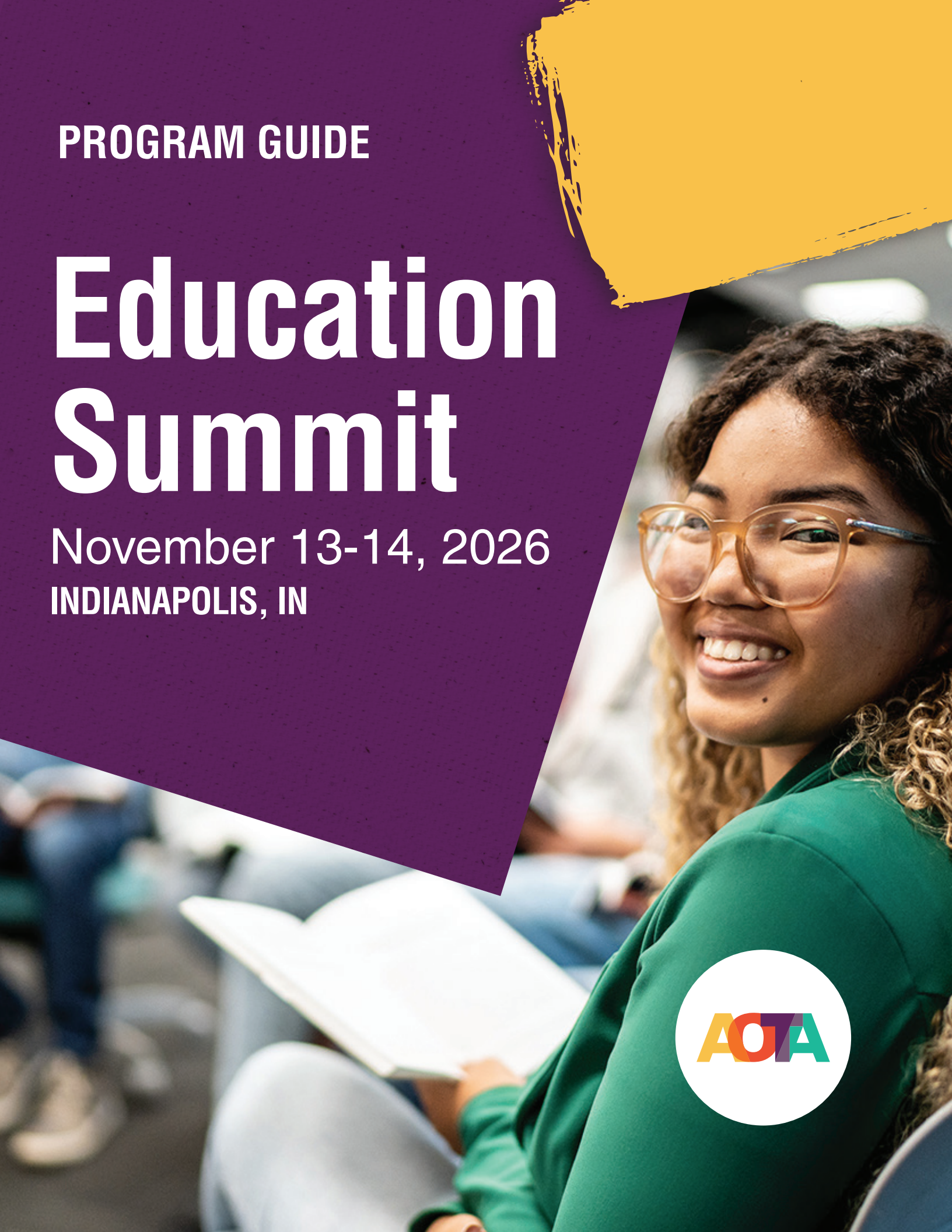


PROGRAM GUIDE

Education Summit

November 13-14, 2026
INDIANAPOLIS, IN

The ACOTA logo is a circular emblem with a white background. Inside the circle, the letters 'ACOTA' are displayed in a bold, sans-serif font. Each letter is a different color: 'A' is orange, 'C' is red, 'O' is purple, 'T' is blue, and 'A' is green.



PROGRAM AT A GLANCE

ALL KEYNOTE, PLATFORM AND CLOSING SESSIONS ARE CLOSED CAPTIONED.

THURSDAY, NOVEMBER 12, 2026

7:00 am–4:30 pm	Registration
8:30 am–5:00 pm	The AOTA Scholarship of Teaching & Learning Institute & Mentoring Program
9:00 am–12:00 pm	The OT Algorithm: Generative AI Literacy & Lab
1:00 pm–4:00 pm	The Coach Approach in Occupational Therapy: From Evidence to Everyday Practice

FRIDAY, NOVEMBER 13, 2026

7:00 am–5:00 pm	Registration and Exhibits		
7:00 am–8:00 am	Breakfast		
8:00 am–8:45 am	Keynote		
9:00 am–9:30 am	Platform 101A	Platform 102A	Platform 103A
9:30 am–10:00 am		Platform 102B	Platform 103B
10:15 am–10:45 am	Platform 104A	Platform 105A	Platform 106A
10:45 am–11:15 am	Platform 104B	Platform 105B	Platform 106B
11:30 am–12:00 pm	Platform 107A	Platform 108A	Platform 109A
12:00 pm–12:30 pm	Platform 107B	Platform 108B	Platform 109B
2:00 pm–2:30 pm	Platform 110A	Platform 111A	Platform 112A
2:30 pm–3:00 pm	Platform 110B	Platform 111B	Platform 112B
3:15 pm–4:15 pm	Technology Roundtables Friday Poster Session		



PROGRAM AT A GLANCE

ALL KEYNOTE, PLATFORM AND CLOSING SESSIONS ARE CLOSED CAPTIONED.

SATURDAY, NOVEMBER 14, 2026			
7:00 am–4:00 pm	Registration		
7:00 am–8:00 am	Breakfast		
8:00 am–8:30 am	Platform 201A	Platform 202A	Platform 203A
8:30 am–9:00 am	Platform 201B	Platform 202B	
9:15 am–10:15 am	Saturday Poster Session		
10:30 am–11:00 am	Platform 207A	Platform 208A	Platform 209A
11:00 am–11:30 am	Platform 207B	Platform 208B	Platform 209B
1:00 pm–1:30 pm	Platform 210A	Platform 211A	Platform 212A
1:30 pm–2:00 pm	Platform 210B	Platform 211B	Platform 212B
2:15 pm–2:45 pm	Platform 213A	Platform 214A	Platform 215A
2:45 pm–3:15 pm	Platform 213B	Platform 214B	Platform 215B
3:30 pm–4:15 pm	Closing		

Platform Sessions

20-minute papers with mutual themes presented together in 1-hour sessions with 10 minutes for questions and discussion after each presentation. The A session is presented in the first 30 minutes, and the B session is presented in the second 30 minutes.

