

2023 AOTA Education Summit

November 10–11
Denver, Colorado

Preconference Sessions:
November 9



Program Guide





Mark Your Calendars for 2023–2024 AOTA Events!

AOTA educational and career development events help you
boost your practice and career.

AOTA Specialty Conference: Children & Youth

New Orleans, Louisiana
December 8–9, 2023
(Pre-Conference sessions December 7)

AOTA INSPIRE | 2024 Annual Conference & Expo

Orlando, Florida
March 21–23, 2024

AOTA Specialty Conference: Women’s Health

Livestream or AOTA HQ,
North Bethesda, Maryland
May 20, 2024

AOTA Specialty Conference: Entrepreneurship

Livestream or AOTA HQ,
North Bethesda, Maryland
June 24, 2024



www.aota.org

Session Types

Platforms: 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.

Posters: 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 contact hour.

Technology Roundtable: 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.

Scholarship of Teaching & Learning (SOTL): Presented as posters, these are non-peer-reviewed presentations on research projects the mentors and mentees of the SoTL are working on in their current cohort.

Thursday, November 9

8:30 AM–5:00 PM

Capitol 5–6

PRECONFERENCE SESSION 1

Mental-Health First Aid: Higher Education Module Version 2.0

Christine Urish, PhD, OTR/L, FAOTA, BCMH, Drake University, Des Moines, IA

After this engaging and interactive session, participants will be able to (1) describe the purpose of mental-health first aid and the role of the mental-health first aider in a higher education environment, (2) explain the five steps of the mental-health first aid action plan (ALGEE), (3) recognize the signs and symptoms of mental-health challenges that may affect adults in higher education, (4) evaluate the impact of early intervention on mental-health and substance use challenges, and (5) apply the appropriate steps of the mental-health first aid action plan to crisis and noncrisis scenarios in which a person shows worsening signs of a mental-health or substance use challenge in a higher education environment.

Capitol 1–2

PRECONFERENCE SESSION 2

Occupational Therapy Curriculum Design Framework Workshop

Amanda K. Giles, OTD, MSRS, OTR/L, FAOTA, Medical University of South Carolina, Charleston, SC; Tiffany Bolton, OTD, MOT, OTR/L, University of Missouri, Columbia, MO

The Occupational Therapy Curriculum Design Framework (AOTA, 2021) was created by a task group charged by the AOTA Commission on Education to provide resources for curricular development for occupational therapy and occupational therapy assistant programs. This workshop will cover information from the document with specific examples that faculty can apply at any stage of curriculum development within their own programs.

Friday, November 10

Keynote

8:00 AM–8:45 AM

Capitol 1–4

Professionalism: What Does It Really Mean?

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

Carol Lambdin-Pattavina, OTD, OTR/L, CTP; Jamie Harmon, MSOT, OTR/L, both of University of New England, Biddeford, Maine

Academia must decolonize the educational process, including White expectations of student professionalism. The researchers sought to dissect program perspectives of this construct and develop more inclusive and diverse ways of embodying professionalism.

Platform Sessions

9:00 AM–10:00 AM

Capitol 1–4

PLATFORM 101A

Use of Virtual Reality in Teaching Diversity, Equity, and Inclusion for Entry-Level OT students

Content Focus: Instructional Methods

Razan Hamed, PhD, OTR/L, Columbia University, New York, NY

This presentation shows how virtual reality can be an innovative technology that provides an immersive experience in which students can learn the intricate concepts of diversity, equity, and inclusion that are hard to process in a traditional lecture format.

PLATFORM 101B

Building Capacity for Culturally Effective Pediatric Care for Hispanic Families

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

Tyra Banks, EdD, OTR/L; Chloe Carames, both of Columbia University, New York, NY

As the Hispanic youth population continues to grow, it is imperative that educators prepare OT students to support the needs of Hispanic families by promoting culturally effective pediatric care within the OT educational curriculum.

Mineral BC

PLATFORM 102A

Mindfulness Interventions for Clinical Practice: Student Perceptions of Mindfulness & Educational Tools on Mindfulness

Content Focus: Instructional Methods

Sara Lum, OTR/L, CBIS, CSRS, Shirley Ryan AbilityLab, Chicago, IL; Amanda Giles, OTD, OTR/L, FAOTA; Rebekah Hollis Howard, MHS, OTR/L, CHT, both of Medical University of South Carolina, Charleston, SC

This mixed methods project assessed the effectiveness of case-based videos in teaching and modeling mindfulness in patient care. Real-world videos improved student confidence to apply mindfulness as a psychosocial adjunct in clinical practice.

