Wednesday, October 14

Keynote

11:00 AM – 12:00 PM
Transforming OT Education Holistically: Addressing Systemic Racism and Promoting Occupational Justice Through Admissions, Curriculum, Instruction, and Evaluation

Lisa A. Jaegers, PhD, OTR/L; Selena E. Washington, PhD, MSPH, OTR/L; both of Saint Louis University; St. Louis, MO; Arahem Anvarizadeh, OTD, OTR/L; University of Southern California, Los Angeles, CA; Mario Millsap, Washington University School of Medicine, St. Louis, MO; and Adam Pearson, OTD, OTR/L; Peter & Paul Community Services, St. Louis, MO.

The Justice-Based Occupational Therapy (JBOT) Network and Coalition of Occupational Therapy Advocates for Diversity (COTAD) assert that we need to more fully animate our professional ethics by addressing how racism affects our recruitment of students, admissions, teaching practices, curriculum design, student supports, practice sites, selection of interventions, and therapy outcomes. In this keynote, JBOT and COTAD voices will share examples of how we might work to facilitate diversity, equity, inclusion and occupational justice through OT education.

At the conclusion of this presentation the attendee will be able to

- Identify innovative examples of diversity, equity, inclusion, and justice based practices in academia, research, and practice.
- Apply actionable items and key takeaways to be considered throughout the Summit and beyond.

12:00 pm – 12:15 pm
Break and Exhibits Open

Platform Sessions

12:15 PM – 1:15 PM
PLATFOM 101A
Exploring How Integrative Seminars Contribute to Students’ Readiness for Level II Fieldwork

Content Focus: Instructional Methods
Robyn Wu, OTD, OTR/L; Chi-Kwan Shea, PhD, OTR/L; both of Samuel Merritt University, Oakland, CA

The integrative seminar is an innovative teaching-learning tool that may contribute to students’ confidence and perceived readiness for Level II fieldwork, as well as support the development of their critical thinking, interpersonal skills, clinical competence, and professional identity.

PLATFOM 101B
Is There a Fieldwork Site Hiding on Your Campus?: Creation of a Level I Fieldwork Course to Mutually Benefit MOT Students & Undergraduates

Content Focus: Instructional Methods
Dab James, MBA, OTR/L, Bay Path University, Longmeadow, MA

Contributing Authors: Julie Watson, PhD, OTR/L; Rae Smith, OTD, OTR/L, both of Bay Path University, Longmeadow, MA

An opportunity exists on university campuses for creating vital fieldwork experiences. An innovative Level I fieldwork course was created for MOT students to support undergraduates transitioning to college. Positive outcomes were found for both MOT students and undergraduates.

PLATFOM 101C
Opportunities and Benefits of Innovative Level I Fieldwork Instructional Methods

Content Focus: Instructional Methods
Lynn Kilburg, DHSc, OTR/L; Angela McCombs, OTD; Jenni Petersen, all of St. Ambrose University, Davenport, IA

Within Level I fieldwork, multiple instructional methods enhance students’ knowledge of the OT process. Novel fieldwork variations offer opportunities to decrease clinical site dependency while enhancing service and scholarship.

Initial research findings explore various fieldwork methods on student learning.

PLATFORM 102A
Clay Modeling to Learn Anatomy

Content Focus: Instructional methods
Dustin Cox, DPT, PT, LSVT, CLT, Cox College, Springfield, MO

One area in which students may struggle regarding efficiency of learning is in visualizing anatomical structures in three dimensions. A tactile-based approach to learning anatomical structures was examined to determine how much knowledge was gained of anatomical structures in the body.

PLATFORM 102B
Promoting Student Success Through Anatomy & Kinesiology “Boot Camp”

Content Focus: Instructional Methods
Rebecca Sinko, OTD, OTR/L; Haley Moshier, OTD; Courtney Mulligan, OTD, all of Thomas Jefferson University, Philadelphia, PA

This presentation will discuss current effective teaching methods and their application to anatomy and kinesiology (A&K) and discuss how one OT program integrated best educational practice to develop and implement a pre-semester pilot A&K “Boot Camp” workshop to facilitate student success.

PLATFORM 102C
Positive Changes in Learning Preferences and Improved Academic Performance Following Incorporation of Drawing Exercises During Cadaveric Dissection

Content Focus: Instructional Methods
Joydeep Chaudhuri, MD, Husson University, Bangor, ME

The incorporation of drawing exercises during cadaveric dissection can induce positive changes in learning modalities and approaches in occupational therapy students. This is reflected in improved academic outcomes, and hence holds potential as an efficient teaching tool in anatomy.

PLATFORM 103A
Teaching Environmental Adaptations and Interprofessional Collaboration Within the OT & Speech Language Pathology Programs

All times listed are Eastern Daylight Time (EDT)
**Content Focus: Instructional Methods**

Marc Willey, PhD, OTR/L, University of Central Arkansas, Conway, AR; Sapna Chakraborty, OTD; Lisa Proctor, PhD, CCC-SLP, both of Missouri State University, Springfield, MO

A pilot study with a nonequivalent comparison before-and-after design was conducted to examine graduate students’ knowledge of the role of OTs and speech-language pathologists in the area of environmental modification. Interprofessional lectures and labs were utilized to establish student teams responsible for modifying a rideable car for a child with disabilities. Pre- and post-surveys were administered and significant improvements were found in each student group.

**PLATFORM 103B**

Perceptions and Knowledge of Older Adult Populations: An Analysis of Interprofessional Case Experiential Learning of OT Students

**Content Focus: Instructional Methods**

Selena Washington, PhD, OTR/L; Julia Henderson-Kalb, OTD, OTR/L; Maria Berg-Weger, PhD, LCSW; Devita Stallings, RN, PhD, all of Saint Louis University, St. Louis, MO

Applied learning experiences are essential to increase OT students’ interest and knowledge of older adult populations for future practice. The Interprofessional Geriatric Case Competition is offered annually, which helps students to develop competencies in geriatric interprofessional practice through a team-based approach. The purpose of this discussion is to inform academic and workforce development efforts within the area of geriatric care and productive aging.

