Results were positive for increasing knowledge of roles and interprofessional practice and similar to those obtained with a face-to-face format.

**POSTER 105**

**Student Reflection on Distinct Contributions of Humanities-Based Learning in a Course on Aging**

**Content Focus: Instructional Methods**

Susan Coppola, OTD, OT/L, FAOTA, University of North Carolina at Chapel Hill, Chapel Hill, NC

Humanities-based learning (HBL) was integrated into a biomedical and social sciences in aging course. HBL included art, poetry, dance, films, and narratives. Thematic analysis of student reflections on distinct contributions of HBL included seeing older adults as whole, complex, and diverse; openness and a deeper understanding of aging; and expressing meanings and emotions that cannot be put into words. Humanities may offer distinct, valuable learning for client-centered practice with aging adults.

**POSTER 106**

**A Creative Response to COVID: Benefits & Challenges of Developing a Level II Fieldwork Experience in Academia**

**Content Focus: Instructional Methods**

Jeanne Coviello, OTD, OT/L; Erica Pugh, OTD, OT/L, RTY-200, both of Temple University, Philadelphia, PA; Nancy Green; Christa Gallie-Weiss, MS, OT/L, both of Cabrini College of Health Sciences, Concord, NC

This poster provides an overview of OT students’ and OTA faculty’s perspectives of the benefits and challenges related to the development of a Level II fieldwork experience in an academic setting. The use of Level II fieldwork placements in an academic setting can assist OT programs in meeting placement quotas, developing future OT academicians, reinforcing concepts by applying pedagogical principles to promote entry-level competency, and promoting student readiness for practice.

**POSTER 107**

**Clinical Reasoning Development in Level II Fieldwork: OT Assistant Students’ Perceptions**

**Content Focus: Learner Characteristics and Competencies**

Jeanne Coviello, OTD, OT/L, Temple University, Philadelphia, PA; LaRonda Lockhart-Keene, OTD, OT/L, CLA, Thomas Jefferson University, Philadelphia, PA

A mixed-methods study identified the learning activities experienced by OT assistant (OTA) students (N = 57) and explored their perceptions of those activities that promoted the development of their clinical reasoning skills during Level II fieldwork. The results of this study have direct application to OTA academic and fieldwork education programs and can assist with the promotion of opportunities to enhance their students’ learning experiences.

**POSTER 108**

**Clinical Educator Expectations of Student Preparedness for Level II Fieldwork**

**Content Focus: Learner Characteristics and Competencies**

Jasmin Thomas, SUNY Downstate Health Sciences University, Brooklyn, NY; Clarisse Quirit; Stephanie Dobosz; Danielle Diokno; Lawrence Bonna, SUNY Downstate Health Sciences University, Brooklyn, NY

Fieldwork experience is a crucial part of advancement from OT student to competent licensed therapist. Clinical educators reported their perceptions of students’ level of preparedness, which varied in technical and professional skills for Level II fieldwork in physical disabilities and pediatrics. Collaboration between clinical educators and academic programs is essential to improve curriculum development by aligning areas necessary for growth to support student performance.

**POSTER 109**

**Exploring Fieldwork Educator Development: Preparation Methods & Support Tools**

**Content Focus: Learner Characteristics and Competencies**

Kelly Lavin, OTD, OT/L; Pamela Karp, both of New York Institute of Technology, Old Westbury, NY; Tara Collins, DHS, OT/L, Touro College, New York, NY

This poster identifies how OT practitioners prepare for the role of fieldwork educator and how they maintain professional competence in that role through the use and effectiveness of available support tools for fieldwork educators. Results highlight the underutilization of readily available materials.

**POSTER 110**

**Program Evaluation of Digital Clinical Experiences™ Used for Level I Fieldwork**

**Content Focus: Instructional Methods**

Sheri Montgomery, OTD, OT/L, FAOTA, University of St. Augustine for Health Sciences, St. Augustine, FL

Shifts in the health care environment and the onset of coronavirus disease 2019 have affected Level I fieldwork (FW). The shifts resulted in a lack of evidence and support for research related to nontraditional Level I FW. Using the Context, Input, Process, and Product model, the effectiveness of the Digital Clinical Experiences™ product was determined by comparing OT and OTA students’ performance scores on
the Level I Fieldwork Competency Evaluation. Results suggest comparative learning outcomes and strategies to create positive nontraditional Level I FW experiences.

**POSTER 111**
**OD**
Understanding Roles, Expectations, & Supports of Academic Fieldwork Coordinators in OT Programs

**Content Focus: Faculty Development and Resources**

Kimberley Persons, DHS, OTR/L, St. Catherine University, St. Paul, MN; Elizabeth Delulio, OTD, OTR/L, Duquesne University, Pittsburgh, PA; Elizabeth LeQuieu, Arkansas Colleges of Health Education, Fort Smith, AR; Patricia Laverdure, OTD, OTR/L, FAOTA, BCP, Old Dominion University, Richmond, VA

Comparative data on academic fieldwork coordinator (AFWC) institutional support and workload does not exist. A survey was developed to identify the responsibilities and factors that affect the workload of AFWCs and shed light on patterns of practice that lead to workload satisfaction and challenges. Data for this descriptive study were collected from OT assistant, MOT, and OTD programs. Trends in workload, variability in institutional and program-level practices, and the supports and challenges experienced by AFWCs will be discussed.

**POSTER 112**
**OD**
Integrating Data Collection During Fieldwork to Enhance Experiential Learning for the Research Course

**Content Focus: Instructional Methods**

Hongwu Wang, PhD, University of Oklahoma, Oklahoma City, OK

Contributing Authors: Jessica Tzotsoros, PhD, OTR/L; Ashley Efaw, MOT, OTR/L, both at University of Oklahoma, Norman, OK

Research courses provide students with the necessary skills to understand, interpret, critique, and conduct research in OT. The exemplar project is the delivery of an innovative instructional model of integrating fieldwork to enhance experiential learning for the research course. This poster describes the process, collaborative efforts, and outcomes of the project as well as student feedback and reflection on the course and alternative course delivery during the coronavirus disease 2019 pandemic.

**POSTER 113**
**OD**
Supporting Student Self-Efficacy for Level II Fieldwork During COVID-19: A Student-Led Bootcamp

**Content Focus: Instructional Methods**

Lisa Milhan, OTR/L, CHT; Jessica Tzotsoros, PhD, OTR/L, both at University of Oklahoma, Norman, OK

Contributing Authors: Mary Isaacson, EdD, OTR/L, FAOTA; Hillary McGuire; Ashley Efaw, MOT, OTR/L, all at University of Oklahoma, Norman, OK

Clinical boot camp showed significant increases in self-efficacy among MOT stu-
dents during the coronavirus disease 2019 pandemic who expressed anxiety and decreased clinical self-efficacy for their Level II fieldwork. Students picked areas in which they felt least prepared. Faculty provided the hands-on encounter. This experience shows the value of active learning, adds to the body of evidence supporting boot camps to improve clinical self-efficacy, and questions whether a prefieldwork boot camp would be worthwhile in a typical academic year.

**POSTER 114**
**OD**
Large-Scale Interprofessional Education Creating Change: Health Profession Students of a Large University to Address the Opioid Crisis

**Content Focus: Signature Pedagogies**

Monica Robinson, The Ohio State University, Columbus, OH

Contributing Authors: James McAuley, PhD, FAPhA; Jacqueline Loversidge, PhD, RNCAWHC, both at The Ohio State University, Columbus, OH

A goal of IPE is to prepare health students to collaborate and work together toward a common goal, including improved health and safety of individuals and communities. Opioid access and use is a crisis in the United States. This crisis requires all health professionals to work together. To achieve this goal, we have created a large-scale (800 students), active, student-led IPE session to learn from, with, and about other professions regarding the opioid crisis and to develop plans to combat this issue.

**POSTER 115**
**OD**
Application of the Rehabilitation Treatment Specification System in Postprofessional OTD Doctoral Capstone Project Design

**Content Focus: Theory Building**

Jessica Asielo, OTD, OTR/L; Sarah McKinnon, OTD, OTR/L, BCPR, both at MGHI Institute of Health Professions, Boston, MA

The Rehabilitation Treatment Specification System (RTSS) provides structure and a common language to specify and communicate treatment theories. These skills are essential for OTs to enhance clinical reasoning, justify value to stakeholders, and guide future research and program design. Postprofessional OTD students applied RTSS to design and pitch projects to solve complex practice problems. This poster will provide case studies and interactive activities to facilitate experiential learning.

**POSTER 116**
**OD**
Addressing Justice, Equity, Diversity, & Inclusion in Postprofessional OTD Education: From Coursework to Immediate Application in Practice

**Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula**

Sarah McKinnon, OTD, OTR/L, BCPR, MGH Institute of Health Professions, Boston, MA; Jessica Asielo, OTD, OTR/L, Massachusetts General Hospital, Boston, MA

OT practitioners are well suited to support inclusive communities; however, a gap exists in how practitioners address issues affecting justice, equity, diversity, and inclusion (JEDI) in professional practice. An online postprofessional OTD (PP-OTD) program shares key course modules of an accessible, interprofessional, and online doctoral course—the first PP-OTD program with a course dedicated to JEDI content. Student outputs relevant to organizational change are shared.