Poster Sessions

1-hour displays during selected time slots on Friday and Saturday. You may view as many posters as you like during the hour, but you will only receive contact hours for a maximum of five posters for 1.25 contact hours.

Technology Round Table

Roundtable discussions with no audiovisual. During the hour, there are three 20-minute rotations with 10 minutes for the presentation and 10 minutes for discussion.



THURSDAY, NOVEMBER 12, 2026

Pre-conference workshops give you hands on learning in a smaller group setting and require separate registration. Already registered and want to add a workshop to your registration? Email us at conference@aota.org for assistance.

8:30 am–5:00 pm

Workshop 1 | Lincoln

The AOTA Scholarship of Teaching & Learning Institute & Mentoring Program*

Amanda K. Giles, OTD, MSRS, OTR/L, FAOTA, Medical University of South Carolina, Charleston, SC; Tiffany L. Bolton, OTD, MOT, OTR/L, FAOTA, University of Missouri, Columbia, MO; Jennifer Pitonyak, PhD, OTR/L, FAOTA, SCFES, CIMI, Pacific Northwest University, Yakima, WA; Elizabeth LeQuieu, PhD, OTR/L, FAOTA, CLA, Arkansas Colleges of Health Education, Fort Smith, AR; Shannon Levandowski, EdD, OTD, MS, OTR, BCP, SCSS, Tarleton State University, Stephenville, TX; Steven Taff, PhD, OTR/L, FAOTA, FNAP, Washington University in St. Louis, Saint Louis, MO

During the 7-hour institute, participants will design a study related to a self-identified teaching and learning challenge. Participants will then carry out their study with support from a mentored Scholarship of Teaching and Learning inquiry community that meets virtually over 1 year.

***Must be accepted to the Scholarship of Teaching and Learning Mentoring Program to attend this session.**

9:00 am–12:00 pm

Workshop 2 | Santa Fe

The Occupational Therapy Algorithm: Generative AI Literacy & Labe

Pooja Patel, DrOT, OTR/L, BCG, CDP, Aging Together, Chicago, IL

This workshop explores AI literacy, learning systems, and ethics to equip occupational therapy educators to learn, practice, and apply commonly used generative AI tools to optimize workflows, curriculum, and decision-making in their day-to-day roles.

1:00 pm–4:00 pm

Workshop 3 | Santa Fe

The Coach Approach in Occupational Therapy: From Evidence to Everyday Practice

Helene Theriault, Function First Coaching Inc., Vancouver, BC, Canada

Coaching in occupational therapy is evidence-informed. Now it is time to do it. This workshop equips occupational therapy practitioners with a structured framework and hands-on skills to implement a Coach Approach in practice. It earns 3 International Coaching Federation (ICF) Continuing Coach Education (CCE) credits, with opportunity to earn NBHWC credits.

FRIDAY, NOVEMBER 13, 2026

8:00 am–8:45 am

KEYNOTE | Ballroom 5-6

Rethinking Occupational Therapy: Preparing for a Profession With New Possibilities

Aaron Ross, Katz School of Science and Health, Yeshiva University, New York, NY

As artificial intelligence reshapes the path from clinical insight to meaningful action, occupational therapy faces an opportunity to rethink its future. This keynote explores what these changes mean for the profession and the educational experiences that will prepare graduates for what's next.



9:00 am–9:30 am

Platform 101A | Ballroom 5-6

The Artificial Intelligence Paradox: Balancing Student Engagement With Academic Integrity in Occupational Therapy Curricula

Laura Landon, OTD, Maryville University, St. Louis, MO

This session explores artificial intelligence (AI) integration in occupational therapy curricula, highlighting innovative tools for diverse learner characteristics. Evidence-based pedagogy to enhance engagement and critical thinking is examined through AI use cases and implementation outcomes.

Platform 102A | Ballroom 1-2

Competency in Action: Preparing Students for Physical Rehabilitation Practice Through Authentic Assessment

Andrea Coppola, OT ; Elizabeth Alicea-Torres, OT, OTD, OTR/L, CAPS, both of Southern Connecticut State University, New Haven, CT

Explore strategies for implementing competency-based assessment in occupational therapy education through performance-based practicals and simulation experiences that evaluate clinical reasoning, technical skills, and practice readiness for physical rehabilitation.

Platform 103A | Ballroom 3-4

Using a Graduate Anxiety Program Curriculum to Support Resilience in Occupational Therapy Students

Adrienne Shelton, ppOTD, OTR/L, Arkansas Colleges of Health Education, Fort Smith, AR; Aimee Piller, PhD, OTR/L, BCP, FAOTA, Piller Child Development, LLC, Phoenix, AZ; Bonnie Riley, OTD, OTR/L, Ithaca College, Minneapolis, MN

This presentation explores the impact of a curriculum designed to promote mental health and well-being in graduate occupational therapy students, with a specific focus on managing anxiety and building resilience.

FRIDAY, NOVEMBER 13, 2026

9:30 am–10:00 am

Platform 102B | Ballroom 1-2

From Stage to Simulation: Using Theater Students as Standardized Patients to Advance Occupational Therapy Clinical Competency

Lisa Sakemiller, OTR/L, BCPR, Pacific Northwest University of Health Sciences, Findlay, OH; Andrew Peatee; Megan McLaughlin, EdD, OTR/L, CHT, CPAM, both of University of Findlay, Findlay, Ohio

An innovative standardized patient program uses theater students to enhance clinical competence. A 4-year retrospective review shows strong outcomes, sustainability, and a replicable approach for resource-limited occupational therapy programs.

Platform 103B | Ballroom 3-4

Integrating Experiential Learning for Student Well-Being and Professional Readiness

Laura Landon, OTD, Maryville University, St. Louis, MO

Graduate student wellness is vital for academic success. This session explores embedding targeted experiential learning into occupational therapy coursework to enhance wellness, reduce stress, and foster professional readiness via evidence-based strategies.





FRIDAY, NOVEMBER 13, 2026

10:15 am–10:45 am

Platform 104A | Ballroom 5-6

Operationalizing the Embedded Faculty Fieldwork Model: Insights Through Case Study Examples

Candace Thrash, OTD, OTR/L, BCP; Meegan Lambert, OTD, OTR/L, LMT, both of Belmont University, Nashville, TN

This session introduces the implementation of the embedded faculty model in occupational therapy fieldwork education and compares it with other fieldwork models. Case studies highlight strategies for developing sustainable role-emerging partnerships.

Platform 105A | Ballroom 1-2

Building Effective OSCEs for Occupational Therapy Curricula

Brittany Adams, OT, OTD, OTR; Deb James, PP-OTD, OTR/L; Erin Wells, OTD; Alexis Morin, OT, OTD, OTR; Michael Salemi, OTD, all of Western New England University, Springfield, MA; Kendra Phillips, OTD, OTR/L, Holyoke Public Schools, Holyoke, MA; Erin Murray; Kimberly Gross; Susie Agostine, OT, PhD, OTR; Debra Latour, OTD, OTR/L, FAOTA, all of Western New England University, Springfield, MA

Explore the use of objective structured clinical examinations (OSCEs) in occupational therapy and occupational therapy assistant education. Learn practical strategies for designing and implementing OSCEs, and leave with tools and resources to begin developing OSCEs in your own curriculum.