PLATFORM 102B

Integration of Lifestyle Medicine in OT Education

Content Focus: Instructional Methods

Amy Sadek, PhD, OTR/L, DipACLM, Hawai'i Pacific University, Honolulu, HI; Shelly Norvell, OTD, OTR/L, University of Puget Sound, Tacoma, WA

This session will provide an introduction to how lifestyle medicine can be incorporated in curriculum development related to population health and chronic disease and examples of assessments, interventions, and learning activities.

2023 AOTA Education Summit

Capitol 5–7

PLATFORM 103A

A Theory of Action for Creating a Social Entrepreneurial Thread Within the OT Curriculum

Content Focus: Instructional Methods

Retta Martin, Duquesne University, Pittsburgh, PA

This presentation demonstrates a theory of action for a social entrepreneurial framework within the OT curriculum to develop skills and competencies for emerging and nontraditional practice arenas to expand the profession.

PLATFORM 103B

Using Community Engaged Learning Activities to Promote Occupational Justice

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

Erin Naggy, OTD, OTR/L; Bernadette Schmeltz, OTD, OTR/L, CLT, both of Slippery Rock University, Slippery Rock, PA

Community-engaged learning (CEL) is a teaching and learning approach that integrates community service with academic education. CEL is beneficial for students and communities but is not often implemented in OT educational programs.

10:15 AM–11:15 AM

Capitol 1–4

PLATFORM 104A

Applying Diversity, Equity, and Inclusion Outside the Classroom: OT Students Conducting Outreach to Underrepresented Youth

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

Ricardo Ramirez, OTD, OTR/L; Laura Vanpuymbrouck, PhD, OTR/L, both of Rush University, Chicago, IL

Tailored OT student-led outreach programs are one way not only to address educational standards but also to promote exposure of underrepresented communities to the profession to work toward increasing diversity.

PLATFORM 104B

Use of Visual Workshops for Enhancing Students' Sense of Cultural Humility

Content Focus: Instructional Methods

Razan Hamed, PhD, OTR/L, Columbia University, New York, NY; Vikram Pagpatan, MS, OTR/L, ATP, CAS, BCTS, SUNY Downstate Health Sciences University, Brooklyn, NY

A visual workshop using images of culturally diverse daily activities was completed to enhance OT students' understanding of cultural humility.

Mineral BC

PLATFORM 105A

How Did the Pandemic Change OTD Applications? Supporting Recruitment & Retention Post-COVID

Content Focus: Learner Characteristics and Competencies

Paula Thompson-Costello, OTD, OTR/L; Kajol Patel; Laura Vanpuymbrouck, PhD, OTR/L, all of Rush University, Chicago, IL

Contributing Authors: Bridget Hahn, OTD, OTR/L; Jessica Rappaport; Jacquelyn Siegel; Jackson Wells

COVID-19 transformed education and affected students' preparation for graduate school. This presentation provides an overview of one program's changes in admissions and in the applicant pool postpandemic and the implications for OT programs.

PLATFORM 105B

Equity in the OT Admissions Process: Faculty & Student Perspectives

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

Quinn Tyminski, OTD, OTR/L, BCMH; Lenin Grajo, PhD, OTR/L, both of Washington University in St. Louis, St. Louis, MO

This study used a phenomenological approach to explore the process of OT admissions from the perspective of students, faculty, and staff of a single OT program with the goal of creating a more inclusive, equitable, and holistic process.

Capitol 5–7

PLATFORM 106A

We Don't Just Make It Up—We Make It Fun! Teaching Communication Through Role-Play

Content Focus: Instructional Methods

Evguenia Popova, PhD, OTR/L; Jenica Lee, OTD, OTR/L, both of University of Illinois, Urbana, IL; Aster Harrison, PhD, OTR/L, Thomas Jefferson University, Philadelphia, PA

Role-play is an effective active learning strategy for teaching communications skills. This session presents evidence-based strategies to facilitate authentic role-playing experiences that promote students' active engagement and self-reflection.

PLATFORM 106B

Promoting Understanding of Intraprofessional Roles & Responsibilities Through a Virtual Collaborative OT–OTA Student Workshop Experience

Content Focus: Instructional Methods

Becky Finni, DHS, OTR/L, FAOTA, RAC-CT, Muskingum University, Cincinnati, OH

The collaborative OT–OTA partnership is critical for successful service delivery. OT and OTA students surveyed after a virtual intraprofessional workshop showed a better understanding of role delineation and critical skills for successful collaboration.