**POSTER 117**
**OD**
Strategies & Technologies Used During Virtual Applied Anatomy Education During the Pandemic

**Content Focus: Instructional Methods**

De An Sellmann, OTD, OT, University of St. Augustine for Health Services, Dallas, TX; Lesley Kahn-Farooqi, PhD, OTD, OTR/L, CHT, University of St. Augustine for Health Sciences, Austin, TX

The coronavirus disease 2019 (COVID-19) pandemic changed the landscape of higher education. One way of addressing the challenges of teaching anatomy during the COVID-19 pandemic is through student-centered teaching, which involves active and collaborative learning, feedback, and autonomy among students. The purpose of this presentation is to demonstrate creative strategies and technologies used during virtual applied anatomy education with first-term MOT and OTD students.

**POSTER 118**
**OD**
OT Student Voice & the Ecology of Human Performance Model as a Means to Further Develop Nontraditional Fieldworks

**Content Focus: Signature Pedagogies**

Gina Schwarz, OTD, OTR/L, University of Kansas, Lawrence, KS; Zach Baker; Katrina Grendzinski; Courtney Cayton; Hannah Weise, University of Kansas, Lawrence, KS

This presentation describes the application of the Ecology of Human Performance Model as a framework for incorporating the student voice into program development of nontraditional fieldwork. An example from a nontraditional fieldwork site at a local psychosocial Clubhouse is discussed.
POSTER 119
Maximizing Mutual Benefits With Community-Based Experiential Learning in Entry-Level OT Programs
Content Focus: Instructional Methods
Melissa Schaeffer, OTD, OTR/L, BCP; Nicole Quint, DrOT, OTR/L, both at Nova Southeastern University, Ft. Lauderdale, FL
Weaving community-based experiential learning (CBEL) opportunities into the curricula of OT academic programs facilitates knowledge translation through in situ experiences that transcend the classroom. By exploring evidence highlighting benefits of community partnerships and examining CBEL projects, participants will learn the value of and process for building community partnerships and explore opportunities to promote social and occupational justice to cultivate their own CBEL activities.

POSTER 120
Clinician to Academician: A Systematic Review
Content Focus: Faculty Development and Resources
Melissa Gett, OTD, OTR/L; Sharon Novalis, PhD, OTR/L, both at Chatham University, Pittsburgh, PA
There is a growing need for qualified OT faculty nationwide. Current expectations in the university setting require that academicians have clinical experience and indicate that teaching, scholarship, and service are representative of proficiency in professorship. The purpose of this systematic review is to identify the challenges and barriers as well as the strategies recommended to assist in the transition from clinician to academician in the OT academic setting.

POSTER 122
Crash Course Resilience: Examining the Effects of a Resilience Education Program Paired With Peer Support on Student Resilience During Fieldwork
Content Focus: Learner Characteristics and Competencies
Taylor Martin, Duquesne University, Pittsburgh, PA; Patricia Lavender, OTD, OTR/L, FAOTA, BCP; Old Dominion University, Richmond, VA
OT Level II fieldwork students are facing increased challenges and responsibilities in the clinical education placement context. The provision of resilience education and peer support can enable students to develop habits that allow them to adaptively react to and manage the stressors they are faced with in the clinical setting. This presentation will convey the results of a pilot peer-to-peer resilience education program to address these needs.

POSTER 123
Perceived OT Assistant Student Stress During Hybrid Learning
Content Focus: Instructional Methods
Janine Ricketts, OTD, OTR/L, Kent State University, Kent, OH
Contributing Author: Michele Karnes, Gannon University, Erie, PA
As OT assistant (OTA) students navigate hybrid learning, their stress levels can be affected. Perceived levels and sources of stress and the benefits and challenges of the impact of hybrid learning on students’ stress were surveyed. Understanding OTA student stressors and the perceived impact that the hybrid-designed course has on student stress is important to determine how and when to best support students and in making decisions for offering hybrid course instruction.

POSTER 124
Exploring OT–OTA Collaboration in a Virtual Interactive Learning Platform
Content Focus: Instructional Methods
Debbie Bebeau, EdD, OTR, Madison College, Madison, WI; Sarah Clemons-Wagner, St Mary’s Hospital, Madison, WI; Annelise Koshar
This poster demonstrates an interactive virtual learning tool developed to help students explore the OT–OT assistant (OTA) collaborative process. This tool provides an opportunity for intraprofessional collaboration to meet 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) standards. The effectiveness of this learning experience for OT and OTA students was evaluated. Results suggest increases in perceptions of student confidence, knowledge acquisition, and clinical reasoning.

POSTER 125
OT–OT Assistant Student Response to COVID-19: A Cross-Sectional Survey of Occupational Therapy Student Roles During Crisis Management
Content Focus: Socialization to the Profession
Frances Calingo; Olivia Biller; Tina De Angelis, all at Thomas Jefferson University, Philadelphia, PA
Coronavirus disease 2019 (COVID-19) caused disruptions and opportunities for OT practitioners and students. A cross-sectional survey design study (N = 851) collected entry-level OT students’ beliefs regarding the scope of practice in crisis management and volunteer activities during crisis response. Descriptive and analytical themes emerged regarding student involvement in COVID-19 relief efforts. Results indicate overwhelming support for OT’s role in crisis response.

POSTER 126
It Takes a Village: Virtual Service Learning Across the Life Span
Content Focus: Signature Pedagogies
Erin Schieler, EdD, OTD, OTR/L, University of St. Augustine, San Marcos, CA; Jessica De Brun; Erin McIntyre, OTD, OTR/L; Jennie DiGrado, OTD, both at University of St. Augustine for Health Sciences, San Marcos, CA
Service learning has been an integral aspect of our OT program. The transition to virtual education limited many of its community-based opportunities. Each population presented with its own unique challenges and barriers to virtual implementation. Three examples of virtual service learning will be discussed to illustrate the variety of approaches that were used within settings across the life span.

POSTER 127
Implementing an Intraprofessional Event: An Option for Both an In-Person & a Virtual Experience
Content Focus: Instructional Methods
Oaklee Rogers, OTD, OTR/L, Northern Arizona University, Flagstaff, AZ; Sophia Uehara, Pima Medical Institute, Mesa, AZ
OT and OT assistant (OTA) collaboration is critical to the success of patient care. However, OT practitioners generally do not gain the experience of working with one another until they are already practicing. One OT and OTA educational program developed and implemented an intraprofessional education event over the past 2 years. An overview of how the event was implemented both in-person and virtually, how the learning objectives were met, and the student outcomes are reviewed in this poster.
Friday, October 22

Platform Sessions

9:30 AM–10:30 AM
Regency CD

PLATFORM 101A

Virtually Escaping: Using a Virtual Escape Room to Enhance Student Motivation & Teach Group Dynamics in an Online Course

Content Focus: Instructional Methods
Kayla Collins; Bridget Scheidler, EdD, OTR/L, CAPS, both at Baylor University, Waco, TX
Virtual escape rooms (VERs) are an evolving approach to enhance the online classroom with technology. VERs challenge students’ self-determination and incorporate principles of social constructivism. This session describes the benefits of VERs, provides resources for creating VERs, and describes the successful utilization of VERs to teach group dynamics in an online OT class. Student feedback included wanting more VERs in the curriculum and increased engagement from the cohort.

PLATFORM 101B

An Innovative Approach in the Use of a Social Simulation Training Program: Teaching OT Students About Trauma-Informed Care

Content Focus: Instructional Methods
Mary Isaacson, EdD, OTR/L, FAOTA, University of Oklahoma, Norman, OK
A simulation-based training model, the Professional ACES-Informed Training for Health Professionals (PATH) emphasizes trauma-informed care and simulations to educate 2nd-year OT students. A pretest–posttest design evaluated students’ levels of self-efficacy and knowledge. The results support brief didactics combined with simulation to teach OT students about adverse childhood experiences and trauma-informed care, supporting American Occupational Therapy Association research priorities.

Regency AB

PLATFORM 102A

Design Thinking to Spark Innovation in Postprofessional OTD Doctoral Capstone Projects

Content Focus: Instructional Methods
Jessica Asiello, OTD, OTR/L; Sarah McKinnon, OTD, OTR/L; BCPR, both at MGH Institute of Health Professions, Boston, MA
There is a need for innovation in OT to address complex challenges in professional practice. An online postprofessional OTD program applied design thinking to cultivate creative problem-solving skills in clinician-scholars. This platform will share the design thinking process and its implementation in a doctoral capstone project experience. Attendees will engage in example learning activities, such as improvisational brainstorming, rapid prototyping, and feedback exercises.

PLATFORM 102B

Results of a Qualitative Study on Knowledge Translation in Capstones Using Boyer’s Scholarship of Practice Model

Content Focus: Faculty Development and Resources
Maria Martino, MS, OTR/L; Eudoro Rehabilitation, Denver, CO; Nancy Krusen, Pacific University, Forest Grove, OR
Study results describe knowledge translation (KT) in entry-level OTD capstones. Results suggest that KT in capstones offers a systematic way to translate knowledge, produce high-quality projects with increased educational outcomes, and lead to increased innovation and research capacity of future practitioners. Exemplar capstones illustrate translational aspect of the study, including value of incorporating KT in OTD capstones using Boyer’s Scholarship of Practice Model.