**PLATFORM 103C**

Intraprofessional Education in OT: Fostering Increased Opportunities for Collaboration

**Content Focus: Instructional Methods**

Mary Qualls, Madisonville Community College, Madisonville, KY; Anna Walls, MS, Southwestern Community College, Sylva, NC; Claudia Miller, OTD, OTR/L, Occupational Therapy House, Cincinnati, OH; Maureen Nardella, MS, OTD, OTR/L, Occupational Therapy House, Cincinnati, OH; Maureen Nardella, MS, North Shore Community College, Danvers, MA; Amy Mahle, MHA, COTA/L, ROH, Rowan-Cabarrus Community College, Salisbury, NC

This session showcases a variety of opportunities for intraprofessional collaboration to meet 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) standards. Activities include face-to-face, hybrid and web-based, and experiential (fieldwork) learning. Education that engages OT and OTA students in a collaborative activity will prepare them for best practice in the field. Participants will be equipped with materials related to best practice models to successfully implement intraprofessional learning activities.

1:15 pm – 2:15 pm

Lunch, Networking, and Exhibits Open

2:15 PM – 3:15 PM

**PLATFORM 104A**

Our Journey Through Interprofessional Education (IPE) to Prepare the Next Generation of Interprofessional Health Care Practitioners

**Content Focus: Faculty Development and Resources**

Annamarie Scalise-Kinsella, OTD, OTR; Cynthia Love Williams, RN, DNP; Dawn Evans, DPT, PT; all of Utica College, Utica, NY

This presentation will share stages of development that bolstered faculty and administrative support to include IPE in our School of Health Professions and Education’s strategic plan, appoint a IPE coordinator, and create IPE courses and experiences at the undergraduate and graduate level.

**PLATFORM 104B**

OT Students’ Perceptions on IPE SIM event: A Mixed Methods Study

**Content Focus: Learner Characteristics and Competencies**

Gina Pifer, EdD, OTR/L, BCPR; Karisa Wilczynski; Lauren Pickrell; Dana Schatz, all of University of Missouri, Columbia, MO

OT, PT, and RT students participated in an IPE simulation. All students completed pre- and post-surveys and reflections. We retrospectively explored the mixed data from OT students’ surveys and reflections to determine if an IPE simulation increases OT students’ understanding of the five IPE competencies.

**PLATFORM 104C**

An Empathetic Approach to Communication: Applying the Intentional Relationship Model to Facilitate Meaningful Engagement in Individuals With Dementia

**Content Focus: Theory Building**

Briana Certa, OTD, OTR/L & Evgenia S. Popova, PhD, OTR/L, Rush University Medical Center, Chicago, IL

This workshop explores the social-emotional needs of an individual with progressive dementia, evidence-based communication strategies, and ways in which the Intentional Relationship Model can be used to theoretically ground these concepts to maximize client engagement in meaningful occupations.

**PLATFORM 105A**

Increasing Capacity: Are OT Fieldwork Students Exposed to Competent Evidence-Based Practice Skills?

**Content Focus: Socialization to the Profession**

Angela Benfield, PhD, OTR/L, Les Passees Child Rehab Center, Memphis, TN

The self-report habits of practicing clinicians engaging in clinical reasoning and evidence-based practice will be reported. This knowledge can be used to develop specific assignments that engage the students in activities that are less likely to be demonstrated by their fieldwork educator.

**PLATFORM 105B**

Back to Our Roots: Emerging Practice & Student Fieldwork as Potential Solutions to Support the Role of OT in Mental Health

**Content Focus: Socialization to the Profession**

Bianca Maria Doherty, OTD, OTR/L, University of St. Augustine for Health Sciences, San Diego, CA

This presentation will describe an innovative collaboration between a university and a community-based organization supporting youth experiencing homelessness and significant mental health challenges in San Diego. This partnership is aimed at increasing the visibility of OT in mental health and advocating for our distinct value in this arena, as well as creating a unique experiential learning opportunity for students in an emerging practice area.
PLATEFORM 105C
Developing a Trauma-Informed OT Workforce

Content Focus: Socialization to the Profession
Amy Noble, OTD, OTR/L, University of South Dakota, Rancho Palos Verdes, CA
Contributing Author: Shana Cerny, OTD, OTR/L, BCP, University of South Dakota, Vermillion, SD

Education of future practitioners should include knowledge and applicable skills to address social determinants of health. The presenter will describe the creation of an evidenced-based pediatrc trauma course to contribute to the profession’s ability to meet the needs of vulnerable populations.

PLATEFORM 106A
Simulation Scaffolding in OT Curriculum: Development & Implementation

Content Focus: Instructional Methods
Emily Frank, OTD, OTR; University of St. Augustine for Health Sciences, Austin, Texas; Thais Petrocelli, OTD, MHA, OTR/L, Kean University, Union, NJ; Kelly Layne, OTD, OTR/L; Jerilyn Callen, OTD, OTR, both of University of St. Augustine for Health Sciences, St. Augustine, FL;

Presenters describe development and implementation of four different simulation experiences scaffolded across MOT/OTD curricula, including complex case development, creating simulation objectives, filming of student prebrief, training simulated patients, and tips for successful implementation.

PLATEFORM 106B
Simulation Compared to Traditional Clinical Learning Activities: Multi-Site Pilot Survey Study

Content Focus: Instructional Methods
Audrey Zapletal, OTD, OTR/L, CLA, Thomas Jefferson University, Philadelphia, PA
Contributing Authors: Joanne Baird, PhD, OTR/L, FAOTA, ChSE, University of Pittsburgh, Pittsburgh, PA; Jean Prast, OTD, OTR, University Center, MI; Tracy Van Oss, DHCSc, OTR/L, FAOTA, SCEM, CHES, Quinnipiac University, Hamden, CT; Maureen Hoppe, EdD, OTR/L, College of St. Mary, Omaha, NE

This presentation uses data from a standardized survey deployed in five diverse OT programs using multiple simulation modalities embedded in their curricula to determine how well student learning needs are met in simulated clinical compared to traditional clinical environments.

PLATEFORM 106C
Role-Play or Real Play: Optimizing Simulated Clinical Scenarios to Promote Effective Therapeutic Communication Skills

Content Focus: Instructional Methods
Celeste Januszewski, OTD, OTR/L, CPRP, University of Illinois at Chicago, Chicago, IL; Evgenia Popova, PhD, OTR/L, Rush University Medical Center, Chicago, IL; Jenica Lee, OTD, OTR/L, University Of Illinois At Chicago, Chicago, Illinois

Role-play is commonly used to teach communication skills, yet it can be a struggle for students to authentically engage in the clinical simulations. This session presents evidence-based strategies to facilitate role-play in a way that promotes students’ active engagement and true self-reflection.

