hour:</b> .01 CEU or .10 contact hour
<b>Title:</b> Modified Culinary Program for Horizons School
<b>Description:</b> Description: A service learning project with Horizons School and the University of Alabama at Birmingham Department of Occupational Therapy, addressing program development pertaining to pre-screening for vocational readiness for young adult students with disabilities, to enter a modified culinary arts program at an area community college.
<b>Speakers:</b> Emalyn Elmer; Danelle Dumhart; Sarah Freeman; Tyler Williams; Chris Eidson, MS, OTR/L; Sarah Tucker, MS, OTR/L
<b>Educational Level:</b> Introductory
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Identify client populations served by Horizons School</li><li>• Discuss challenges associated with work-readiness training for the clientele served by Horizons, and current programming initiatives to address this</li><li>• Discuss results of the pre-screening program for use in the modified certificate program at Horizons School</li></ul>
<b>AOTA Classification Code:</b> 1, 2, 3
<b>CEU/Contact Hour:</b> .01 CEU or .10 contact hour

**Title:** Understanding How Perceptions Affect Quality of Life and ADL Completion in African American women with lupus

**Description:** Although the literature is replete with evidence that lupus affects African American women at a disproportionately higher rate than other ethnicities, there is a lack of evidence explaining how they cope, manage, and adapt to this debilitating disease. In addition, there is also a lack of evidence pertaining to public knowledge and awareness of this disease. Without a sufficient understanding about the disease progression and the challenges associated with lupus, occupational therapy practitioners may find the process of establishing comprehensive, client-centered interventions difficult. Therefore, this study sought to understand how public and personal perceptions of lupus affect quality of life and activities of daily living (ADLs) in African American women. Researchers conducted semi-structured interviews in person and over the phone with four African American women diagnosed with lupus. Participants were recruited from local support groups and subsequently through snowball sampling. Data from the interviews were coded and analyzed to identify common themes. The results indicated that 75% of the coded public or self-perceptions of lupus were negative. Alternately, 25% of the coded public or self-perceptions of lupus were positive. After analysis, the researchers concluded that further research is required to determine how these perceptions affect quality of life and ADL completion on all individuals experiencing lupus.

**Speakers:** Candra Taylor, MS, OTR/L, MBA, CAPS

**Educational Level:** Introductory

**Learning Objectives:**

- Understand how public perceptions of lupus affect African American women and their participation in activities of daily living.
- Understand how personal perceptions of lupus affect African American women and their quality of life.
- Identify ways to facilitate advocacy and appropriate treatment interventions for all individuals experiencing lupus.

**AOTA Classification Code:** 1

**CEU/Contact Hour:** .01 CEU or .10 contact hour

<b>Title:</b> Effects of IADL Training in Young Adults with Intellectual Disability
<b>Description:</b> The purpose of this study was to determine the effectiveness of instrumental activities of daily living (IADL) training on occupational performance of young adults with Intellectual Disability (ID) using a quantitative, quasi-experimental design. The study took place at the University of South Alabama (USA) over the course of 15 weeks. Researchers utilized a multi-factor intervention approach with eight participants from the Preparing All Students Socially and Academically for Gainful Employment (PASSAGE) program at USA. Cognitive rehabilitation strategies, including behavior chaining, verbal cues, visual schedules, and video modeling, were used to teach IADL tasks on a weekly basis. The specific interventions included meal preparation and home management tasks, such as laundry, bed-making, sweeping/mopping, meal preparation/cleanup, and home safety. The Goal Attainment Scale (GAS) and the Vineland-3 Adaptive Behavior Scale were used to assess each individual's IADL performance using a pretest/posttest format. Twenty-four GAS goals were analyzed among the eight participants (3 goals each) after evaluating their skill level during IADL tasks. Overall, 92% of the GAS goals were reached or exceeded by the participants following the IADL training. Only two of the 24 goals failed to reach the expected level. The Vineland post-tests scores showed an increase in adaptive behavior composite scores and daily living subtest scores. One post-test showed improved domestic subdomain scores. In conclusion, the results of this study suggest that young adults with ID can improve IADLs skills following cognitive rehabilitation intervention training.
<b>Speakers:</b> Tara Thompson
<b>Educational Level:</b> Introductory
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Identify the purpose of the research study and the PASSAGE USA program</li> <li>• Identify the IADL interventions and assessment utilized during the study</li> <li>• Identify how the results of the study contribute to the OT profession.</li> </ul>
<b>AOTA Classification Code:</b> 1, 2, 3
<b>CEU/Contact Hour:</b> .01 CEU or .10 contact hour