10:45 AM–11:45 AM
Regency CD

PLATFORM 103A

Suicide Prevention Education for OT Students

Content Focus: Learner Characteristics and Competencies
Nicole Palminteri, OTD, OTR/L, Goodwill NeuroRehab, Scarborough, ME; Rae Ann Smith, OTD, OTR/L, Allegany College of Maryland, Cumberland, MD; Julie Watson, PhD, OTR/L, Bay Path University, Longmeadow, MA
Although statistics show that suicide is a public health crisis in the United States, OT education programs do not adequately prepare students to support a client who is experiencing suicidal ideation or voicing plans. The addition of suicide risk recognition and prevention programs to the OT academic experience will improve clinician preparedness to appropriately manage patient care and in turn improve patient outcomes.

PLATFORM 103B

Trauma Informed Teaching and Cultural Taxation in Occupational Therapy Education

Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Karen Park, OTD, OTR/L, BCP, SWC, University of St. Augustine San Marcos, CA; Jazminne Orozco Arteaga, OTD, OTR/L, University of St. Augustine for Health Sciences, San Marcos, CA
Students of color are facing extraordinary challenges while pursuing higher education in OT due to the sociopolitical climate and systemic racism embedded in US society. To be responsive educators, faculty can integrate trauma-informed perspectives related to diverse backgrounds and experiences with societal and historical trauma. Academic leadership within OT education must support the additional responsibility that faculty of color hold to cultivate safe academic spaces.

Regency AB

PLATFORM 104A

Lived Experiences of Health Science Graduate Students With Anxiety & Depression

Content Focus: Learner Characteristics and Competencies
Melissa Sweetman, PhD, OTD, OTR/L, CLA, Rocky Mountain University of Health Professions, Provo, UT
Contributing Authors: Neha Tripathi, OTD, OTR/L, CDP, CCTSI, Wingate University, Wingate, NC; Katherine Danella; Sara Hupp; McKenzie Muse; Taylor Rothrock; Ashton Williams
This phenomenological study sought to understand the lived experiences of health science graduate students who experience perceived signs and symptoms of anxiety or depression. Three themes were identified from the data: the cyclic effect of symptoms and triggers, the importance of support systems, and the benefit of coping skills utilization. Findings can assist academic programs and universities in better supporting student mental health and developing long-term coping strategies.

PLATFORM 104B

Development & Feasibility of FLOURISH: A Well-Being Program for OT Students

Content Focus: Learner Characteristics and Competencies
Kelsey Lawrence; Katherine Chin, both at Washington University in St. Louis, St. Louis, MO; Stacy Smallfield, University of Nebraska, Lincoln, NE
Contributing Authors: Hannahmarie Klute; Emma Burry
Facilitating Learning and Occupational Well-Being Using Research-Based Initiatives for Student Health (FLOURISH) is an evidence-based approach to support the well-being of OT students. To assess feasibility, a program grounded in FLOURISH was developed and delivered via a virtual community of practice to students for 8 consecutive weeks. Results indicate that future research is needed to refine the program and collect additional data regarding effectiveness.
2021 AOTA Education Summit

Keynote
1:00 PM–2:00 PM
Regency CD

2021 Slagle Lecture: Working With Marginalized Populations
Sharon Gutman, PhD, OTR/L, FAOTA, Rutgers, The State University of New Jersey, Newark, NJ

A marginalized population is a group of people who, because of personal attributes such as clinical diagnosis, socioeconomic status, age, race, or gender orientation, have been excluded by society from typical community participation. There are many marginalized social groups in society today, including homeless adults with mental illness and at-risk children in school systems in low socioeconomic status areas. This presentation discusses the experiences of marginalized populations and the unique ways in which OTs can work with these groups to facilitate needed skills supporting community participation.

Platform Sessions
2:15–3:15 PM
Regency CD

PLATFORM 105A
Impact of a Holistic Admissions Strategy on Diversity Goals & Student Experience at the University of Wisconsin–Madison
Alexia Rebne, OTD, OTR/L; Sarah Zurawski, OTD, OTR/L; Sharon Gartland, OTD, OTR/L; Kristen Pickett, PhD; Brittany Travers, all of University of Wisconsin–Madison, Madison, WI

The Kira Talent Virtual Interview tool was piloted during the 2020–2021 admission cycle at the University of Wisconsin–Madison with the goal of furthering holistic admissions practices and improving the applicant experience. We report findings on how the tool affected reviewer ratings of student applications.

PLATFORM 105B
Impacting LGBTQ+ Health Outcomes Through Professional Development for Inclusive Practices
Audrey Zapletal, OTD, OTR/L, CLA; Karla Bell, PT, DPT, GCS, both at Thomas Jefferson University, Philadelphia, PA

Contributing Authors: Tracey Vause Earland, PhD, OTR/L, FNAP; Susan Toth-Cohen, both at Thomas Jefferson University, Philadelphia, PA

This session aims to describe a faculty development program for university faculty, staff, and clinicians in the area of sexual and gender minority education and training; provide data about impact and value; and share educational literature regarding the importance of faculty development as a pedagogical application to improvement in the experiences of both students and patients who identify as LGBTQ+.

PLATFORM 105B
Disability Simulation in OT Education: A Time for Change
Linda Olson, Rush University, Chicago, IL; Micaela Giammarino; Emma Lopez, Rush University, Chicago, IL; Emily Zeigler

A retrospective survey analysis sought to explore student perspectives and application of therapeutic-use-of-self skills during a simulated standardized patient encounter (SSPE) with simulated standardized patient actors portraying people with serious mental illness. Researchers collected retrospective data between 2009 and 2019. Students’ level of expertise with therapeutic use of self and self-perceptions of the SSPE were analyzed. Results suggest that SSPEs are an effective teaching strategy.

PLATFORM 106A
Students’ Perspectives & Simulated Patient Feedback on an Innovative Standardized Patient Encounter Focused on Serious Mental Illness
Tina De Angelis, Thomas Jefferson University, Philadelphia, PA; Kimberly Mollo, Lafayette Hill, PA

Contributing Authors: Sierra Wells, MSOT; Maclain Capron, both at Thomas Jefferson University, Philadelphia, PA

Disability simulation is often used in OT and OT assistant programs to teach the lived experience of disability. This presentation presents results of a study exploring OT students’ perceptions of a disability simulation assignment. Results indicated that although students gained insight into the disability experience, the assignment reinforced ableist thinking and disability stereotypes. Alternatives to the use of disability simulation will be discussed.

PLATFORM 106B
“Twasn’t Expecting This”: Student Perspectives on Readiness for Acute-Care Fieldwork or Clinical Experiences With Emergent Issues
Hannah Oldenburg, EdD, OTR/L, BCPR, St. Catherine University and Mayo Clinic, Rochester, St. Paul, MN

Ensuring readiness for fieldwork is an important criterion for accreditation of therapy programs and affects multiple stakeholders, including academic programs, educators, fieldwork sites, students, and clients. Acute-care fieldwork placements can be challenging for OT and PT students. In this session, we explore OT and PT students’ perspectives on readiness for acute care.

 PLATFORM 107A
Learning Through Active Engagement With Emergent Issues: A Special Topics Course on Intersecting Pandemics
Rebecca Aldrich, University of Southern California, Los Angeles, CA; Sarah Bream, Sacramento, CA; Julie Gray, University of Southern California, Los Angeles, CA

This presentation describes a special-topics ideas Lab–style course created in response to the coronavirus disease 2019 pandemic. This exemplar project illustrates how the signature pedagogy of active learning can facilitate students’ abilities to apply an occupational perspective to identify and analyze emergent issues, propose and justify occupation-focused solutions, and design and develop evidence-informed products to enact solutions via knowledge mobilization.

PLATFORM 107B
Expanding Global Health Opportunities Through Virtual Experiences
Amanda Sammons, DSc, OTR/L, ATC, Medical University of South Carolina, Charleston, SC

Contributing Authors: Cecilia Uribe, MD; Gonzalo Claure, both at Child Family Health International, El Cerrito, CA

As a result of the coronavirus disease 2019 pandemic, students have been unable to travel for international learning experiences. An innovative program was developed to provide a virtual global health experience. Three themes emerged: the value of interprofessionalism, increased cultural understanding, and personal growth. It is apparent that this experience had an impact on the global health perspective of students and that there are benefits to continuing virtual global health experiences even when international travel resumes.

PLATFORM 108A
Course on Intersecting Pandemics With Emergent Issues: A Special Topics
Rebecca Aldrich, University of Southern California, Los Angeles, CA; Sarah Bream, Sacramento, CA; Julie Gray, University of Southern California, Los Angeles, CA

This presentation describes a special-topics ideas Lab–style course created in response to the coronavirus disease 2019 pandemic. This exemplar project illustrates how the signature pedagogy of active learning can facilitate students’ abilities to apply an occupational perspective to identify and analyze emergent issues, propose and justify occupation-focused solutions, and design and develop evidence-informed products to enact solutions via knowledge mobilization.