3:15 pm – 3:30 pm
Break and Exhibits Open

3:30 pm – 4:30 pm
Posters and Exhibits Open

Poster Sessions

3:30 PM – 4:30 PM

POSTER 102
Fieldwork Educators’ Perceptions & Use of Occupation-Based Practice in a Fieldwork Setting

Content Focus: Learner Characteristics and Competencies
Molly Wuebker, OTD; Hannah Deniker; Danae Lane; Hailey Mills, all of Drake University, Des Moines, IA

A gap exists between occupation-based practice taught in academia and fieldwork settings. The study explored the perceptions and use of occupations among fieldwork educators via a mixed-methods study. Data suggested knowledge of the term may be limited to activities of daily living.

POSTER 103
The Use of Metacognition in OT Curriculum: A Scoping Review

Content Focus: Instructional Methods
Monica Robinson, The Ohio State University, Columbus, OH; Christine Kroll, OTD, OTR, FAOTA, Indiana University, Indianapolis, IN; Emma Sabransky, OTD, Ohio State University, Columbus, Ohio

Metacognition is a critical skill in education as it enables higher-order thinking and self-regulation of learning. The purpose of this scoping review was to examine the extent metacognition and related strategies are used in OT curriculum.

POSTER 104
Supporting Adult Learning: Perspectives From Graduate Students & Graduate Faculty in OT

Content Focus: Learner Characteristics and Competencies
Chetna Sethi, PhD, OTR/L, Towson University, Towson, MD

The purpose of this qualitative descriptive study was to explore student and faculty perspectives on the optimization of adult learning and the role of self-directed learning in OT graduate education.

POSTER 105
The Impact of Experiential Learning in a Pro Bono OT Clinic on Clinical Reasoning Development

Content Focus: Instructional Methods
Megan Dooley, OTD, OTR/L; Julie Sandvig, OTD, OTR/L, both of University of Mary, Bismarck, ND
Contributing Author: Debra Hanson, PhD, OTR/L, FAOTA University of North Dakota, Grand Forks, ND

Significant change in student perception of clinical reasoning skills (P<0.000) as a result of participation in a pro bono clinic is described. Exploration of underlying instructional methods informs teaching to support clinical reasoning development.

POSTER 106
Beliefs About Knowledge & Knowing: Do They Change During Level II Fieldwork?

Content Focus: Learner Characteristics and Competencies
Anita Mitchell, PhD, OTR, FAOTA, University of Tennessee, Memphis, TN

Epistemic and ontological cognition can influence learning, yet they have received little attention in the OT literature. This poster will introduce these constructs and present results of a descriptive study of epistemic and ontological cognition over the course of nine months of Level II fieldwork.
POSTER 107
Mixed Methods Pilot Study: Utilization of Interactive Neurological Case Studies to Promote Clinical Reasoning in OT Students

Content Focus: Instructional Methods
Stephanie Kubiak, MS, OTR/L, CLT, Gannon University, Erie, PA

Segmented interactive neurological case studies are perceived to be a valuable supplemental learning tool by OT students and have demonstrated improved clinical decision-making in OT students from pre- to post-test, supporting the use of innovative technology as a learning resource in OT courses.

POSTER 108
Picking Up Traction: Emergence of the Tire Treads OT Conceptual Framework for Fellowship Programs Through Content Analysis

Content Focus: Learner Characteristics and Competencies
Marcelo Silva, MA, OTR/L, BCPR, Department of Veterans Affairs, Tampa, FL

Evidence suggests the importance of theory to guide practice. However, there are few conceptual frameworks to guide the development of fellowship programs in OT. This poster describes a qualitative content analysis process used to develop a conceptual framework for OT fellowship programs.

POSTER 110
Outcomes of International Service Learning: Alumni Perspectives

Content Focus: Signature Pedagogies
Karen Schnedl; Lauren Milton, OTD, OTR/L, both of Washington University, St. Louis, MO

This qualitative research study explored the long-term influence of student participation in international service learning (ISL) on OT practitioners. Themes derived from the data broaden the understanding of benefits of ISL and inform best practice in OT education.

POSTER 111
Partnerships for Best Practice in Fieldwork: Clients, Programs, Organizations

Content Focus: Signature Pedagogies
Amy Carroll, OTD, OTR/L; Roseann Schaaf, PhD, OTR/L, FAOTA; Stephen Kern, PhD, OTR/L, FAOTA, all of Thomas Jefferson University, Philadelphia, PA

This poster presents an innovative partnership for quality improvement and best practice in OT. Systematic evidence-based approaches focus on outcome measurement to meet fieldwork sites’ identified goals. Attendees discuss processes and consider similar approaches at their site.

Thursday, October 15
Platform Sessions

11:00 AM – 12:00 PM

PLATFORM 201A
Promoting Diverse and Inclusive Learning About Occupation: A U.S.-South African “Internationalization at Home” Online Collaboration

Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Rebecca Aldrich, PhD, OTR/L, University of Southern California, Los Angeles, CA; Liesl Peters, MSc(OT), University of Cape Town, Cape Town, South Africa

By describing an ongoing collaboration between educators and students in the United States and South Africa, this presentation will demonstrate how “internationalization at home” through online platforms can increase the diversity of occupation-focused knowledge in OT curricula.

PLATFORM 201B
STEP-UP: An OT Summer Training & Enrichment Program for Underrepresented Persons

Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Rebecca Sanko, OTD, OTR/L; Lydia Navarro-Walker, OTD, OTR/L, CLA; Tracey Vause Earlard, PhD, OTR/L; Tina De Angelis, EdD, OTR/L, all of Thomas Jefferson University, Philadelphia, PA

There is need for greater diversity within OT student cohorts in order to support a diverse and inclusive workforce. Effective strategies and outcomes of one innovative program’s efforts to recruit diverse student cohorts will be shared.

PLATFORM 202A
Emerging Practice Pediatric Fieldwork in Academia: Meeting & Exceeding Expectations in the Age of COVID-19

Content Focus: Instructional Methods
Jessica Wood, OTD, OTR/L, BCP; Jessica Mason, OTD, OTR/L, both of University of Southern Indiana, Evansville, IN

COVID-19 halted OT students from completing their required 12-week Level II fieldwork. This presentation details a unique experience of an academic rotation as a Level II fieldwork option and how this experience met objectives and exceeded expectations.