Platform 106A | Ballroom 3-4

From Modules to Electives: A Flexible Approach to Integrating Women's Health Into Occupational Therapy Education

Pamela Hess, OTD, OTR, DipACLM, PMH-C, University of Florida, Gainesville, FL; Rebecca Villa, OTD, OTR, Loma Linda University, Loma Linda, CA

This session presents a scalable, evidence-informed model for integrating women's health into occupational therapy curricula through flexible modules aligned with the Accreditation Council for Occupational Therapy Education, elective formats, and faculty-friendly implementation strategies that enhance student knowledge.

FRIDAY, NOVEMBER 13, 2026

10:45 am–11:15 am

Platform 104B | Ballroom 5-6

Designing an On-Campus Pediatric Occupational Therapy Teaching Clinic: A Model for Experiential Learning in Occupational Therapy Education

Brandon Walker, OTD, LSU Health–New Orleans, New Orleans, LA

This session discusses a Person–Environment–Occupation–informed approach to designing an on-campus pediatric occupational therapy teaching clinic to support experiential learning in occupational therapy education.

Platform 105B | Ballroom 1-2

Building Clinical Confidence: Integrating a Pediatric Assessment OSCE Into the Occupational Therapy Curriculum

Michelle Scott, MOT, OTR/L, Maryville University, St. Louis, MO

To bridge the gap in pediatric fieldwork preparation, this session presents an evidence-based objective structured clinical examination grounded in Self-Determination Theory. Gain a practical framework to assess occupational therapy student competency and foster clinical readiness.

Platform 106B | Ballroom 3-4

A Population-Level Occupational Profile: A Tool to Support Occupational Therapy Student Learning

Campbell Mikush, OTD, OTR/L; Karol Guerrero; MaryBeth Gallagher, PhD, OTR/L; Antoine Bailliard; Emily D'Agostino, DPH; Barbara Hooper, all of Duke University, Durham, NC

This session introduces the Population-Level Occupational Profile (POP), an evaluation tool to help students develop population-level occupational reasoning, strengthening the curriculum and advancing preparation for community-engaged and population-level practice.



FRIDAY, NOVEMBER 13, 2026

11:30 am–12:00 pm

Platform 107A | Ballroom 5-6

Embedding Ethics in Experiential Learning: Cross-Program Findings & Implications

Theresa Delbert, Hanover College, Hanover, IN; Kelly Lavin, OTD, OTR/L, New York Institute of Technology, Old Westbury, NY; Carrie Solomon, OTR/L, OTD, University of Cincinnati, Cincinnati, OH

Ethical tensions are an unavoidable dimension of occupational therapy practice. This session presents a model for embedding ethical reasoning into experiential learning, offering transferable strategies for strengthening ethics in education and clinical settings.

Platform 108A | Ballroom 1-2

Reimagining Community-Based Occupational Therapy Education Through Mutual Aid & Collective Care

M. Veronica Llerena, OTD, OTR/L, DePaul University, Chicago, IL

This presentation describes an innovative community-based interprofessional internship grounded in mutual aid, collective care, and reflective practice to support occupational therapy student learning and professional identity formation.

Platform 109A | Ballroom 3-4

What Sites Really Think: Capstone Impact, Partner Perceptions, & Tools for Success

Michele Sheehan, OT, Marquette University, Milwaukee, WI; Stephanie Bonk, OTD, OTR/L, Concordia University Wisconsin, Mequon, WI; Daniel Rortvedt, OTD, OTR/L, University of Wisconsin-Madison, Madison, WI; Marnie Renda, Xavier University, Cincinnati, OH

This engaging workshop examines how occupational therapy doctoral capstones affect partner sites, reveals how sites perceive their value and contribution, and shares practical, ready-to-use resources to support doctoral capstone coordinators.



FRIDAY, NOVEMBER 13, 2026

12:00 pm–12:30 pm

Platform 107B | Ballroom 5-6

Reframing Advising: An Inclusive, Ethics-Based Model to Scaffold Professional Identity Development & Support Student Success

Christine Myers, PhD, OTR/L, FAOTA, FNAP; Anna Galloway, OTD, OTR/L, MT-BC, both of University of Florida, Gainesville, FL

Contributing Authors: Stefanie Bodison, OTD, OTR/L; Jessica Kramer, PhD

This presentation describes a 2-year revision of an OTD advising structure grounded in professional identity development, the American Occupational Therapy Association Code of Ethics, and a scaffolded competency framework, with outcomes and audience discussion.

Platform 108B | Ballroom 1-2

Leveraging Student-Run Health Promotion Clinics to Promote Student Learning & Enhance Community Engagement for Underserved Populations

Julie Silver Seidle, Colorado State University, Fort Collins, CO

Contributing Authors: Hannah Anderson; James Graham

This session provides practical strategies for building strong community–academic partnerships that support inclusive, student-run health promotion initiatives to address the needs of underserved populations in local communities.

Platform 109B | Ballroom 3-4

From Requirement to Career Launch: Using Motivation Theory to Strengthen Engagement in OTD Capstones

Cassandra Nelson, OTD, OTR/L, CNS, CEAS I, University of St. Augustine for Health Sciences, St. Augustine, FL

Explores motivation theory to support engagement, persistence, professional identity formation, and leadership development during OTD capstone experiences and practical strategies for increasing OTD ownership, self-efficacy, and career readiness.



FRIDAY, NOVEMBER 13, 2026

2:00 pm–2:30 pm

Platform 110A | Ballroom 5-6

Artificial Intelligence–Facilitated Debriefing: Cultivating Growth Mindset in Occupational Therapy

Meredith Grinnell, OTD, OT, OTR/L, Tufts University, Medford, MA

Artificial intelligence–facilitated debriefing offers a scalable approach to structured reflection in occupational therapy. Learn growth mindset frameworks to deepen professional learning, support clinical reasoning, and advance reflective practice across educational and clinical contexts.

Platform 111A | Ballroom 1-2

Integration of Miller’s Pyramid and Near-Peer Videos in Intervention-Based Occupational Therapy Education to Support Clinical Competence

Kerry Mader, OT, Virginia Commonwealth University, Richmond, VA

Contributing Author: Julia Jones, OTD

This exemplar used Miller’s Pyramid to build a grading rubric and near-peer intervention videos in an occupational therapy course. Student clinical competence progressed across Miller’s levels; learners rated the videos as helpful for confidence and practical exam prep.