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**POSTER 133**
Building Support & Resources for the Fieldwork Community Through Doctoral Capstone Experiences

**Content Focus:** Faculty Development and Resources

Patricia Laverdure, OTD, OTR/L, FAOTA, BCP, Old Dominion University, Richmond, VA; Elizabeth Richardson, James Madison University, Harrisonburg, VA; Kira Williams

Role competencies for fieldwork (FW) educators include knowledge, critical and ethical reasoning, and interpersonal and performance skills, yet FW educators receive little formal training before supervising students. In this presentation, we examine the outcomes of a doctoral capstone experience designed to facilitate the strategic planning and collaborative work of a state educational council and design resources to provide FW educator support and promote effective FW experiences.

**POSTER 134**
Exploration of Student Perceived Leadership Growth During the Doctoral Capstone Experience

**Content Focus:** Learner Characteristics and Competencies

Tracey Recigno, OTD, OTR/L, University of the Sciences, Philadelphia, PA; Sara Benham, OTD, OTR/L, ATP, Moravian University, Philadelphia, PA; Adele Breen-Franklin, OTD, JD, OTR/L, University of the Sciences, Philadelphia, PA

Building leadership behaviors of OT students is vital to support the demands of the profession and provide comprehensive OT education. A study revealed that self-perceived leadership behaviors significantly increased after engagement in the doctoral capstone project and experience for DrOT students, as measured with the Student Leadership Practices Inventory and a qualitative reflection question. These data help articulate the value of the doctoral degree.

**POSTER 135**
An Exploration of Outcomes of the Doctoral Capstone

**Content Focus:** Socialization to the Profession

Anne Kiraly-Alvarez, Midwestern University, Downers Grove, IL; Danielle Friberg; Whitney Lucas Molitor, University of South Dakota, Vermillion, SD; Autumn Clegg, University of Texas at San Antonio, San Antonio, TX

Presenters of this session will share results of a study that explored the impact of the entry-level OTD doctoral capstone on graduate employment as well as awareness and knowledge of OT among site mentors and recipients of services. This study contributes initial evidence that doctoral capstones enhance awareness of OT and prepare OTD graduates to work in a variety of settings and develop jobs in new areas of practice.

**POSTER 136**
Understanding the Doctoral Capstone Coordinator Position: A Unique Faculty Role in OT Education

**Content Focus:** Faculty Development and Resources

Hannah Harris, Mary Baldwin University, Staunton, VA; Anne Kiraly-Alvarez, Midwestern University, Downers Grove, IL; Paula Thompson-Costello, Rush University, Chicago, IL; Bernadette Schmeltz, OTD, OTR/L, CLT, Slippery Rock University, Slippery Rock, PA

Accreditation Council for Occupational Therapy Education (ACOTE®) standards require entry-level OTD programs to designate a faculty member to serve as the Doctoral Capstone Coordinator, but information pertaining to the responsibilities associated with this role is limited. The presenters will share results of a national survey that identified the demographics of Doctoral Capstone Coordinators and explored the responsibilities and tasks of this position. They will also discuss implications for OT education.

**POSTER 137**
Capstone Mentorship: A Mutually Beneficial Collaboration for Entry-Level and Postprofessional Doctoral Students

**Content Focus:** Signature Pedagogies

Megan Huggins, OTR/L, Special School District of Saint Louis County, Saint Louis, MO

Postprofessional OTD (PP-OTD) students seek opportunities to build their knowledge base, gain experience in effective teaching and learning strategies, and engage in research that moves the profession forward. Through the mentorship of entry-level OTD (OTDE) students’ capstone projects, students in both programs are able to meet these objectives. This presentation describes a unique collaboration between PP-OTD students and OTDE students and the benefits of this approach for both.

**POSTER 138**
Phenomenological Study of the Lived Experiences of Level II OT Students During the COVID-19 Pandemic

**Content Focus:** Socialization to the Profession

Amanda Lizotte, OTD, OTR/L; Julie Watson, PhD, OTR/L, both at Bay Path University, Longmeadow, MA; Rae Ann Smith, OTD, OTR/L, Algonac College of Maryland, Cumberland, MD

The coronavirus disease 2019 pandemic affected nearly every aspect of life, including OT clinical education. Students’ Level II fieldwork experiences are described and themes discussed. Student experiences provide valuable insight for OT programs to
better understand and meet student needs during crises.

**POSTER 140**
**OD**
**Self-Assessment of Professional Behaviors Among Entry-Level OT Students**

**Content Focus: Socialization to the Profession**
Kelly Alig, Louisiana State University, Baton Rouge, LA

Contributing Authors: April Kolb; Bonnie Gibbons; Alissa Casso; Morgan Himel, all at Louisiana State University, Baton Rouge, LA

Admission to an OT program requires students to foster professional behaviors to succeed in the classroom, fieldwork, and workplace. Periodically reflecting on one’s own competence in professional behavior can help facilitate development throughout the curriculum. This pilot project aimed to determine whether the Academic Professional Behavior Assessment could be used for self-assessment to explore professional behavior development among entry-level OT students.

**POSTER 141**
**OD**
**Developing a Community-Based Partnership With an OT Doctorate Program & a Residential Adolescent Behavioral Health Facility**

**Content Focus: Instructional Methods**
Twylla Kirchen, Rocky Mountain College, Billings, MT; Taylor Mayer, PhD, Yellowstone Girls and Boys Ranch, Billings, MT

OT programs are invested in developing community-based partnerships with mental-health programs and agencies to facilitate optimal teaching and learning experiences for students in the didactic, fieldwork, and capstone phases of the program. A rural-based OT program in Montana collaborated with a residential behavioral health facility to provide outreach OT services on its campus, creating a mutually beneficial partnership.

**POSTER 142**
**OD**
**Walking Methodologies: Fostering the Understanding of the Relationship of Distinct Spaces, Politics, Social Norms, & History to Occupation**

**Content Focus: Signature Pedagogies**
Ann Potter, PhD, OTR/L, Moravian University, Bethlehem, PA

Walking methodologies allow students to use reflective practice techniques to understand the relationship of place and time to occupational participation. This presentation will describe how walks were used as a way to examine the impact of social and environmental determinants of health and occupation. Graduate OT students participated in three themed walks to better understand themselves, their clients at fieldwork, and occupational disruption during the pandemic.

**POSTER 143**
**OD**
**Impact of In-Person & Online Clinical Reasoning Labs on Graduate OT Students’ Perceived Clinical Reasoning Skills**

**Content Focus: Instructional Methods**
Cassandra Ginn, OTD, OTR/L, CBIS; Allen Keener, OTD, OTR/L, ATP; Kristen Causey-Upton, all at Eastern Kentucky University, Richmond, KY

Faculty from health care programs must implement high-impact teaching approaches to develop students’ clinical reasoning skills. This presentation describes outcomes from an OT clinical reasoning lab that transitioned online during the coronavirus disease 2019 pandemic. Students who experienced both types of course delivery demonstrated significant improvements in their perceived clinical reasoning skills.

**POSTER 144**
**OD**
**Enhancing Clinical Reasoning Using a Collaborative Case-Based Learning Assignment in an Interdisciplinary Assistive Technology Course**

**Content Focus: Instructional Methods**
Rich Simpson, PhD, ATP; Retta Martin, both at Duquesne University, Pittsburgh, PA

This presentation will demonstrate the use of a semester-long case-based learning assignment to develop clinical reasoning skills in an assistive technology survey course. The cases emphasize the connections between topic areas that are often siloed in a traditional survey course and promote student interaction with faculty and other clinical experts. In the most recent semester, the assignments were modified to support group learning in a hybrid environment.

**POSTER 145**
**OD**
**Ultimate Mentor Relationship: A Reciprocal Collaboration Between Clinical Sites & Academic Programs**

**Content Focus: Faculty Development and Resources**
Holly Griebes, OTD, OTR/L, Western Michigan University, Kalamaazoo, MI; Kimberly Ganzevoor

The value of mentor relationships in clinical and academic settings is well known; however, the resources to develop strong mentor relationships between the clinician and the academician are limited. Knowledge of the methods and tools available to expand mentor relationships between clinical site and academic program will promote fieldwork, capstone, and research opportunities. This presentation will offer tangible resources to aid in the development of these mentor relationships.

**POSTER 146**
**OD**
**Growing Leaders: Self-Reflection of Professionalism in Entry-Level OT Doctoral Students**

**Content Focus: Faculty Development and Resources**
Sara Story, EdD, OTD, OTR/L, BCG, CAPS, Spalding University, Louisville, KY

Entry-level OTD students may benefit from a self-assessment tool to guide the process of growth as it relates to professional behaviors. The field of OT needs leaders equipped with paramount professional behaviors guided by self-reflective practices. The findings suggest that educators can foster an environment that supports self-reflective practices to strengthen professionalism among future OTs.

**POSTER 147**
**OD**
**Combating Ageism among Graduate Health Science Students: Community Collaborative Innovation With a Multigenerational Housing Option**

**Content Focus: Learner Characteristics and Competencies**
Kasey Stepanisky, CScD, OTR/L, C/NDT, CBIS; Amelia Dick, both at Chatham University, Pittsburgh, PA

Contributing Author: Michelle Criss, PT, DPT, PhD, Chatham University, Pittsburgh, PA

This poster details the creation of a multigenerational-living learning community to combat ageism among students and provide an alternative for graduate housing. The poster describes (1) current trends in ageism among health science students, (2) stakeholder roles and collaborative process in the creation of the housing, (3) faculty advocacy skills used, and (4) challenges and supports in the creation of the multigenerational housing.