PLATFORM 202B
Social Media Use in OT Education: Opportunities, Challenges, and Recommendations

Content Focus: Instructional Methods
Khalliah Johnson, PhD, MS, OTR/L; University of North Carolina, Chapel Hill, North Carolina; DePrimo, PhD, OTR/L

Social media platforms present a wealth of opportunity to deliver innovative pedagogical experiences for OT students. This presentation will identify examples of their integration within coursework to enhance student learning and strategies to mitigate challenges to implementation.
PLATFORM 202C
Modernizing Course Design Using Hybrid Learning: An Evidence-Based Approach to Enhancing Student Self-Efficacy Through an Occupation-Focused Framework

Content Focus: Instructional Methods
Cara Lekovitch, MOT, OTR/L, BCG; Erin Mathia, MOT, OTR/L, both of University of Pittsburgh, Pittsburgh, PA
Contributing Authors: Jennifer White, CSCD, OTR/L; Pamela Toto, PhD, OTR/L, FAOTA, BCG, both of University of Pittsburgh, Pittsburgh, PA

An innovative hybrid occupation-focused course design using best practice evidence in OT teaching was created as an exemplar to enhance student learner self-efficacy and scholarship. This framework has practical implications for both in-person and distance education.

PLATFORM 203A
The Effect of an International Level I Fieldwork Experience on Interprofessional and Cultural Competencies

Content Focus: Learner Characteristics and Competencies
Brittany Saviers, MS, OTR/L, University of Central Arkansas, Conway, AR
Contributing Authors: Julie Meaux, RN, PhD, CNE, FNAP, University of Central Arkansas, Conway, AR; LaVona Traywick, PhD, Arkansas Colleges of Health Education, Fort Smith, AR

Health professionals treat a growing multiethnic population. The results of this mixed-methods research showed the positive effect of a short-term Costa Rica study abroad experience on interprofessional/cultural competencies, teamwork, and collaboration of OT and nursing students.

PLATFORM 203C
Prevalence and Types of Incivility in OT Fieldwork & Practice

Content Focus: Socialization to the Profession
Deborah Bolding, PhD, OTR/L, FAOTA, San Jose State University, San Jose, CA
Recent graduates (N=247) and practitioners (N=1320) reported the incidence and types of incivility experienced during fieldwork and in the workplace. This presentation considers the impact of incivility on performance. Methods for fostering civility and resilience will be analyzed.

12:00 pm – 12:15 pm
Break and Exhibits Open

12:15 PM – 1:15 PM
PLATFORM 204A
Accessibility Ratings for Buildings: AccessTools as a Medium for Teaching Universal Design

Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Mason Drake, OTD; University of Wisconsin-Milwaukee, Milwaukee, Wisconsin; Qussai Obiedat; Roger Smith, PhD, OT, FAOTA, R2d2 Center, Milwaukee, WI

A pilot study was conducted to examine the effect of AccessTools on student learning of accessibility. OT students completed public building evaluations using the AccessTools app. The results demonstrate the assessment tool increased students’ knowledge about accessibility and universal design.

PLATFORM 204B
Addressing Telepressure and Technostress in Academic Workplace Culture

Content Focus: Faculty Development and Resources
Audrey Zapletal, OTD, OTR/L, CLA; Regina Antoni; Frances Calingo, all of Thomas Jefferson University, Philadelphia, PA

Information communication technology can be a source of stress in academia due to the 24/7 availability of the internet on mobile devices, leading to telepressure and technostress. Positive technology strategies can mitigate this stress and enhance workplace culture and student experience.

PLATFORM 204C
OT Students’ Knowledge, Clinical Preparedness, & Attitudes for Working with LGBT Clients

Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Deborah Bolding, PhD, OTR/L, FAOTA, San Jose State University, San Jose, CA

Students and recent graduates were surveyed about knowledge, preparedness, and attitudes about working with people who identify as LGBT. Knowledge and skills scores improved between first-year students and graduates; there were no changes in attitudes, and 51% reported being prepared to work with LGBT clients.

PLATFORM 205A
Fulfilling ACOTE Accessibility Standards With a Community Engagement Event Using the AccessPlace App

Content Focus: Instructional Methods
Laryn O’Donnell, Huntington University, Huntington, IN; Roger Smith, PhD, OT, FAOTA, R2d2 Center, Milwaukee, WI

People with disabilities encounter significant building-accessibility barriers in the community. OT students need to learn about the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and building accessibility. This paper presents how a community engagement event can meet key ACOTE curricular standards related to the ADA.

PLATFORM 205B
Effect of Traditional Versus Non-Traditional Psychosocial Fieldwork Placement on Students’ Attitudes Toward Working With Individuals With Mental Illness

Content Focus: Instructional Methods
Tiffany Benaroya, OTD, Rutgers, The State University of New Jersey, Newark, NJ
Contributing Authors: Meredith Cimmino, PT; Ann Murphy, PhD; Michelle Zechner, PhD, all of Rutgers, The State University of New Jersey, Newark, NJ

As OTP's work less with individuals with serious mental illness, educational programs are placing students in non-traditional fieldwork settings to fulfill accreditation psychosocial competencies. This study compares how this impacts students’ attitudes toward working with this population.

PLATFORM 205C
All Work or All Play? The Impact of Specific International Service Learning Activities on Cultural Sensitivity & Professional Identity Development

Content Focus: Instructional Methods
Monique Chabot, OTD, OTR/L, SCEM, Fox Rehabilitation, Cherry Hill, NJ; Said Nafai, OTD, OTR/L, CLT, American International College, Springfield, MA
Contributing Author: Elizabeth Stevens-Nafai, MS, OTR/L, CLT

International service learning contributes...
to OT students’ professional identity and cultural sensitivity. However, research focuses on the impact of clinical experiences. This poster will compare the impact of clinical and cultural experiences during an international fieldwork.

**PLATFORM 206A**

**Holistic Admission Process & Outcomes in a Public Urban Research University**

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

Gail Fisher, PhD, OTR/L, FAOTA; Ashley Stoffel, OTD, OTR/L, FAOTA; Dalmina Arias, OTD, OTR/L, all of University of Illinois at Chicago, Chicago, IL

Holistic admissions processes in OT programs are aligned with AOTA’s Vision 2025 to embrace diversity. A successful holistic admissions process at an urban research university will be described. Ten years of outcome data that correlates applicant variables with program outcomes will be presented.