Platform 112A | Ballroom 3-4

Developing Occupational Therapy Education Researchers Through Participation in the Grant Writing and Mentorship in Education Research (GAMER) Workshop

Jennifer Pitonyak, Pacific Northwest University of Health Sciences, Seattle, WA; Steven Taff, Washington University in St. Louis, St. Louis, MO; Julie Gray, University of Southern California, Los Angeles, CA

This session provides an overview of the GAMER Workshop, an interprofessional program aimed at preparing education researchers in the rehabilitation sciences.





FRIDAY, NOVEMBER 13, 2026

2:30 pm–3:00 pm

Platform 110B | Ballroom 5-6

Implementing an Artificial Intelligence Performance Mentor for Capstone Planning

Christine Kroll, OTD, OTR, FAOTA, University of Indianapolis, Indianapolis, IN

Explore the Capstone Performance Coach, an innovative instructional method using custom artificial intelligence (AI). Learn how embedding process education principles into AI mentoring enhances student organization, reflection, and clarity in capstone planning.

Platform 111B | Ballroom 1-2

From Discomfort to Dialogue: Preparing Occupational Therapy Students & Practitioners for Civil Discourse

Carol Lambdin-Pattavina, OTD, OTR/L, CTP, FAOTA, University of New England, Portland, ME; Tessa Milman, OTD, OTR/L, University of Southern California, Los Angeles, CA; Megan Edwards Collins, PhD, OTR/L, CAPS, Winston-Salem State University, Winston-Salem, NC; Becky Bernhardt, OTD, OTR/L, C/NDT, CAPS, Russell Sage College, Troy, NY; Jeanne Coviello, OTD, OTR/L, Temple University, Philadelphia, PA

Contributing Authors: Nanette Brenner

Civil discourse is essential to ethical, inclusive, and safe practice. This session examines occupational therapy practitioners' and students' preparation for hard conversations and offers education strategies to strengthen professional dialogue.

Platform 112B | Ballroom 3-4

Practice Scholarship Guiding University Promotion for Faculty With OTDs

Penelope Moyers Cleveland, Nova Southeastern University, Ft. Lauderdale, FL
Contributing Author: Nicole Quint, DrOT, OTR/L, FAOTA

The Scholarship of Knowledge Discovery in Occupational Therapy Practice Model guides faculty with OTDs as practice scholars who study practice through inquiry, innovation, and critical reflection to improve outcomes and build professional knowledge.



FRIDAY, NOVEMBER 13, 2026

Technology Roundtables | 3:15 pm–4:15 pm | Ballroom 5-6

Tech 101

Scroll, Vet, Create: Preparing Occupational Therapy Students for the Video-First Clinical World

Gracy Conner, OTD, OTR, Learn Behavioral, Fishers, IN; Shannon Spangler

Video is already shaping how occupational therapy students learn—without faculty guidance. This session equips educators to teach students to critically evaluate online clinical content and produce video as a therapeutic tool.

Tech 102

Podcasting in Occupational Therapy Education

Stacie Young, MHS, OTR/L, Parkland College, Champaign, IL

The Parkland College Occupational Therapy Assistant Program uses a podcast platform to address population health. Students work in groups to develop, plan, and record a podcast on The Occupation Conversation. Learn how podcasting is used in this educational setting.

Tech 104

When the Occupational Therapy Practitioner Leaves the Room: Are We Training Students to Design for It?

Gracy Conner, OTD, OTR, Learn Behavioral, Fishers, IN

This session explores video modeling as both a teaching principle and a clinical tool, challenging occupational therapy educators to prepare students to design caregiver-implemented interventions that extend beyond the therapy session.

Tech 105

Where Does Artificial Intelligence Literacy Fit? Integrating AI Education Into Occupational Therapy Curricula

Pooja Patel, DrOT, OTR/L, BCG, CDP, Aging Together, Chicago, IL

Explore where artificial intelligence (AI) literacy fits within existing occupational therapy curricula. This session presents an evidence-based approach to embedding AI education across coursework and discusses practical strategies for program-level integration with education leaders.

FRIDAY, NOVEMBER 13, 2026

Posters | 3:15 pm–4:15 pm | Ballroom 7-10

Poster 101

Where Do Rubrics Come From?

Lindy Norman, EdD; Barbara Hooper, both at Duke University, Durham, NC

Learn how clear, aligned rubrics advance equity in occupational therapy education and gain hands-on access to a rubric-for-rubrics tool to improve transparency, reduce hidden curriculum barriers, and better support diverse learners.

Poster 103

Advancing Occupational Therapy Education Through Scaffolded, Multimodal Simulation

Michelle Buccinna, OTD, OTR/L; Rena Purohit, JD, OTR/L; Eileen Meehan, EdD, OTR/L, CHT, all at Touro University, New York, NY

Scaffolded, multimodal simulation in occupational therapy education enhances student clinical reasoning, confidence, and readiness. This presentation describes a framework to integrate diverse simulations to support skill development and entry-level competency.

Poster 104

From Sensory Experience to Clinical Preparation: Exploring Multisensory Environments in Occupational Therapy Education

Allison Naber, OTD, OTR/L, CLT-LANA; Whitney Lucas Molitor, both at University of South Dakota, Vermillion, SD

Contributing Authors: Shana Cerny, OTD, OTR/L, BCP; Mackenzie Feldhacker; Karen Hebert, PhD, OTR/L; Megan Johnke

Multisensory environments address students' emotional and arousal states through activities that target sensory systems in a calming, alerting, or organizing manner while preparing students for clinical practice across settings and populations.

Poster 106

Bias in Health Care Literature: Teaching Ethical Reasoning Through an Innovative “Hashtaguary” Learning Approach

Aimee Sidhu, OTD, OTR/L; Cecille Corsilles-Sy, both of University of Puget Sound, Tacoma, WA

Explore “Hashtaguary”—an innovative instructional method using student annotation and discussion grounded in pedagogical theory to support student learning related to bias in health care research and ethical decision-making.

Poster 107

Improvement Science as a Method for Meaningful Change in Occupational Therapy Education

Lindy Norman, MAT, EdD, Duke University, Durham, NC; Barbara Hooper, Duke University, Durham, North Carolina

Learn how Improvement Science offers a practical way for occupational therapy faculty to investigate persistent challenges through a methodology that studies problems, tests ideas, and uses iterative change to achieve meaningful improvement.

Poster 108

Practice Without Pressure: Feeding Therapy Skill Building Beyond the Face-to-Face Classroom

Debbie Bebeau, EdD, OTR, Madison College, Oconomowoc, WI; Jodi Petry; Daniella Morales

ClinEdWeb's virtual feeding case scenario and course gives occupational therapy and occupational therapy assistant students scaffolded practice with an expert occupational therapy feeding specialist to build assessment and intervention skills, improving feeding competency and readiness for clinical practice.