**POSTER 148**
**OD**
**Importance of Consistency Between Entry-Level & Postprofessional Occupational Therapy Doctorates in Our Profession**

**Content Focus: Learner Characteristics and Competencies**
Sharon Garland, OTD, OTR/L, University of Wisconsin–Madison, Madison, WI

The clinical doctorate in OT is increasingly important to the profession, but postprofessional and entry-level degree programs are often inconsistent in learning outcomes and curricular focus. This presentation summarizes the rapid growth of nonaccredited and highly variable postprofessional doctoral programs and shares the process of aligning a postprofessional and entry-level clinical doctorate at the University of Wisconsin–Madison to achieve equivalency in degrees.
POSTER 149  
Active Learning for Student ePortfolios: How Do Faculty Apply OT Education Signature Pedagogies to an ePortfolio Curriculum?  
**Content Focus:** Signature Pedagogies  
Jayson Zeigler, DHSc, OTR, Indiana University–Purdue University Indianapolis, Indianapolis, IN; Julie Bednarski, OTD, OTR, Indiana University, Bloomington, IN  
Contributing Authors: Annie DeRolf, OTD, OTR, Indiana University, Bloomington, IN; Megan Albright, Indiana University–Purdue University Indianapolis, Indianapolis, IN  
The purpose of this poster is to teach educators how to transition away from orally instructed ePortfolio development to active learning pedagogies that comply with 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standard B.7.4 in OT education. The oral presentation will narrate the proposed process in which an OTD faculty engaged after participating in training at the Institute on ePortfolios. Advanced portfolio curriculums in OT education will enhance professionalization among students preparing for future practice.

POSTER 150  
Exploring Strategies for Teaching Sexuality Content in OT Curricula: A Phenomenological Study  
**Content Focus:** Faculty Development and Resources  
Elizabeth Deluca, OTD, OTR, CAPS, University of St. Augustine for Health Sciences, Austin, TX  
A qualitative study was designed using a phenomenological approach to understand the lived experiences of OT educators teaching sexuality content in entry-level programs and the strategies that they use to manage perceived barriers. The findings suggest that educators are using a variety of strategies to overcome personal and environmental barriers related to teaching sexuality content and demonstrate the importance of developing comprehensive curricular guidelines.

POSTER 151  
Positive Impact of OT Involvement in Interprofessional Education  
**Content Focus:** Instructional Methods  
Wendie Levidee, Carroll University, Waukesha, WI  
Contributing Authors: James Brandes, MD; Karene Boos, PT, JD, DPT; Amy Vega; Barbara Beck, PhD; Barbara Ruggeri, MLIS; Thomas St. George, PhD; Jane Hopp, all at Carroll University, Waukesha, WI  
This poster introduces the Primary Care Training and Enhancement Interprofessional Actual and Perceived Knowledge Questionnaire to assess understanding of health professions’ roles and responsibilities during a community-based interprofessional practice experience (IPE) involving OT, physical therapists, and physician assistants. The inclusion of OT resulted in a significant increase in physical therapists’ and PAs’ perceived understanding of OTs’ scope of practice.

POSTER 152  
Building Knowledge & Networks: The Evolution of an Online Faculty Learning Community  
**Content Focus:** Faculty Development and Resources  
Jennifer Dulek, OTD, OTR/L, Pacific University, Forest Grove, OR; Michelle Gorenberg, OTD, OTR/L, Widener University, Chester, PA; Shruti Gadkari, OTR/L, Pacific University, Forest Grove, OR  
This poster details the evolution of a book club centered on teaching and learning into an interdisciplinary and interinstitutional online faculty learning community, building knowledge and networks to promote teaching practice and scholarship. Participants will be encouraged to consider how similar learning communities could support their own professional development and enhance their teaching practice.

POSTER 153  
Student Self-Efficacy Levels of Performing Clinical Skills Learned Virtually During a Pandemic  
**Content Focus:** Instructional Methods  
Brittany Nash, PT, DPT, OTR/L, MTC, Florida A&M University, Tallahassee, FL; Jían Jones; Anita Mitchell, University of Tennessee, Knoxville, TN; Jeffery Etheridge, EdD, OTR/L, Florida A&M University, Tallahassee, FL  
The aim of this mixed-methods study was to explore student self-efficacy in performing range of motion and manual muscle testing taught virtually during the pandemic. Results indicated no statistically significant difference in students’ mean scores on physical and oral competencies, but students with greater psychomotor and cognitive self-efficacy tended to score higher on the oral exam. Analysis of the qualitative data revealed several themes that described students’ perspectives.

POSTER 154  
OT + Art Education: A Collaborative Approach to Remote Participation and Learning  
**Content Focus:** Instructional Methods  
Jennifer Wingrat, ScD, OT/L, Kennedy Krieger Institute, Baltimore, MD; Jinyoung Koh, EdD, Towson University, Towson, MD  
Contributing Author: Diane Kuthy, PhD, Towson University, Towson, MD  
This poster describes an interprofessional collaboration between OT students and art education majors who used principles of best practices from each discipline to create inclusive asynchronous art workshops for schoolchildren during the pandemic. The collaboration allowed OT students to gain experience in interprofessional collaboration with school personnel and introduced art education majors to the distinct value of OT in a school setting.

POSTER 155  
Predictive Value of Standardized Patient Experiences: Implications for Fieldwork Preparation  
**Content Focus:** Instructional Methods  
Ashley Fecht; Linda Fraser; John Rider, MS, OTR/L, CEAS, Touro University Nevada, Henderson, NV  
A retrospective cross-sectional study explored the predictive value of standardized patient experiences (SPEs) in Level II fieldwork performance. Results of this study indicate that SPEs may explain a significant amount of variance in Level IIA fieldwork performance. The impact of these findings on OT curricula will be discussed.

POSTER 156  
Use of High-Fidelity Simulation to Prepare Students for an Acute-Care Setting  
**Content Focus:** Instructional Methods  
Theresa Delbert; Jodi Schreiber, both at Chatham University, Pittsburgh, PA  
The importance of OT in acute-care settings has been highlighted through current evidence showing the effectiveness of patients’ early mobility and the provision of OT in decreasing patient length of stay. This poster details how an entry-level OT curriculum addressed student preparation for the acute-care setting using high-fidelity simulation. Results provide insight for OT programs about the impact of students’ preferred learning styles in a simulated acute-care setting.

POSTER 157  
The Innovation Project: The Transformative Experience in Postprofessional OTD Education  
**Content Focus:** Instructional Methods  
Sarah McKinnon, OTD, OTR/L, BCPR, MGH Institute of Health Professions, Boston, MA; Jessica Asielo, OTD, OTR/L, Massachusetts General Hospital, Boston, MA  
The Innovation Project is the culminating dissemination project of a newly developed postprofessional OTD (PP-OTD) program in New England. This poster will identify a strategic vision for the Innovation Project, including the identification and implementation of key semester themes that guide solving a professional practice problem. Strategies for designing a project experience in a PP-OTD program that is interprofessional in design will be shared.
In 2019, 11% of Americans regularly used telehealth (Oelrich et al., 2020). In 2020, pandemic use surpassed 46%, and recent reports suggest that 90% will continue use (Bestseny et al., 2020; SYKES, 2021). Formal understanding of telehealth has been a focus of OT education for years, although the need for advanced access is now realized. Authors demonstrate classroom simulations with three advanced telehealth technologies, along with guidance and workflow standards for positive telehealth interactions.

**TECH 102**

**Telepresence Robots: Increasing Student Engagement in the Classroom & Lab During COVID-19**

*Content Focus: Instructional Methods*

Jessica Tsotsosos, PhD, OTR/L; Lisa Milhan, OTR/L, CHT, both at University of Oklahoma, Tulsa, OK

Contributing Authors: Carolyn Cheema, PT, MPT, OCS, FAAOMP T, University of Oklahoma, Tulsa, Oklahoma; Toan Nguyen

Telepresence robots (TR) provide students with self-representation through video and audio control and an opportunity for an engaging interaction when absent because of the pandemic. We used a TR system on dual campuses in classrooms and labs to increase student engagement during quarantine. The pilot study was used to assess the feasibility of TR use for faculty and students and technology acceptance of remote and on-site students and to understand the effects on student engagement.

**TECH 103**

**Optimizing OT Student Learning of Clinical Standardized Assessment Using Integrated Instructional Technologies**

*Content Focus: Instructional Methods*

Andrew Persch, PhD, OTR/L, BCP, The Ohio State University, Columbus, OH

Innovation in medical and health sciences education is lacking. Within the rehabilitation professions, clinical standardized assessment is traditionally taught using a combination of reading, lecture, demonstration, and hands-on practice. The pros and cons of this approach are well known. This presentation focuses on the integration of video-based observation, voice-over explanation and coaching, and video screen capture technologies, which provide an opportunity to improve learning outcomes.