**PLATFORM 206B**

**Practice What You Preach—Doing Is How You Teach What Is Best Practice in OT Education? A Student’s Experience With Pedagogy**

**Content Focus: Signature Pedagogies**

Samia Rafeedie, OTD, OTR/L, BCPR; Ty Kim, both of University of Southern California, Los Angeles, CA

The habits of a profession lead to its signature pedagogy. In OT, ‘doing’ is not only the habit, but also the practice. Therefore, its pedagogy should emphasize teaching by ‘doing.’ This session compares student experience with current literature and signature pedagogy in OT education.

**PLATFORM 206C**

**Providing Research Opportunities Through Pi Theta Epsilon for Master’s OT Students**

**Content Focus: Instructional Methods**

Rebecca Birkenmeier, OTD, OTR/L, Washington University in St. Louis, St. Louis, MO; Eliza Prager, OTD, OTR/L, Maryville University, St. Louis, MO

Pi Theta Epsilon provides a unique avenue to increase student research opportunities at teaching universities, facilitating OT student development of leadership skills and scholarly activities at an advanced level.

1:15 pm – 2:15 pm

**Lunch, Networking, and Exhibits Open**

2:15 PM – 3:15 PM

**PLATFORM 207A**

**Impacting LGBTQ+ Health Outcomes Through Faculty Development for Inclusive Practices**

**Content Focus: Faculty Development and Resources**

Audrey Zapletal, OTD, OTR/L, CLA, Thomas Jefferson University, Philadelphia, PA

Contributing Authors: Susan Toth-Cohen, PhD, OTR/L; Tracey Vause Earland, PhD, OTR/L; Karla Bell, DPT, PT, GCS, all of Thomas Jefferson University, Philadelphia, PA

Faculty development is critical in order to improve the experiences of LGBTQ+ students and patients. This session describes a piloted faculty development program for health profession faculty in the area of sexual and gender minority education and provides data about its impact.

**PLATFORM 207B**

**Finding a Voice: Overcoming Shame & Implicit Bias Through Collective Exploration of Difference**

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

Amy Armstrong-Heimsoth, OTD, OTR/L, Mary Catherine Lockmiller, MLIS-AHIP, both of Northern Arizona University, Flagstaff, AZ

This presentation will explore Photovoice as a storytelling tool to help students explore shame, bias, and positionality. This is an initial assignment to prepare students for further work on implicit bias in health care and cultural humility. Ties to further assignments will be provided.

**PLATFORM 207C**

**OT Students’ Preparedness to Work With Transgender Clients**

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

Meredith Rosol; Karissa Rogers; Raigan Ratliff; Rachel Pavlinec; Marion Russell, OTD, MOTR/L, SCFES, all of Creighton University, Omaha, NE

Contributing Authors: Molly McCarthy, PhD, Creighton University, Omaha, NE

Studies suggest a lack of knowledge about transgender health among health care professionals. This study examined OT students’ perceptions of their preparedness to work with transgender individuals. Content will serve to inform OT programs to prepare students to provide more inclusive care.

**PLATFORM 208A**

**Challenging OT Students: Motor Skills Participation Through Assistive Technology Innovation**

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

Karen Dishman, OTD, OTR, ATP; Jessica Mason, OTD, OTR/L, both of University of Southern Indiana, Evansville, IN

OT students designed, built, and utilized assistive technology equipment to allow students with disabilities to participate more fully in motor skill activities. This presentation explores how a service-learning opportunity brought together both OT students and the community.

**PLATFORM 208B**

**The Role of OT in Family Practice Center Group Visits for Chronic Disease Management**

**Content Focus: Instructional Methods**

Erin Phillips, OTD; Stephanie Phares, MOT; Caitlin Cleveland, MS, all of St. Ambrose University, Davenport, IA; Cherie Blackwell, OTR/L, Genesis Physical Therapy and Wellness, Bettendorf, IA

OT is uniquely poised to provide occupation-based health promotion services using a lifestyle approach. Program includes implementation of OT services in family practice group visits for chronic disease management, as faculty practice, doctoral experience, and Level I fieldwork.

**PLATFORM 208C**

**Developing Population Health Programs in Collaboration With Community Organizations: Lessons for Entry and Postprofessional Education**

**Content Focus: Instructional Methods**

Margaret Beckley, PhD, OTR, FAOTA; Belkis Landa-Gonzalez, EDD, OTR/L; Katherine Greg, OTD, OTR, CHT, all of Barry University, Miami Shores, FL

Promoting educational opportunities in the area of advocacy is critical with OT students and practitioners for skill development in this area. Collaborating with other health organizations is one approach that has been success-
ful in advocating for the profession and clients in need of services.

**PLATFORM 209A**
Guidance for New Teaching Faculty: Reflections From a Mentoring Relationship
Content Focus: Faculty Development and Resources
Julie Gray, PhD, OTR/L, FAOTA, University of Southern California, Los Angeles, CA; Psalm Ho, PhD, OTR/L, Peking University, Beijing, China
New OT faculty encounter many challenges in the teaching role. Qualitative analysis of field notes from an ongoing faculty mentoring relationship reveal experiential knowledge and best practices on curriculum development, student advisement, and classroom and time management.

**PLATFORM 209B**
Onboarding OT Faculty—A program for Transitioning Clinicians to Academicians
Content Focus: Socialization to the Profession
Jennifer Washko, MS, OTR/L; Lori Charney, OTD, OTR/L, CAS, both of Misericordia University, Dallas, PA
Onboarding is a practice used to initiate new OT educators into academia. This presentation outlines a semester-long program inclusive of three phases. The goal of onboarding is to transition clinicians to be effective first-time faculty members who achieve academic success and socialization.

**PLATFORM 209C**
Team Teaching and Professional Development in Higher Education: Educator Perspectives
Content Focus: Instructional Methods
Rebecca Sinko, OTD, OTR/L; Haley Moshier, OTD; Courtney Mulligan, OTD, all of Thomas Jefferson University, Philadelphia, PA
This presentation will discuss the findings of one university’s study exploring teaching team members’ perspectives on leadership, mentorship, and professional development in order to shed light on effective methods for professional development of educators within teaching teams.

**POSTER 201**
Formal Online Stroke Education Program Effects on OTs’ Competence & Confidence in Clinical Practice
Content Focus: Instructional Methods
Michelle Buccinna, OTD, OTR/L, Touro College, Bay Shore, NY
This presentation will review the methodology and results of a six-week online educational program focused on evidence-based practice in stroke rehabilitation to improve clinical competence and confidence in OT practitioners.