FRIDAY, NOVEMBER 13, 2026

Posters | 3:15 pm–4:15 pm | Ballroom 7-10

Poster 109

Teaching Evidence-Based Practice Through Thematic Synthesis of Evidence, Knowledge Translation, and Creative Dissemination Using ASD Sexual Health as Context

Beth Ann Walker, PhD, OTR, FAOTA, University of Indianapolis, Indianapolis, IN

Contributing Authors: Kaitlyn Brunner; Addison Bailey; Bailey Cain; Breana Montgomery; Sofia-Alexandra Colon; Emma Deters; Angelina Gregory; Mohamed Naji; Scott Poor; Sydnie Roberson, University of Indianapolis, Indianapolis, IN

Occupational therapy students used the Occupational Therapy Sexual Assessment Framework to conduct a thematic synthesis of 65 studies addressing sexuality and intimacy among people with autism spectrum disorder (ASD), then generated infographics and Instagram Reels, translating evidence for students with ASD, parents, occupational therapy practitioners, and the public.

Poster 110

Instructional Design for Student Mastery Using the Visualize Whole-Self Model

Kristin Haas; Paula Thompson-Costello, OTD, OTR/L, both of Quincy University, Quincy, IL; Asfia Mohammed, MOT, OTR, MD Anderson Cancer Center, Houston, TX; Trevor St. Clair, OTD, OTR/L, George Fox University, Newberg, OR; Jaime Garafalo, Quincy University, Quincy, IL

Contributing Author: Mark White, PhD, College of Saint Mary, Omaha, NE

This session introduces the Visualize Whole-Self Model as an instructional design framework that occupational therapy and occupational therapy assistant educators can use to structure preparation, practice, feedback, reflection, and mastery across a curriculum.

Poster 111

The Promote Occupational Therapy Challenge: Collaborative Advocacy Efforts Among Occupational Therapy and Occupational Therapy Assistant Programs

Allison Ellington, OTD, OTR/L, Mary Baldwin University, Staunton, VA

This presentation describes a multiprogram collaborative advocacy initiative highlighting occupational therapy and occupational therapy assistant career pathways to more than 15,000 middle and high school students across 16 states and presents data supporting the impact of such advocacy efforts.

Poster 112

The Living Approach to Anatomy

Kristin Hull, OTD, MOTR/L, CBIS; Megan Albright, OTD, OTR, CHT; Brendan Campbell, all at Indiana University, Indianapolis, Indiana

Contributing Author: Tony Chase, PhD, Indiana University, Indianapolis, IN

Cadaver-based learning may hinder occupation-centered teaching. A redesigned living anatomy course used active, occupation-focused methods, leading to increased student confidence in key professional skills and knowledge of anatomical structures.



FRIDAY, NOVEMBER 13, 2026

Posters | 3:15 pm–4:15 pm | Ballroom 7-10

Poster 113

From Observation to Application: Using Media to Advance Clinical Reasoning & Professional Language Among Occupational Therapy Students

Shannon Levandowski, OTD, OTR, BCP, SCSS, Tarleton State University, Denton, TX

Medical dramas and cinematic media can be used to support ethical reasoning, reflection, and professional identity development among occupational therapy students through innovative, media-enhanced learning strategies.

Poster 114

Artificial Intelligence or Student? Ethical & Pedagogical Challenges in Health Care Education

Jenna Thacker, OTD, OTR/L, CHT; Jessica Mason, OTD, OTR/L, both of University of Southern Indiana, Evansville, IN; Richard Hobbs, Evansville, IN

This poster examines ethical and pedagogical challenges of artificial intelligence (AI) in occupational therapy education, highlighting risks to academic integrity. It offers strategies to integrate AI responsibly, advancing educator practices and supporting student learning.

Poster 115

Occupation of the Day #occupationOTD: Using Social Media to Teach Activity Analysis & Advocate for the Profession

*Theresa Carlson Carroll, OTD, OTR/L; Katie Zromkoski, OTD, OTR/L, BCPR, CBIS, both of Valparaiso University, Valparaiso, IN
Contributing Author: Alyssa Formyduval, OTD, OTR/L, CSRS*

First-year occupational therapy students complete activity analyses, then create social media posts communicating the value of an occupation to a public audience using #occupationotd. Student feedback and social media metrics are analyzed to evaluate impact.

Poster 116

Integrating Artificial Intelligence Into Occupational Therapy Education: An Innovative, Evidence-Based Teaching Model

Michelle Buccinna, OTD, OTR/L

This project integrates artificial intelligence (AI) into occupational therapy education to enhance learning, critical thinking, and instructional design skills. It advances occupational therapy education by preparing students to ethically and effectively use AI in academic and clinical practice.

Poster 117

The Use of Video Recording for Performance Feedback and Self-Reflection

*Tanya Trudell, EdD, OTR/L, C/NDT, Worcester State University, Worcester, Massachusetts; Joanne Gallagher Worthley, EdD, OTR/L, Worcester State University, Worcester, MA
Contributing Author: Sarah DiMeo, PhD, OTR/L*

Occupational therapy academic programs would benefit from the use of video recordings as a pedagogical tool for performance feedback and self-reflection, thereby enhancing students' preparation for clinical practice.

Poster 118

Neurorehabilitation-Focused Virtual Escape Rooms in Occupational Therapy Education: A Pilot Study

Ashwini Salpekar, OTD, OTR/L, Rocky Mountain University of Health Professions, Bakersfield, CA

This pilot study shows that virtual, artificial intelligence-enhanced neurorehabilitation escape rooms can boost occupational therapy students' confidence and perceived clinical reasoning, offering an innovative active-learning strategy for hybrid occupational therapy education.

FRIDAY, NOVEMBER 13, 2026

Posters | 3:15 pm–4:15 pm | Ballroom 7-10

Poster 119

Volunteering in Adaptive Dance: A Model for Socializing Students to Community-Based Occupational Therapy

Laura Nolan, EdD, OTR/L, BCP, Marian University, Indianapolis, IN

Community-based volunteer activities present opportunities for student socialization to the occupational therapy profession and professional identity development. This session describes impacts of a program involving pre-occupational therapy students in an occupational therapy-led adaptive dance class.

Poster 120

The Community Is the Classroom: Using Power Mapping to Teach Advocacy, Partnership, & Population Health in Occupational Therapy

Latasha Dionne, OTD, OT, OTR/L, Springfield College, Springfield, MA

Explore power mapping as an experiential teaching strategy that helps occupational therapy students identify community needs, analyze systems of influence, and develop advocacy skills needed for community-based and population health practice.

Poster 121

Community-Based Experiential Learning Through a Student-Led Occupational Therapy Health Fair

Azalia Gonzalez, OTD; Emma Nesbitt, both of Western Michigan University, Grand Rapids, MI

This community-based experiential learning health fair enhanced occupational therapy education by strengthening student clinical readiness through hands-on assessment of cognition, vision, balance, strength, range of motion, and activities of daily living while providing meaningful community service.