**TECH 104**

**Using Keyform Ability Maps to Support Preservice Learners’ Development of Competencies for Applying the Just-Right Challenge in Practice**

*Content Focus: Instructional Methods*

Cindy Sears, OTD, OTR/L, Lenoir-Rhyne University, Hickory, SC; Brad Egan, Columbia, SC

A *keyform ability map* is an innovative, evidence-based measurement tool that reflects a client’s individualized skill level. The ability map can provide a visual schema illustrating a client’s evaluation data and serve as a cognitive support to guide and assist OT students with the process of task analysis, client goal setting, and just-right intervention planning. OT educators can use keyform maps as an instructional design tool to facilitate teaching of the OT process.

**TECH 105**

**Literature Circles as a Tool For Engagement in OT Education**

*Content Focus: Instructional Methods*

Joan Augustyn, OTRD, OTR/L, University of Kansas, Lawrence, KS; Angela Blackwell, Wyandotte County Infant Toddler, Kansas City, KS

Literature circles can be used as an effective teaching–learning strategy. This presentation describes literature circles and how to implement them in the online or face-to-face environment. This presentation explains the theoretical underpinnings of literature circles related to adult learning and connects literature circles to positive outcomes for both students and educators. Factors to consider and implications for literature circles will also be reviewed.

**TECH 106**

**Virtual Health Promotion: Fieldwork Placement Experiences During a Global Pandemic & Beyond**

*Content Focus: Instructional Methods*

Tara Collins, DHS, OTR/L; Rena Purohit; Debra Cullinane; Stephanie Wong; Shifra Leiser; Michelle Buccinna, OTR, OTR/L, all of Touro College, New York, NY

In recent years, due to a shortage of traditional clinical sites, the Touro College OT program has explored fieldwork placement experiences in nontraditional sites. As a result of the COVID-19 pandemic, the Level II fieldwork education curriculum was expanded to include virtual population-based health promotion program development. Using this new model, students were able to develop and implement health and wellness programs for populations across the lifespan.
SATURDAY, OCTOBER 23

Platform Sessions

8:15 AM–9:15 AM
Regency CD

PLATFORM 201A
Community-Based Interprofessional Education Experiences for Medical & OT Students
Content Focus: Learner Characteristics and Competencies
Brendan Cook, Washington University in St. Louis, St. Louis, MO
Contributing Author: Quinn Tyminski, OTD, OTR/L, BCMH, Washington University in St. Louis, St. Louis, MO
To prepare future health care professionals for collaborating with marginalized community-based populations, such as people experiencing homelessness, interprofessional education (IPE) experiences are needed. This study outlines two experiences of IPE between OT and medical (MD) students. A qualitative descriptive study design was used to explore the impact on MD students of shadowing the experiences in an OT-student-run clinic and course taught by OT.

PLATFORM 201B
Baby Day: Actualizing Interprofessional Pediatric Practice
Content Focus: Instructional Methods
Mary Kientz, OTD, OTR, Stockton University, Galloway, NJ
Contributing Authors: Lauren DelRossi, DPT, PT, ATP; Mary Padden-Denmead, PhD, APN-C; Monika Pawlowska, PhD, all at Stockton University, Galloway, NJ
Baby Day is an annual, immersive interprofessional education (IPE) activity for students in the MSOT, DPT, communication disorders, and nursing programs. The students collaborate while interacting with infants and toddlers and their parent—caregiver. We present quantitative and qualitative data from students, faculty observers, and caregivers. We discuss the impact on students of shadowing the experiences in an OT-student-run clinic and course taught by OT.

Poster Sessions

9:30 AM–10:30 AM
Regency EF

POSTER 201
Web-Based Approach to Promote Fieldwork Educator Readiness to Supervise Students While Providing OT Services via Telehealth
Content Focus: Instructional Methods
Jeanne Coviello, OTD, OTR/L, Temple University, Philadelphia, PA; Bridget Trivinia, OTD, OTR/L, Widener University, Philadelphia, PA; Erica Pugh, OTD, OTR/L, RYT-200, Temple University, Philadelphia, PA; Michele Peterson, MS, OTR/L, Gwynedd Mercy University, Gwynedd Valley, PA
As a result of the coronavirus disease 2019 pandemic in Spring 2020, many OT practitioners experienced the need to rapidly shift from an in-person to a telehealth service delivery model. Academic fieldwork coordinators worked to find effective methods of delivering fieldwork education. To address needs, a webinar was offered and a study conducted to assess OT practitioners’ readiness to provide telehealth services to clients while also supporting fieldwork students.

POSTER 202
Supplementing Traditional Musculoskeletal Anatomy Pedagogy With Brief, Focused Yoga Sessions: Student Perceptions of Learning
Content Focus: Instructional Methods
Kimberly Szucs, PhD, OTR/L, Duquesne University, Pittsburgh, PA
Contributing Authors: Sudhee Acharya; Catherine Colpoy; Nicole Jones, Duquesne University, Pittsburgh, PA; Emily Wright
Cadaver dissection is the gold standard for learning human anatomy; however, an experiential learning opportunity using body region-specific yoga sequences can enhance students’ learning of anatomical concepts. Participants were encouraged to practice yoga flows aligning with recently learned concepts, followed by qualitative reflection questions to foster higher level thinking. The experiential learning opportunity promotes an active, intrinsic method to foster an understanding of human anatomy.

POSTER 203
Development of a Fidelity Measure for the Every Moment Counts Program: Positive Mental-health Promotion for Youth
Content Focus: Theory Building
Jordan Crisci; Mary Thomas, DOT, OTR/L, both at Thomas Jefferson University, Philadelphia, PA
Contributing Authors: Taylor Sivori, OTD, OTR/L: Margaret Ryan, OTR; Rachel Dumont, MS, OTR/L, all at Thomas Jefferson University, Philadelphia, PA; Christyn Mitchell; Roseann Schaaf, PhD, OTR/L, FAOTA, Thomas Jefferson University, Philadelphia, PA
The purpose of this project was to create a fidelity measure for the mental-health initiative Every Moment Counts (EMC). EMC is an evidence-informed initiative that supports positive mental-health development for all children through participation in meaningful activities and the use of model programs and embedded strategies. The fidelity checklist can advance OT practice by ensuring the intervention is delivered as intended.

POSTER 204
Factors Influencing Student OT & OTA Membership in State & National OT Associations
Content Focus: Socialization to the Profession
Cindy Anderson, University of Mary, Bismarck, ND
Contributing Authors: Caitlin Fleck; Jaelyn Lowery; Alyssa Myhre; Rebecca Rancour
Student membership in professional associations offers many benefits that assist with socializing the student into the profession beyond the classroom and clinical setting. A survey of OTD, OTM, and OT assistant students (N = 136) identified influencing factors and benefits of student membership.
Academic program requirements for membership emerged as a major influencer. Discussion of faculty and fieldwork educator support of membership and promotion of association service opportunities is presented.

POSTER 205
Evaluating Graduate-Level Students’ Understanding of the Nature of Occupations After Participation in an Arts & Humanities Activity
Content Focus: Instructional Methods
Adèle Breen-Franklin, OTD, JD, OTR/L; Cali Hutson, OTD, OTR/L, CTRS, University of the Sciences, Philadelphia, PA
The core construct of OT education is occupation. It is imperative that OT students understand and appreciate the nature and complexities of occupation. A course in human occupations explored the use of an arts and humanities assignment in conjunction with the Philadelphia Museum of Art with 1st-year OT students. Results based on student reflections indicated that arts and humanities may serve as an effective modality to enhance students’ understanding of the nature of human occupation.

POSTER 206
Student Perceptions of the Use of Distance Learning in OT Education
Content Focus: Instructional Methods
Ashley McClain, OTD, OTR/L, University of Central Arkansas, Conway, AR
In recent years, OT programs around the United States have begun to embrace the distance learning (DL) methodology because of the flexibility and accessibility it offers. This poster explores OT students’ perceptions of the use of DL methodology in OT education compared with the traditional learning methodology. Content will inform OT educators on steps that may be taken to increase student acceptance of the DL methodology.

POSTER 207
A Comprehensive Approach to Supporting the Development of Students’ Professional Behaviors
Content Focus: Instructional Methods
Robyn Wu, Samuel Merritt University, Oakland, CA; Goli Hashemi
An evidence-based framework was created to critically review our program’s current practices in developing students’ professional behaviors. This self-study process led to the creation of a program-wide seminar and a mentored self-assessment and goal-setting process. Student feedback suggests that the new seminar and self-assessment process facilitated positive changes in students’ development of professional behaviors.

POSTER 208
Use of a Written Self-Debrief as Part of Simulation-Based Learning to Facilitate Reflective Practice Among OT Students
Content Focus: Instructional Methods
Katelyn Howland, MS, OTR/L, Husson University, Bangor, ME; Karen Snyder, PhD, OTR/L; Michelle McCraney, EdD, University of St. Augustine for Health Sciences, St. Augustine, FL
This poster discusses the findings of a qualitative study exploring the use of a written self-debrief as part of simulation-based learning to facilitate reflective practice among OT students. An overview of study methods, results, and findings will be presented. A synopsis of themes and how they offer OT educators insight into the impact of a brief written reflection as part of the debriefing process will be explored.

POSTER 209
Designing & Implementing Blended Active Learning Classrooms
Content Focus: Instructional Methods
Meenakshi Iyer, PhD, OTR/L, University of Minnesota Twin Cities, Minneapolis, MN
It is time to change the way we educate our students by completely embracing active learning strategies that are self-paced, mastery based, and engaging. This poster discusses and applies the active learning model of course design and delivery so that participants can develop and implement these strategies in the courses they teach in any learning space: online, face to face, or blended. A safe and empowering atmosphere will be created to encourage participants to share their experiences.