**POSTER 202**
A United Way Board Fellows Program: A Unique Leadership Opportunity for Students
Content Focus: Learner Characteristics and Competencies
Allison Deropinghaus; Christine Berg, PhD, OTR/L, FAOTA, both of Washington University in St. Louis, Saint Louis, MO
OT students spent one year as a United Way board fellow. This leadership opportunity allows students to explore advocacy and service from the not-for-profit board perspective. The development of the fellowship, preparation, and participation results will be described to encourage replication.

**POSTER 203**
Utilizing the Community Engagement Components Practical Model to Foster Community Partnerships
Content Focus: Instructional Methods
Victoria Wilburn, DHSc, OTR; IU School Of Health & Human Sciences, Indianapolis, IN; Christina Douglas, Bmh Pediatric Rehab, Munice, IN; Jill Fodstad, PhD, HSPP, BCBA-D, Indiana University School of Medicine, Indianapolis, IN
Using student consultation in OT education provides the opportunity for engaging various community stakeholders. This poster details how utilizing the Community Engagement Components Practical Model (Ahmed, Young, DeFino, Franco, and Nelson, 2017) structured the five components of community engagement to include community outreach and service, education, clinical care, research, and policy and advocacy.

**POSTER 204**
The Development of OT Education Competencies Related to Children & Youth
Content Focus: Learner Characteristics and Competencies
Rachel Wurtzel; Lauren Milton, OTD, OTR/L, both of Washington University in St. Louis, St. Louis, MO
Competency-based education is an effective teaching model used to prepare future health care professionals. The purpose of this project was to identify entry-level OT education competencies related to children and youth and integrate them into associated coursework.

**POSTER 205**
Experiential Learning in OT Education: Community Volunteer Patients in the Classroom
Content Focus: Instructional Methods
Susan Hoey, OTD, OTR/L, Covenant Medical Center, Waterloo, IA
Contributing Authors: Jane Olson, PhD, OTR, FAOTA; Julie Hunley, PhD, OT, both of Mount Mary University, Milwaukee, WI; Margo Kreger, EdD, OTR/L, Allen College, Waterloo, IA
This poster presentation provides evidence to support the development of experiential learning activities using community volunteers in the OT classroom. Practical examples of implementation methods will demonstrate how clinical reasoning can be facilitated across the curriculum.

**POSTER 206**
Bridging Educational & Pediatric Fieldwork Learning Outcomes Through an Interprofessional Lens
Content Focus: Learner Characteristics and Competencies
Joan Delahunt; Lauren Milton, OTD, OTR/L; Ketti Johnson Coffelt, OTR/L, both of Rockhurst University, Kansas City, MO
This proposal explores students’ perceptions of competence during team meetings to understand teaching methodologies prior to pediatric clinical experiences. Dissemination
focuses on an innovative method to enhance teaching effectiveness targeted for future interprofessional pediatric practice.

**POSTER 207**
Putting Pieces in Place: The Graduate Jigsaw Classroom

**Content Focus: Instructional Methods**
Andrea Garcia, OTD, OTR/L, Kessler Rehabilitation Center, Howell, NJ

This graduate jigsaw classroom was designed for increased knowledge retention, teamwork, and learning initiative and to promote deeper understanding of foundational knowledge required for entry-level OT clinical practice.

**POSTER 208**
Exploring OT Competency Themes & Measures for the Development of the Smart Testing & Learning (STL) System: A Scoping Review

**Content Focus: Learner Characteristics and Competencies**
Irene Chun; Chih-Hung Chang, PhD; Steven Taff, PhD, OTR/L, FAOTA, FNAP; all of Washington University in St. Louis, St. Louis, MO

This scoping review explored the most current essential areas of competencies and relevant measures. It serves as the preliminary step in developing the STL system, a user-centric testing and learning system that will adapt to an individual’s level of clinical competency.

**POSTER 209**
The Effectiveness of a Distance-Based Interprofessional Educational Experience

**Content Focus: Instructional Methods**
Cortni Krusemark, OTD, OTR/L, Briar Cliff University, Sioux City, IA

Contributing Authors: Patrick Cross, DPT, PT; Brian Wiekamp, OTD, ScD, both of Briar Cliff University, Sioux City, IA

Social distancing has forced educators to explore alternative instructional methods. The effectiveness of a distance interprofessional experience for health science students was evaluated. Results identify significant improvements in perceptions and attitudes about interprofessional practice.

**POSTER 210**
Development of a Sensory-Friendly Environment

**Content Focus: Signature Pedagogies**
Julie Hebert, OTD, OT; Justine Faghhihi, OTD, both of University of Texas at Tyler, Tyler, TX

Contributing Author: Diane Brown, PhD, OTR, University of Texas at Tyler, Tyler, TX

This poster reports on a service learning project by students that discussed elements of a sensory environment and whether these elements were applicable to an agency’s clients. This poster aims to provide information and inspiration for creating a sensory-friendly environment in other settings.

**Friday, October 16**

**Platform Sessions**

**11:00 AM – 12:00 PM**

**PLATFORM 301A**
Student Responses to Telehealth Education: Outcomes From Lecture & Lab Teaching Modules

**Content Focus: Instructional Methods**
Angela Patterson, OTD, OTR/L, FAOTA, FNAP; Marion Russell, OTD, MOTR/L, SCFES; Diana Feldhacker, OTD, OTR/L, BCPR; Bobbi Greiner, OTD, OTR/L, all of Creighton University, Omaha, NE

This graduate jigsaw classroom was designed for increased knowledge retention, teamwork, and learning initiative and to promote deeper understanding of foundational knowledge required for entry-level OT clinical practice.

**POSTER 210**
Development of a Sensory-Friendly Environment

**Content Focus: Signature Pedagogies**
Julie Hebert, OTD, OT; Justine Faghhihi, OTD, both of University of Texas at Tyler, Tyler, TX

Contributing Author: Diane Brown, PhD, OTR, University of Texas at Tyler, Tyler, TX

This poster reports on a service learning project by students that discussed elements of a sensory environment and whether these elements were applicable to an agency’s clients. This poster aims to provide information and inspiration for creating a sensory-friendly environment in other settings.

**PLATFORM 301C**
Ensuring Clinical Competence in a Virtual Environment

**Content Focus: Instructional Methods**
Rebecca Birkenmeier, OTD, OTR/L, Washington University in St. Louis, St. Louis, MO; Jane Lackner, OT, SSM Rehabilitation Institute, St. Louis, MO

An unexpected switch to virtual learning due to the COVID-19 pandemic challenged instructors to create an innovative online virtual competency maintaining the same level of performance as an in-person checkout while also managing student stress levels.