SATURDAY, NOVEMBER 14, 2026

8:00 am–8:30 am

Platform 201A | Ballroom 5-6

Enhancing Receptivity, Accessibility, & Equity of Clinical Fieldwork Placements for Occupational Therapy Students With Disabilities

Keri DeGroot, OTD, OTR/L, University of Washington, Seattle, WA

Contributing Authors: Emma Gregg, OTD, OTR/L; Becky Smith, OTR/L

Barriers such as stigma and inconsistent accommodation acceptance in occupational therapy fieldwork limit equity for disabled students. A qualitative study with clinicians and academic fieldwork coordinators identified key barriers, supports, and recommendations to improve access and outcomes.

Platform 202A | Ballroom 1-2

Enhancing Holistic Practice Through Elective Maternal & Infant Health Education in the Occupational Therapy Curriculum

Miranda Little, OTD, OTR/L, Creighton University, Kearney, NE

This platform discusses the impact of an elective course in maternal and infant health on the transition to practice for OTD graduates, including increased empathy, family-centered care, and understanding of the occupational therapy scope of practice across settings.

Platform 203A | Ballroom 3-4

Calming Capstone Nerves: A 3-Year Mixed-Methods Study of Early Capstone Introduction Via Problem-Based Learning in Occupational Therapy Education

Chris Ryan, OTD, OTR/L; Ashley McClain, OTD, OTR/L, both of University of Central Arkansas, Conway, AR

This three-cohort mixed-methods study explores the use of problem-based learning to support doctoral capstone readiness. Findings reveal significant gains across readiness measures and qualitative themes reflecting increased confidence, understanding, and readiness.



SATURDAY, NOVEMBER 14, 2026

8:30 am–9:00 am

Platform 201B | Ballroom 5-6

Reimagining Occupational Therapy Fieldwork Education Through a Cultural Wealth Perspective: A World Café Study

Nandita Singh, MPH, OTR/L, NYU Langone Health-Rusk Rehabilitation, New York, NY

Contributing Authors: Pamela Talero Cabrejo, OTD, OTR/L, CPAM, COT; Efekona Nuwere; Keshrie Naidoo, PT, DPT

This World Café study reframes occupational therapy fieldwork mentorship, helping educators move from deficit toward strength-based approaches that support students' community cultural wealth.

Platform 202B | Ballroom 1-2

Confronting Mortality to Practice With Purpose: A Pilot End-of-Life Care Elective for Entry-Level OTD Students

Katie Zromkoski, OTD, OTR/L, BCPR, CBIS, Valparaiso University, Valparaiso, IN

This presentation describes the design and preliminary outcomes of a pilot end-of-life care elective for entry-level OTD students, including Death Anxiety Beliefs and Behaviours Scale data and end-of-course survey results.



SATURDAY, NOVEMBER 14, 2026

Posters | 9:15 am–10:15 am | Ballroom 7-10

Poster 201

The Value of an Interprofessional Education Instructional Method Pairing Occupational Therapy & Accounting Students to Develop Professional Competencies

Angela Lampe, OTD, OTR/L, Creighton University, Omaha, NE

Detailed results and methodology of an interprofessional education experience pairing occupational therapy and accounting students will be shared so that it may be replicated to advance positive occupational therapy educational learning experiences with non-health care students.

Poster 202

From Silos to Synergy: Designing & Assessing an Intraprofessional Collaborative Learning Event With Standardized Patients

Alexia Rebne, OTD, OTR/L, University of Wisconsin–Madison, Madison, WI; Debbie Bebeau, EdD, OTR, Madison College, Oconomowoc, WI; Sarah Pultorak, OTD, OTR/L, University of Wisconsin–Madison, Madison, WI; Sarah Clemons-Wagner, St Mary's Hospital, Madison, WI; Kimberly Lechmaier-Soat, OTR, Madison College, Madison, WI

This session will highlight a collaborative standardized patient learning experience for OTD and occupational therapy assistant students highlighting how the Intraprofessional Collaborative Practice Survey was used to examine the effectiveness of the experience.

Poster 203

Enhancing Learning Through Collaboration: Outcomes of a Virtual Occupational Therapy–Occupational Therapy Assistant Intraprofessional Workshop

Becky Finni, DHS, OTR/L, FAOTA, RAC-CT; Rachel Milliner, both of Muskingum University, New Concord, OH

Occupational therapy–occupational therapy assistant collaboration is critical for best practice yet may be challenging to offer in hybrid programs. This virtual intraprofessional workshop significantly enhanced occupational therapy and occupational therapy assistant understanding and confidence with role delineation and collaborative skills.

Poster 205

Community-Engaged Interprofessional Education: Impact on Student Self-Efficacy for Community-Responsive Practice

Michelle McCann, OTD, OTR/L, C/NDT, CBIS, PPSC; Elizabeth Deluliis, OTD, OTR/L, FAOTA, FNAP, both of Duquesne University, Pittsburgh, PA

Contributing Authors: Helena Pingree, DPT, Duquesne University, Pittsburgh, PA

Results from a large community-engaged interprofessional initiative show strong gains in students' perceived confidence in community engagement, highlighting how CELS and interprofessional education pedagogy strengthen health care workforce development and occupational therapy education.





SATURDAY, NOVEMBER 14, 2026

Posters | 9:15 am–10:15 am | Ballroom 7-10

Poster 206

From Occupational Therapy Assistant to Occupational Therapy: How Bridge Students' Professional Experience Transformed an Instructional Design Assignment

Elicia Cruz, PhD, OT/L; Camille Turner, EdD, OTR/L, both of Belmont University, Nashville, TN

Intraprofessional collaboration and instructional design skills are rarely integrated into occupational therapy curricula. This qualitative study found that combining both objectives fostered transformative learning and professional identity formation among bridge students.

Poster 207

Perceptions of Health Professions Faculty on Teaching Interprofessional Education: Surveying the Desirability for a Supplementary Tool Kit

Jacob Greenfield, OTD, OTR/L; Emmaleigh Perine, both of West Virginia University, Morgantown, WV; Brandon Hardman

Contributing Authors: Brad Phillips, RN, PhD, CNE; Audra Hamrick, MA, NCC, LPC; Zach Sheppard; Ryan Alisauckas; Payton Shreve; Olivia Stewart, West Virginia University, Morgantown, WV

To supplement the development of a tool kit for interprofessional education (IPE) and social determinants of health education, a survey was conducted among university faculty to analyze the perspectives and usability of the resource. Faculty were interested in how the tool kit can aid instruction of IPE.

Poster 208

Defining What Matters: A Practitioner-Validated Framework for Professional Behavior in Occupational Therapy Education

Kate DeCleene Huber, EdD, OTD, OTR, Marian University–Indianapolis, Indianapolis, IN

Using Lawshe's content validity ratio, this study established the first practitioner-validated consensus on essential professional behavior attributes in occupational therapy. Thirteen validated attributes provide an evidence base for curriculum, assessment, and fieldwork evaluation.

Poster 210

Building Occupational Therapy Leaders From the Inside Out: An Integrated Course Model for Emotional Intelligence & Professional Identity Formation

Tamara Lemmonds; Elicia Cruz, PhD, OT/L, both of Belmont University, Nashville, TN

This exemplar presents an innovative OTD leadership course that integrates emotional intelligence development, professional identity formation, and legislative advocacy using the Social Change Model and adult learning principles.