POSTER 210
Inquiring Minds Want to Know: A Curriculum Project Linking Academia & Practice
Content Focus: Instructional Methods
Brenda Hughes, St. Ambrose University, Davenport, IA
This poster illustrates an example of best practice in OT education. It occurs in the 2nd year of our entry-level OTD program and has been carried out with three successive cohorts. This poster addresses logistical challenges associated with linking students and clinicians together in learning activities and describes the circular nature of knowledge in academic and clinical spheres through project work demonstrating different aspects of evidence-based practice.

POSTER 211
Curricular Design & Signature Pedagogy in OT: Is There a Visual Connection?
Content Focus: Signature Pedagogies
Patricia Lavender, OTD, OTR/L, FAOTA, BCP, Old Dominion University, Richmond, VA; Melanie Blank; Amanda Leo, MOT, OTR/L, Virginia Beach, VA; Elizabeth Richardson, James Madison University, Harrisonburg, VA
In this poster, we explore the analysis of visual illustrations and written descriptions of OT program curricula from across the nation and discuss how they reflect signature pedagogical approaches. We explore what the illustrations tell us about how we prioritize pedagogy in our programs and how they guide the ways in which students are socialized into the habits and practices of the profession and build an understanding of its values and constructs.

POSTER 213
Enhancing Learning Through Computer-Based Simulation: Strategies for Integrating Experiential Practice in OT Education
Content Focus: Instructional Methods
Sarah Walsh, MOT, OTR/L; Simucase, St. Louis, MO; Wendy Brzozowski; Linsey Smith, Maryville University, St. Louis, MO; Sarah Spaeth, OTD, OTR/L, St. Charles Community College, Dardenne Prairie, MO; Sarah Zimmerman, OTD, OTR/L, Saint Louis University, St. Louis, MO; Quinn Tyninski, OTR/L, BCWH, Washington University in St. Louis, St. Louis, MO; Maura Lavelle, MS, OTR/L, Simucase, Houston, TX
Clinical simulation provides opportunities for students to integrate clinical knowledge with experiential practice. Successful implementation depends on curriculum planning that considers the ways in which simulations can enhance learning objectives. This poster highlights best-practice guidelines supported in simulation research. OT and OTA program faculty discuss methods for embedding simulation into the curriculum to meet competencies and enhance student learning.

POSTER 214
Becoming the Agents of Change: An Appreciative Inquiry Approach to Academic–Nonprofit Partnerships
Content Focus: Learner Characteristics and Competencies
Paula Thompson-Costello; Evguenia Popova, PhD, OTR/L, both at Rush University, Chicago, IL
Academic and nonprofit partnerships offer an opportunity to introduce students to the scholarship of practice while serving as agents of change for under-served communities. This session examines nonprofit community organizations’ perspectives on academic partnerships supporting program evaluation, development, and grant writing. Application of the appreciative inquiry 5-D cycle approach to guide the development of an academic–community partnership is discussed.
POSTER 215
Moving an In-Person Interprofessional Education Simulation to a Synchronous Virtual Experience: Pros & Cons—Student & Faculty Perspectives
Content Focus: Instructional Methods
Monica Robinson, The Ohio State University, Columbus, OH
Interprofessional education (IPE) is an effective strategy to better prepare students for practice. We moved a successful 11-discipline interprofessional in-person simulation using a standardized patient case scenario to a virtual event. This poster outlines the logistics and the student experience. The OT students reflected on the pros and cons of virtual versus in-person IPE simulation experiences. Our research found that students’ participation in the simulation was a positive experience.

POSTER 218
Exploration of an Equitable Form of OT Academic Admissions: A Measure in the Diversification of the Profession
Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Vikram Pagpatan, MS, OTR/L, ATP, CAS, BCTS, SUNY Downstate Health Sciences University, Brooklyn, NY
The objective of this presentation is to discuss various stakeholder strategies that can be implemented to diversify the OT profession from an academic admissions level. The implementation of the Health Sciences Reasoning Test, a critical thinking skill assessment tool, and measures of emotional intelligence through holistic interviewing techniques in identifying competent and qualified under-represented and nontraditional applicant populations will be discussed.

POSTER 219
Interprofessional Mentorship: An Instructional Method for Professional Students Working in Collaboration With Practicing School-Based Professionals
Content Focus: Instructional Methods
Ashley Eyaw, MOT, OTR/L, University of Oklahoma, Norman, OK
Contributing Authors: Elizabeth DeGrace, PhD, OTR/L, FAOTA; Sandra Arnold, PT, PhD, both at University of Oklahoma, Norman, OK
The Expanding Beyond Inclusion: Participation of Children With High Intensity Needs project is an interprofessional mentoring educational project for both professional and postprofessional OT and PT students that emphasizes interprofessional mentoring and collaborative knowledge generation and problem solving. This project reveals innovative methods to advance OT education through interprofessional and collaborative activities in school-based practice.

POSTER 220
Competency in Pediatrics: A Telehealth Example Using the CAPE–PAC
Content Focus: Learner Characteristics and Competencies
Linda Struckmeyer, PhD, OTR/L, University of Florida, Gainesville, FL
This poster aims to share the details of an exemplar project for an entry-level OTD pediatric participation and health course competency. Because of the pandemic, this competency was changed from in person to telehealth. Students administered the Children's Assessment of Participation and Enjoyment—Preferences for Activities of Children to an adolescent. Students then planned an intervention based on the results and recorded it. Because OT students and practitioners are increasingly using telehealth and this competency was successful, it continues to be used.

POSTER 221
Expanding OT’s Role in the Mental-Health Treatment of Parkinson’s Disease Through High-Quality Online Education
Content Focus: Instructional Methods
Sarah Zurawski, OTD, OTR/L; Kristen Pickett, PhD; Maria Widmer, all at University of Wisconsin–Madison, Madison, WI
OT has been called on to improve the quality of care for people with Parkinson’s disease (PD). Two online modules were designed, in collaboration with an instructional designer, to address the gap between knowledge and current best practices in the treatment of mental-health concerns associated with PD. The findings suggest that a well-facilitated and high-quality online training module is an effective way to teach OTs to better meet the mental-health needs of people living with PD.

POSTER 222
Promoting Resilience & Well-Being: Rebooting the Student Experience
Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Evgenia Popova, PhD, OTR/L; Bridget Hahn, OTD, OTR/L, both at Rush University, Chicago, IL
Contributing Authors: Hannah Morris; Katharine Loomis, both at Rush University, Chicago, IL; Erin Shy; Julia Andrews, Rush University, Chicago, IL; Marissa Iacullo; Abigail Peters, Rush University, Chicago, IL
Online learning placed unprecedented stress on students and faculty alike. We present original research that explores OT students’ well-being and the impact of stress and self-care on participation in critical life roles amid coronavirus disease 2019. We discuss opportunities for supporting students’ well-being in mental (self-awareness and mindfulness), interpersonal (relationships with faculty and peers), and physical health (mindful movement and mind–body connection) domains.

POSTER 223
Transforming Academia: Revitalizing the Occupational Experience of Students
Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Obioma Morton; Bridget Hahn, OTD, OTR/L, both at Rush University, Chicago, IL
Navigating graduate school is a stressful experience. However, studies have shown that interventions targeting wellness can have a positive impact on the student experience, and OT is well positioned to put them into practice. According to the Transnational Model of Occupation, OT can optimize occupational participation, performance, and experience. This project reviews the development, implementation, and preliminary feasibility and acceptability of a theory- and evidence-based intervention to promote student well-being.

POSTER 224
Improving Equity, Access, & Inclusion in Online Courses With Universal Design for Learning
Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Jennifer Dulek, OTD, OTR/L; Italia Alvarez; Kiana Arvand, all at Pacific University, Forest Grove, OR; Madyson Vanover; Angela Williamson
This poster details the application of the Universal Design for Learning (UDL) framework to an online course in an entry-level OTD program. The rationale for the use of UDL in OT education will be discussed, including literature suggesting that UDL improves learning outcomes for students with diverse learning needs, both with and without disabilities. Practical application of UDL principles will be detailed, along with both the student and the instructor perspectives of the resulting course experience.

POSTER 225
Facilitating Clinical Competence & Cultural Responsiveness in Occupational Therapy Students Using a Service Learning & Peer-Coaching Approach
Content Focus: Instructional Methods
Rebecca Sinko, OTD, OTR/L, Thomas Jefferson University, Philadelphia, PA; Shelley Wallock
Educators are challenged to synthesize learning methods to best develop students’ clinical competence and cultural responsiveness. This poster highlights the implementation of a student-led service learning program that synthesizes experiential, transformative, and peer-assisted and peer-coaching learning models to target many facets of competence and cultural responsiveness. Success and challenges of implementation and evidence-based models and strategies will be shared.
Level II fieldwork (FW) offers opportunities to refine both client-centered attitudes and scientific aptitude in relationship-based caregiving. Researchers examined the ability to predict master’s students’ final FW Performance Evaluation scores from the following noncognitive and cognitive variables: ranked therapeutic-use-of-self modes, undergraduate grade point average (GPA), and GRE scores. Empathizing, collaborating, and instructing modes were positive predictors of FW success. GPA and GRE were not predictive.