**PLATFORM 302A**
Teaching in the New Millennium: An Autoethnographic Approach to Exploring the Lived Experience of OT Faculty

**Content Focus: Faculty Development and Resources**
Carol Lambdin-Pattavina, DrOT, OTR/L, Nova Southeastern University, Fort Lauderdale, FL; Jane O’Brien, PhD, OTR/L, FAOTA, University of New England, Portland, ME

This autoethnographic research examines the lived experience of OT faculty. Researchers penned their teaching narratives and identified themes related to teaching today’s students. Findings illustrate the need to incorporate faculty perspectives into SoTL to enhance student learning outcomes.

**PLATFORM 302B**
Participatory Action Research: Informing Course Redesign & Influence on Student Outcomes

**Content Focus: Faculty Development and Resources**
Robyn Otty, OTD, OTR/L, FAOTA, BCPR, Touro University Nevada, Henderson, NV

Contributing Author: Shaylee Ewing, Touro University Nevada, Henderson, NV

This session will describe how a participatory action research project influenced a course redesign of a research methods course. Various sources of data inform the instructor course redesign of a quantitative research course.
PLATFORM 302C
In the Room Where It Happens: A Case Study on the OTD Degree Development Process
Content Focus: Faculty Development and Resources
Cynthia Matlock, PhD, OTR/L; Tara Ernst, MA, both of St. Louis University, St. Louis, MO
The case study examines the development process of an entry-level OTD program based on a framework of four variables: context, individual role, program design, and curricular decisions. Findings result in effective practice implications for the development of entry-level OTD programs.

PLATFORM 303A
OT Student Well-Being, Coping, & the Implications for Academic Outcomes: A Scoping Review
Content Focus: Learner Characteristics and Competencies
Pamela Lewis-Kipkulei, OTD, OTR/L, Arkansas State University, Jonesboro, AR; ARINora Dunn, EdD, OTR/L, Xavier University, Cincinnati, OH; Amanda Carpenter, PhD, Arkansas State University, Jonesboro, AR
Based on scoping review results, suggestions for pedagogical approaches to help students develop strategies for well-being and academic success will be presented. Supporting students can train future therapists in stress management to prevent professional burnout, producing a stronger workforce.

PLATFORM 303B
The College Student With an Anxiety Disorder: Self-Advocacy, Occupational Engagement, & Resilience
Content Focus: Promotion of Diversity, Inclusion, and Equity Throughout the Education Pipeline and Curricula
Amy Hasman, OTD, OTR/L; Cynthia Matlock, PhD, OTR/L, both of St. Louis University, St. Louis, MO
A qualitative research inquiry demonstrates the significance of self-advocacy and its contribution to the process of resilience for the college student with an anxiety disorder. OT practitioners have a unique opportunity to facilitate programming to enhance occupational engagement.

PLATFORM 303C
Thriving or Surviving? Evaluating the Experience of Students in Professional Programs
Content Focus: Socialization to the Profession
Jaye Yatczak, PhD, OTR/L; Teresa Mortier, MS; Heather Silander, EdD, all of Eastern Michigan University, Ypsilanti, MI
The purpose of this study was to examine how students were thriving in three professional programs. This was a longitudinal mixed methods design using the thriving quotient in OT, clinical laboratory sciences, and therapeutic recreation students. Overall, students are thriving and engaged but struggle to feel connected. Results indicate a need to address thriving and develop interventions to improve students’ thriving.

PLATFORM 303D
Applying the Model of Human Occupation Through Experiential Learning to Promote Therapeutic Reasoning in Pediatrics
Content Focus: Theory Building
Ashley Stoffel, OTD, OTR/L, FAOTA, University of Illinois at Chicago, Chicago, IL; Jane O’Brien, PhD, OTR/L, FAOTA, University of New England, Portland, ME
The presenters will describe active teaching and learning strategies for developing therapeutic reasoning skills by applying the Model of Human Occupation (MOHO) in pediatric OT courses. They will illustrate their process and show the outcomes of the experiential learning.

PLATFORM 304A
Weaving Occupational Science Theory in Entry-Level OT Education: Strategies for Translation and Application
Content Focus: Instructional Methods
Kendra Heatwole Shank, PhD, OTR/L; Chetna Sethi, PhD, OTR/L, both of Towson University, Towson, MD
This presentation outlines novel active learning pedagogical approaches for incorporating occupational science theoretical foundations into entry-level OT education. We emphasize the Transactional Perspective of Occupation and Wilcock’s Occupational Perspective on Health.

PLATFORM 304B
The Development of a Curriculum Designed to Foster Authentic Leadership Skills in OT Students
Content Focus: Signature Pedagogies
Theresa Delbert, MS, OTR/L, Chatham University, Pittsburgh, PA; Karen Jacobs, EdD, OTR/L, FAOTA, CPE, Boston University, Boston, MA
The use of an evidence-based process leveraging learning theory to support the infusion of authentic leadership within an entry-level OTD curriculum will be presented, along with an evaluation plan and current data related to the assessment of the curriculum.

PLATFORM 304C
Using Case Studies to Promote Critical Thinking in OT Students
Content Focus: Instructional Methods
Denise Allen, OTD, OTR/L, CHT, Florida Gulf Coast University, Fort Myers, FL
Case studies can promote critical
thinking, independence, and confidence, while reducing anxiety of OT students. Outcomes are affected by changes in lesson design. This session will look at how changes in lesson design over a three-year period using the same case studies informed instructional design for critical thinking.

**PLATFORM 306A**

**Relationships Between OT Students’ Understandings of Disability & Disability Attitudes**

**Content Focus: Learner Characteristics and Competencies**

Laura Vanpuymbroeck, PhD, OTR/L, Rush University, Chicago, IL

Contributing Author: Carl Friedman, PhD, The Council on Quality and Leadership, Towson, MD

The presentation describes findings exploring students’ attitudes toward disability and how they may be influenced by curriculum design with discussion of strategies educators might incorporate to support or challenge their conceptual underpinnings of disability and its causes.