Poster 212

The Impact of Stress & Resiliency on Occupational Therapy & PT Students

Deborah Zeitlin, OTD, OTR/L, Lincoln Memorial University, Harrogate, TN; Chloe Arnwine; Elizabeth Schmidt, PhD, OTR/L, Lincoln Memorial University, Harrogate, TN; Avery Wilson

This scoping review examined the impact of stress and resiliency in occupational therapy–PT education. Findings emphasize the need for stronger wellness initiatives to support occupational balance, inclusion, and long-term student success.

Poster 213

Perceptions of Workplace Belonging of Minoritized Occupational Therapy Practitioners Amid National Diversity, Equity, & Inclusion Policy Rollbacks

Shikina Walton, OTD, OTR, University of Indianapolis, Indianapolis, IN

Contributing Authors: Victoria Wilburn, DHSc, OTR, FAOTA; Sally Wasmuth

Qualitative interviews with African-American and Black OTPs explored workplace belonging after diversity, equity, and inclusion (DEI) policy rollbacks. Findings revealed belonging as dynamic in racialized workplaces and highlighted the need for meaningful, reflective DEI practices.



SATURDAY, NOVEMBER 14, 2026

Posters | 9:15 am–10:15 am | Ballroom 7-10

Poster 215

Preschool Playbook: Nurturing Engagement, Development, & Learning at Head Start

Caroline Klose, Turning Pointe Autism Foundation, Naperville, IL

This poster presents a capstone project addressing limited occupational therapy integration in early childhood education at a Head Start preschool. It advances practice beyond individual services through classroom and family supports.

Poster 217

From Readiness to Remediation: Using Simulation in Fieldwork Education

Gabrielle Petruccelli, PhD, OTR/L, University of New Hampshire–OTD, Durham, New Hampshire; Lisa Owen, OTD, OTR/L, CLT, CHT, University of New Hampshire–OTM, Durham, New Hampshire; Haley Holland, OTD, OT, OTR/L, University of New Hampshire, Durham, New Hampshire

Simulation strengthens communication and clinical reasoning skills for students struggling with level II fieldwork experiences. This session presents two case studies that used simulation as a modality to guide fieldwork remediation efforts.

Poster 219

Daring to Reflect: An Anonymous, Rubric-Free Leadership Book Club in Doctoral Capstone Education

Kerry Mader, OT, Virginia Commonwealth University, Richmond, VA

An asynchronous, anonymous, rubric-free book club using a leadership book guided doctoral occupational therapy students to connect vulnerability, values, and trust to therapeutic use of self and their capstone practice.

Poster 220

A Two-Part Occupational Therapy Simulation Assessing Communication: A Pilot Study

Amanda Satcher, OTD, OTR/L, C/PAM, Belmont University, Nashville, TN; Allison Koch; Alexandria Morgado Scherr; LaRae Murray, Belmont University, Nashville, TN
Contributing Authors: Will Best; Amanda Satcher, OTD, OTR/L, C/PAM

A 2-hour, two-part simulation using standardized patients portraying a cerebrovascular accident, in which students evaluated and treated the client, had a positive impact on students' perceived communication skills, as reflected by a validated tool (Health Professionals Communications Skills Scale).

Poster 221

Enhancing Occupational Therapy Students' Readiness for Level II Fieldwork Through Competency Design

Allison Miller, MS, OTRL, CAPS; Wendi Buckley, OTD, OTR; Sharon Pape, OTD, OTR, FNAP, Indiana University South Bend, South Bend, IN

Contributing Author: Aditi Tuell

These skill competencies identify strengths and areas for improvement to prepare for safe, professional, ethical Level II fieldwork. Modules progress across the occupational therapy process and along the care continuum and are aligned with the American Occupational Therapy Association Fieldwork Performance Evaluation.



SATURDAY, NOVEMBER 14, 2026

10:30 am–11:00 am

Platform 207A | Ballroom 5-6

Practicing Occupational Therapy in Higher Education: Supporting College Student Well-Being Through Occupation-Based Pedagogy

Julie Gray; Ashley Uyeshiro Simon, OTD, OTR/L, both of University of Southern California, Los Angeles, CA

Contributing Author: Diego Lopez, OTD, OTR/L

Mental health challenges are pervasive among young adults and interfere with engagement in college life and occupations. Occupational therapy practitioners are uniquely suited to embed curricular strategies that support well-being and foster learning.

Platform 208A | Ballroom 1-2

From Representation to Reflection: Teaching Undergraduate Students to Critically Analyze Disability in Media

Carole Ivey, PhD, FAOTA; Glenda Watkins, both of Virginia Commonwealth University, Richmond, VA

Contributing Author: Emily Snead, Richmond, VA

Undergraduates in a Disability Through Media elective showed statistically significant gains in critical analysis of disability representation from pre- to postassessment, with improvements across all five domains and moderate to large effects.

Platform 209A | Ballroom 3-4

An Immersive and Intentional Interprofessional Education Curriculum Among First-Year Occupational Therapy & PT Students

Megan Albright, OTD, OTR, CHT; Tracy Dierks, PhD, both of Indiana University, Indianapolis, IN

This presentation addresses the importance of interprofessional education (IPE) in occupational therapy education. Participants are instructed in a successful IPE initiative with the opportunity to problem solve approaches to integrating IPE into existing curricula.



SATURDAY, NOVEMBER 14, 2026

11:00 am–11:30 am

Platform 207B | Ballroom 5-6

Improving Mental Health Outcomes & Self-Perceived Academic Performance Among Occupational Therapy Students Through Mindfulness Matters

Nicole Chipy, EdD, OTR/L, CLT, College of St. Mary, Omaha, NE

This pilot program explored how incorporating strategies such as Mindfulness Matters, a structured mental health promotion program, into the curriculum can help teach students coping techniques to reduce anxiety and enhance overall well-being.

Platform 208B | Ballroom 1-2

Justice, Inclusion, & Belonging Integrated Curricula & Graduate Occupational Therapy Professional Identity: A Longitudinal Content Analysis

Kelly Erickson, PhD, OTR/L, College of St. Scholastica, Duluth, MN

This session presents the longitudinal impact of an integrated justice, inclusion, and belonging curriculum. Data across cohorts show growth from passive awareness to active cultural humility, alongside key insights on addressing gaps in the curriculum.

Platform 209B | Ballroom 3-4

Occupational Therapy-Led Interprofessional Education to Improve Early Intervention Knowledge Among Health Care & Medical Students

Karen Majeski, OTD, OTR/L, Quinnipiac University, Hamden, CT

Contributing Authors: Samantha Schlottman, OTD

This project highlights an occupational therapy-led interprofessional education event for health care and medical students on timely referral and implementation of early intervention services, showcasing the important role OTPs play in health care and medical education.