PLATFFORM 203B
Great Expectations: Examining the Quality of a Virtual Level I Fieldwork During the COVID-19 Pandemic

Content Focus: Instructional Methods

Jessie Bricker, OTD, OTR/L; Shivanti Kariyawasam, both of Washington University in St. Louis, St. Louis, MO

Although the coronavirus disease 2019 pandemic presented challenges for implementing traditional Level I fieldwork (FW) experiences, it also presented an opportunity to explore innovative ways to meet Level I FW objectives and examine the essential elements of a high-quality Level I FW experience. A virtual Level I FW experience for 89 1st-year OT students was designed by two 3rd-year OTD students and evaluated in terms of achieving curricular objectives and meeting the expectations of students and fieldwork educators.

Regency AB
PLATFFORM 204A
Effectiveness of Keyform Ability Map Education on Student Perceptions of Evaluation & Intervention Skills Competencies

Content Focus: Instructional Methods

Cindy Sears, OTD, OTR/L, Lenoir-Rhyne University, Hickory, SC

Contributing Authors: Craig Velozo, Medical University of South Carolina, Charleston, SC; Brad Egan, Columbia, SC

A keyform ability map is an innovative, evidence-based measurement tool that reflects a client’s individualized skill level. The keyform can provide a visual reflection of the client’s assessment data and serve as a guide for OT students to inform their intervention planning process. OT educators can use keyform maps as an instructional design tool. Students report that keyform map education increases confidence in fieldwork readiness and intervention planning skills.

Regency AB
PLATFFORM 204B
A Larger Role for Competency-Based Education & Skills Checklists in Entry-Level OT—OTA Programs

Content Focus: Learner Characteristics and Competencies

Sandra Rogers, PhD, OTR/L, Pacific University, Forest Grove, OR; Tiffany Benaroya, OTD, OTR; Deb McKernan-Ace, MOT, both of Rutgers, The State University of New Jersey, New Brunswick, NJ; Nancy Krusen, Pacific University, Forest Grove, OR; Breanne Grasso, OTD, OTR/L, Rutgers, The State University of New Jersey, Newark, NJ

Competency-based education (CBE) and skills checklists have been suggested to improve students’ transition to practitioner and improve outcomes in practice. Implementation of CBE checklists in OT—OTA programs builds confidence, promotes consistency, and demystifies use of fidelity checklists in practice. We illustrate the use of programwide skills checklists paired with frequent competency checkouts. Examples and resources for building skills checklists for simple and complex skills will be included.

Regency CD
PLATFFORM 205A
Developing Empathy Toward People With Psychiatric Disabilities: A Mixed-Methods Research Project

Content Focus: Instructional Methods

Molly McCarthy, PhD; Andrea Thirnes, both of University of Nebraska Medical Center, College of Allied Health Professions, Division of Occupational Therapy Education

This study found that a simulation of auditory hallucinations improved clinical empathy among OT students enrolled in an OTD program in the Midwestern United States. Clinical empathy was measured using the Jefferson Scale of Empathy—Health Professions Version. Focus groups, ongoing at the time of writing, explore students’ perceptions. Simulations of auditory hallucinations are recommended as a strategy for increasing empathy among OT students.

Regency AB
PLATFFORM 205B
Pairing Simulated Auditory Hallucinations With Performance of Varied Occupations to Optimize Learning Among Occupational Therapy Students

Content Focus: Instructional Methods

Bernard Murithi, PhD, OTR/L, A. T. Still University of Health Sciences, Mesa, AZ; Linda Materu; Yanet Ybarra

This presentation focuses on the outcomes of a study of the benefits of simulated auditory hallucinations paired with six occupations of varying degrees of difficulty. Results show that the simulation, which is easily implemented, enabled OT students to learn that auditory hallucinations interfere with varied occupations differently depending on task demands and level of interest in the specified occupations. This enhanced learning and increased empathy among OT students.

Regency AB
PLATFFORM 206A
Prevalence of Incivility & Bullying in OT Fieldwork Settings

Content Focus: Faculty Development and Resources

Edwin Myers, OTD, OTR/L, ATP, Florida Gulf Coast University, Ft. Myers, FL; Kaitlyn Cremer, OTD, University of St. Augustine for Health Sciences, St. Augustine, FL

Contributing Authors: Cameron Gehrie; Rachel Kohler; Megan Slobova, all of Florida Gulf Coast University, Ft. Myers, FL

This study surveyed the experiences of OT personnel regarding experiences with incivility and bullying, whether directly experienced or observed, during their academic fieldwork (FW) experience. Data were collected using the Negative Acts Questionnaire (N = 485) and engagement...
in a voluntary follow-up interview (n = 58). More than 80% of respondents indicated the presence of incivility, bullying, or both during FW, with 48% indicating a direct recipience of bullying.

**PLATFORM 206B**

**Evolution of Level I Fieldwork During an International Pandemic: Student Perception of the Effectiveness of Simucase**

**Content Focus: Instructional Methods**

Rebecca Ozelle, DHSc, OTR/L, Rush University, Chicago, IL; Shiori Domenighetti; Amanda Sugar, Rush University, Chicago, IL

Contributing Authors: Rachel Wurtzel, St. Louis, MO; Samantha Conrad, Rush University, Chicago, IL

Current fieldwork shortages coupled with the coronavirus disease 2019 pandemic led many educators to develop and implement nontraditional fieldwork experiences. Simucase was widely used by educators during the height of the pandemic. This presentation will review the implementation of Simucase as a Level I fieldwork and results of an analysis of the impact of a Simucase Level I fieldwork experience on students' knowledge, confidence, and attitudes compared with students who completed traditional Level I fieldwork.

2:15 PM–3:15 PM

**Regency CD**

**PLATFORM 207A**

**Transforming OT Admissions: The Project of Moving Toward a More Holistic, Anti-Bias Review of Applicants**

**Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula**

Ashley Wagner, OTD, OTR/L, Maryville University, St. Louis, MO

Four years ago, a mid-sized, postbaccalaureate MOT program at a private, predominantly White university took on the project of transforming its admissions process to better reflect holistic and antibias admissions literature. During this session, the admissions committee chairperson who led this transformation will offer attendees a review of the literature, a discussion of the wisdom gained, and a look at data from a project aimed at creating a more equitable approach to OT admissions.

**PLATFORM 207B**

**Simulated OT Volunteering Experience: A Digitized Approach to a Program Admissions Standard**

**Content Focus: Faculty Development and Resources**

Vikram Pagpatan, MS, OTR/L, ATP, CAS, BCTS, SUNY Downstate Health Sciences University, Brooklyn, NY

Facility closures, reduced operating hours of free-standing medical centers, and strict social distancing and safety guidelines during the coronavirus disease 2019 pandemic forced many prospective OT applicants to seek volunteering and shadowing experiences through innovative, nontraditional methods. This presentation explores the implementation of online simulated observational experience modules as a digitized means of satisfying this critical component of program admissions.

**Regency AB**

**PLATFORM 208A**

**Developing an Education-Focused Professional Development Series for OT Practitioners: One Program’s Approach**

**Content Focus: Learner Characteristics and Competencies**

Regina Buban, OTD, OTR/L; Oaklee Rogers, OTD, OTR/L, both at Northern Arizona University, Flagstaff, AZ; Sara Stephenson, OTD, OTR/L, BCPR, St Joseph’s Hospital & Medical Center, Phoenix, AZ

As new educational programs continue to emerge and student enrollment increases, the demand for new academicians, fieldwork educators, and capstone mentors is growing in the OT profession. Academic programs have a responsibility to prepare clinicians who supervise their students. Explore how one OT program accomplished this by creating and implementing a free, three-part education-focused professional development series for current and future community partners.

**PLATFORM 208B**

**Enhancing a Specialty Practice Through Fellowship Program**

**Content Focus: Learner Characteristics and Competencies**

Janelle Hatlevig, OTR/L, BCPR, Mayo Clinic, Rochester, MN

Fellowship programs are ideal for bridging the gap between entry-level practice and advanced knowledge in a specialized practice area in which intensive mentorship is desired. The year-long fellowship is dedicated to one area of practice, which allows the fellows to quickly surpass their entry-level skill set and demonstrate budding expertise. Learning and teaching opportunities solidify their newfound knowledge through didactic education and teaching opportunities.

**Closing**

3:15 PM–4:00 PM

**Regency CD**

**Back to…the Future? Buckle Up!**

In our quest to be relevant and responsive as the occupational therapy profession, we have questions for our academic community.

Do we really want to go “back” in our efforts to think forward and move into a bold future related to curriculum, professional preparation, innovation, and science? Are we too comfortable in the intraprofessional silos that feed the disconnect between academia and practice or limit collaborative partnership opportunities between occupational therapists and occupational therapy assistants? Have we constructively contributed to our Vision 2025 to be “an inclusive profession” through intentionality, authenticity, and accountability? Join AOTA Commission on Education Chair Andre Johnson and AOTA President Wendy Hildenbrand for an exchange of viewpoints and ideas to propel us forward—back to our occupational therapy future!
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