**PLATFORM 306B**

**We Can Do This: Strengths-Based Collaboration for Access to Health Professions Education**

**Content Focus: Learner Characteristics and Competencies**

Ellen Rainville, OTD, OT, FAOTA, Western New England University, Springfield, MA

Health professions educators are responsible for following such civil rights legislation as the Americans with Disabilities Act and Section 504, yet they have had little training on how to do more than simply comply. This presentation will reintroduce educators and others to the potential and importance of inclusive professional education. Case studies will be used to illustrate how educators’ attitudes and actions can positively impact all students.

**PLATFORM 306C**

**Expanding Education About Sexual Health Within the OT Curriculum**

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

Christina Danc; Helena Lohman, OTD, OTR/L, FAOTA, both of Creighton University, Omaha, NE

OT programs vary in education about sexual health. Instruction may be insufficient to prepare students, as practitioners site lack of knowledge and comfort. This presentation explores instructional methods about sexual health to address the gap between education and practice.

**1:15 pm – 2:15 pm**

**Lunch, Networking, and Exhibits Open**

**PLATFORM 307A**

**Adapting the Higher Order Thinking (HOT) Sheet to Encourage Student Creativity & Critical Thinking**

**Content Focus: Faculty Development and Resources**

Robyn Otty, OTD, OTR/L, FAOTA, BCPR, Touro University Nevada, Henderson, NV; Lauren Milton, OTD, OTR/L, Washington University in St. Louis, St. Louis, MO

This session revisits a published engaging assignment with alternative formats to encourage student creativity and critical thinking in preparation for Level II fieldwork. The assignments are framed with the ideal “learn by doing,” supporting students to create work in meaningful ways.

**PLATFORM 307B**

**Are They Qualified? Examining the Perceived Competence of Health Care Professionals to Mentor Doctoral Capstone Experiences**

**Content Focus: Faculty Development and Resources**

Paul Arthur, PhD, OTR/L, OTA, St. Catherine University, St. Paul, MN; Rebecca Piazza, OTD, OTR/L, BCPR, University of St. Augustine, St. Augustine, FL

This study explored the perceived competence of 56 professionals in mentoring OT doctoral students along with common demographic characteristics. Results indicate professionals are confident in their ability to mentor and that age is the strongest predictive variable.

**PLATFORM 307C**

**Collaborative Fieldwork Supervision Model: A Process Model for Program Effectiveness**

**Content Focus: Faculty Development and Resources**

Oaklee Rogers, OTD, OTR/L, Northern Arizona University, Phoenix, AZ; Tamara Turner, EdD, OTR/L, Midwestern University, Glendale, AZ; Debra Hanson, OTR/L, FAOTA; Cherie Graves, MOT, OTR/L, both of University of North Dakota, Grand Forks, ND

The Collaborative Fieldwork Supervision Tool was created and disseminated nationally to fieldwork educators. Collected data informed the design of The Collaborative Fieldwork Supervision Process Model, which may be used as foundational training of this approach by academic fieldwork coordinators.

**PLATFORM 308A**

**Localizing Strategies for Situating an OT Curriculum in the Local Culture & Context of the Caribbean**

**Content Focus: Instructional Methods**

William Roberts, PhD, OTR/L, University of Texas at El Paso, El Paso, TX

Contributing Author: Barbara Hooper, PhD, OTR, FAOTA, Colorado State University, Fort Collins, CO

Effective education must be situated in the local culture. This ethnographic case study demonstrated how Caribbean OT educators used specific localizing strategies to address local cultural and contextual factors and local student learning needs. This study will serve as a guide for educators who wish to establish contextually relevant curricula.

**PLATFORM 308B**

**The Three-Component Model of Vision in Masters of OT Curricula: A Survey of the Curricula**

**Content Focus: Signature Pedagogies**

Shari Stein-Ballow, PS 19, Staten Island, NY

Contributing Authors: Fern Silverman, EdD, OTR/L; Caitlyn Foy, DOT, MOTR/L, both of Salus University, Elkins Park, PA

Vision is one of the most important ways that children and adults connect to the world. OTs serve as key service providers in addressing occupational
performance needs of children and adults with acquired brain injuries and strokes concerning the vision system. This presentation reviews the master of OT programs' current curricula that helps prepare OT students for this role.

**POSTER 303**

**Systematic Review: The Utilization of Metacognition With Health Professional Students in Higher Education Curriculum**

**Content Focus: Instructional Methods**

Emma Sabransky, OTD; Monica Robinson, OTD, OT/L, FAOTA, both of The Ohio State University, Columbus, OH

Metacognition serves to deepen learning and facilitate understanding of critical thinking, leading to development of competent, reflective practitioners. The purpose of this systematic review was to examine metacognitive strategies suggested for use in higher education and establish recommendations.

**POSTER 304**

**Impact of Action Planning on Student Health, Wellness, & Well-Being**

**Content Focus: Learner Characteristics and Competencies**

Elena Espinu, OTD, OTR/L, BCPR, Belmont University, Nashville, TN

This study assessed the effectiveness of an action-planning intervention with group accountability in promoting health, wellness, and well-being in non-traditional OT students enrolled in a hybrid master’s program, while considering their unique characteristics and life stressors.

**POSTER 305**

**Virtual Teaching: Simulation Best Practices**

**Content Focus: Instructional Methods**

Audrey Zapletal, OTD, OTR/L, CLA, Thomas Jefferson University, Philadelphia, PA

Simulation can enhance student learning and preparedness for clinical practice, including components of telehealth with the use of a standardized patient. Participants will share best practice for the use of diverse virtual simulation methods into OT education.

**POSTER 306**

**Implementation Strategies to Increase Knowledge & Use of the Canadian Occupational Performance Measure Using the Knowledge to Action Framework**

**Content Focus: Learner Characteristics and Competencies**

Piper Hansen, OTD, OTR/L, BCPR, University of Illinois at Chicago, Chicago, IL

Contributing Authors: Kathleen Ellis; Andrea Cure, OTR/L, both at Shirley Ryan Abilitylab, Chicago, IL

Through a case example, this poster will outline how the Knowledge to Action Framework (KTAF) and practice style influence knowledge, self-efficacy, and use of assessment. Highlighted is the process of how the KTAF enhances the translation of knowledge for an improved educational experience.

**POSTER 308**

**The ABCs of Implementing Technology Tools Into the Online Classroom**

**Content Focus: Instructional Methods**

Julie Hebert, OTD, OT, University of Texas at Tyler, Tyler, TX

Several studies have determined that the use of innovative technology promotes positive student engagement and learning. Participants will learn how to select, access, and implement various technological tools and programs to enhance their student learning, interaction, and performance in the online classroom.
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