SATURDAY, NOVEMBER 14, 2026

1:00 pm–1:30 pm

Platform 210A | Ballroom 5-6

Development of the Inclusive Instruction Index: A Tool to Enhance Classroom & Clinical Teaching Environments

Maribeth Clifton, OTD, OTR/L, University of Nebraska Medical Center, Omaha, NE; Steven Taff, Washington University in St. Louis, St. Louis, MO

Contributing Authors: Emily Moran; Erin Chubb; Rachel Normand; Brendan Cook, OTD, OTR/L

Inclusive learning environments are essential to fostering high-quality experiences and outcomes for learners in higher education. The Inclusive Instruction Index is a tool to enhance classroom and clinical training environments in occupational therapy education.

Platform 211A | Ballroom 1-2

From Script to Simulation: Developing & Implementing a Standardized Patient Training Protocol for an Adult Rehabilitation Course

Allison Chu, OTD, OTR/L, University of Southern California, Los Angeles, CA
Contributing Author: Jane Baumgarten

This session presents a standardized patient (SP) training protocol informed by faculty, student, and SP feedback. Participants will gain strategies to enhance simulation consistency, case clarity, and educational impact.

Platform 212A | Ballroom 3-4

The Compass: A Student & Faculty Advisor Collaborative Tool to Enhance Performance Through Coaching

Eric Hicks, PhD, OTR, University of St. Augustine for Health Sciences, St. Augustine, FL; Helen Carey; Inti Marazita, PhD, OTR/L, University of St. Augustine for Health Sciences, St. Augustine, FL

The Compass tool enhances skills and behavior in an accelerated occupational therapy program, using faculty advisor collaboration and competency-based assessment. The mixed-methods study demonstrated outcome improvement among all students.





SATURDAY, NOVEMBER 14, 2026

1:30 pm–2:00 pm

Platform 210B | Ballroom 5-6

Supporting Students for NBCOT Exam Success Through Comprehensive Advising & Ongoing Support of Low-Performing Students

Kari Williams, EdD, OTR; Donna Walls, OTD, OTR, CHT, both of Abilene Christian University, Abilene, TX

This session will share an example of a comprehensive program to promote student success on the National Board for Certification in Occupational Therapy exam through implementation of a standardized advising program, identification of low-performing students, and integration of program strategies.

Platform 211B | Ballroom 1-2

Integrating High-Fidelity Simulation Into Occupational Therapy & PT Curricula Through Cross-Cultural Collaboration

Sanchala Khanolkar Sen, Winston-Salem State University, Winston-Salem, NC; Meghan Rysavy

A grant-funded collaboration between university and clinic occupational therapy and PT educators developed high-fidelity simulations to enhance students' transition to clinical practice, strengthen interprofessional communication, and prepare them for complex patient care

Platform 212B | Ballroom 3-4

Promoting OTD Capstone Success Through Student Self-Advocacy, Mentor Communication, & Experience-to-Project Integration

Jessica Alden; Konah Bernard, OTD, OTR/L, BCTMB, CAPS, both of Howard University, Washington, DC

Contributing Author: Barry Broadnax

This session introduces evidence-informed strategies to promote OTD capstone support through improved student self-advocacy, mentor communication, and experience-to-project integration.



SATURDAY, NOVEMBER 14, 2026

2:15 pm–2:45 pm

Platform 213A | Ballroom 5-6

Creating Level II Fieldwork Prep Sessions

Alissia Garabrant; Kristina Watkins, OTD, OTR; Shikina Walton, OTD, OTR, all of University of Indianapolis, Indianapolis, IN

This session provides a how-to for creating Level II fieldwork prep sessions, with topics including professionalism, resiliency, giving and receiving feedback, clinical reasoning, and a clinical skills review. This information can be easily adapted to fit your institution.

Platform 214A | Ballroom 1-2

Building the Faculty Culture First Shared Instructional Design in a New Hybrid OTD Program

Trevor St. Clair, OTD, OTR/L, George Fox University, Newberg, OR; Kristin Haas, Quincy University, Springfield, MO; Asfia Mohammed, MOT, OTR, MD Anderson Cancer Center, Houston, TX; Paula Thompson-Costello, OTD, OTR/L; Jaime Garafalo, both of Quincy University, Quincy, IL

This session shares strategies used in a new hybrid OTD program to build faculty culture through shared instructional design, faculty retreats, routine connection, and reflective practice.

Platform 215A | Ballroom 3-4

Redesigning the Matriculation Course to Promote Equitable Readiness in an Occupational Therapy Program

Regina Buban, OTD, OTR/L; Amy Armstrong-Heimsoth; Gretchen Bachman, all of Northern Arizona University, Flagstaff, Arizona

Occupational therapy students enter programs with varied preparation. Guided by student focus groups, a self-paced online matriculation course supported transition. Ongoing evaluation results will be shared to show how added supports improve academic readiness.

SATURDAY, NOVEMBER 14, 2026

2:45 pm–3:15 pm

Platform 213B | Ballroom 5-6

The Collaboration Blueprint: Bridging the Gap Between Fieldwork & Capstone Through Scaffolded Learning

Carrie Solomon, OTR/L, OTD, University of Cincinnati, Cincinnati, OH; Kelly Kennedy

This course shares a replicable process and tool for aligning fieldwork and capstone into a scaffolded continuum, advancing occupational therapy clinical education with an intentional, evidence-informed model for building confident, entry-level practitioners.

Platform 214B | Ballroom 1-2

Faculty Success First: Building Mentorship & Support Systems in Accelerated Hybrid Occupational Therapy Education

Jason Hughes, PhD, OTR/L, FAOTA; Samantha Barefoot, OTD, OTR/L, BCPR, Bowling Green State University, Bowling Green, OH

Contributing Author: Lydia Kite, OTD, OTR/L, CAPS, Bowling Green State University, Bowling Green, OH

This presentation describes a faculty mentorship and onboarding framework for accelerated hybrid occupational therapy education using structured onboarding, academic coaching, peer mentoring, and faculty

Platform 215B | Ballroom 3-4

Applying a Logic Model Framework to the Evaluation of AOTA Occupational Therapy Fellowship Programs

Carrie Siemers, OTR, BCPR, Houston Methodist Hospital, Houston, TX; Robert Larson, OTR, PhD, Texas Tech University Health Sciences Center, Lubbock, TX

Occupational therapy fellowship programs were evaluated by stakeholder interviews and a logic model framework. Fellowships are effective at bridging between academics and clinical practice. Barriers include organization support, funding, and productivity demands.

3:30 pm–4:15 pm

Closing | Ballroom 5-6

The Purposeful Educator: Right Tool, Right Time, Right Reason

Amanda Giles, Medical University of South Carolina, Charleston, SC

This keynote moves beyond fleeting trends to champion purposeful teaching. Grounded in cognitive and relational science, this session delivers the right tool, right time, right reason framework to reclaim student attention and deepen learning.