11:30 AM–12:30 PM

Capitol 1–4

PLATFORM 107A

Addressing OT Practitioners' Knowledge of & Attitudes Toward Older Adult Sexual Health & Sexual Activity Through Continuing Education

Content Focus: Learner Characteristics and Competencies

Robin Chilton, OTD, OTR/L, Cleveland State University, Cleveland, OH

Contributing Authors: Jennifer Weaver, PhD, OTR/L, CBIS; Sarah Doerrer; Roger Ideishi, JD, OT/L, FAOTA

This sequential explanatory mixed-methods research study investigated to what extent education on older adult sexual matters affects OT practitioners' knowledge of, attitudes toward, and clinical practice with respect to the ADL of sexual activity.

PLATFORM 107B

Application of Near-Peer Education Methods to Promote Students' Comfort With & Knowledge of OT's Role in Addressing Sex & Intimacy

Content Focus: Instructional Methods

Megan Osborne

Contributing Authors: Audrey Kane, PhD, OTR/L; Kerry Mader, OTD, OTR/L, C/NDT

Near-peer instructional methods were used to create inclusive learning environments to promote OT students' comfort with and knowledge of their roles in addressing sex and intimacy in future practice.

Mineral BC

PLATFORM 108A

Using the Fundamental Interpersonal Relationship Orientations–Behavior (FIRO–B®) in Capstone Curricula to Foster Leadership & Communication Skills

Content Focus: Instructional Methods

Sara Stephenson, OTD, OTR/L, BCPR, CBIS, CSRS; Amy Armstrong-Heimsoth, Northern Arizona University, Flagstaff, AZ

A novel approach to strengthen capstone students' communication and leadership skills is presented. Using the Fundamental Interpersonal Relationship Orientations–Behavior standardized assessment along with reflective experiences yields important insights for students' responsibility in a capstone mentoring process.

PLATFORM 108B

A Capstone to the Capstone: Using the Human-Centered Design Framework to Develop an Innovative OTD Capstone Curriculum

Content Focus: Signature Pedagogies

Campbell Mikush, OTD, OTR/L, Duke University, Durham, NC

This presentation demonstrates how using

the human-centered design framework can lead to the development of an OTD capstone curriculum that supports students in designing projects that create and translate knowledge into innovative solutions.

Capitol 5–7

PLATFORM 109A

Embracing “It Depends” in OT Curriculum Design to Facilitate Inquiry & Critical Reasoning for Practice: Being Comfortable With the Uncomfortable

Content Focus: Instructional Methods

Adam DePrimo, PhD, OTR/L; Elizabeth Crampsey, EdD, OTR/L, BCPR; Kristin Winston, PhD, OTR/L, FAOTA, all of University of New England, Biddeford, ME

This presentation discusses how to design a case-based project that links multiple courses, engaging students with content knowledge and opportunities to build critical reasoning skills through nuanced, distinct, and real-world application.

PLATFORM 109B

Use of Concept Mapping to Promote Development of Critical Thinking Skills in Case-Based Instruction

Content Focus: Instructional Methods

Alissa Baker, OTD, OTR/L, Western Michigan University, Kalamazoo, MI

Concept mapping is an effective method for promoting knowledge and meaningful connections across the OT curriculum. Concept mapping is a beneficial addition to case-based instruction to support development of critical thinking.

Special Event

12:35 PM–1:05 PM

Capitol 1–4

Department of Education Update: Using Federal Grants to Strengthen the School Mental Health Workforce

Ruth Ryder, Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education
Department of Education leadership will speak about the concerted efforts to combat the student mental health crisis. Ms. Ryder will highlight her work leading the effort to ensure the nation has the workforce of mental health professionals, including occupational therapy practitioners, to support the holistic well-being and academic success of all students.

Platform Sessions

2:15 PM–3:15 PM

Capitol 1–4

PLATFORM 110A

Establishing Collaborative Partnerships for Innovative Experiential Learning: Embracing Arts-Based Training in an OT Program

Content Focus: Signature Pedagogies

Hillary Napier, OTD, OTR/L; Molly Bathje, PhD, OTR/L, both of DePaul University, Chicago, IL

Interpersonal skill development can be achieved through arts-based training. This presentation describes an exemplar approach to including arts-based training in OT curricula to teach interpersonal skills.

PLATFORM 110B

Death Discourses: Using the Death Café to Normalize Discussions & Build Competency Around Death & Dying for OT Students

Content Focus: Instructional Methods

Katherine Keesee, OTD, OTR/L, Sheltering Arms, Inc., Richmond, VA; Lauren Andelin, OTD, OTR/L, BCP, Virginia Commonwealth University, Richmond, VA

OT curricula do not prepare students for death and dying encounters as clinicians. Death Cafés can bridge this gap through interactive small-group discussions that can normalize the dying process.

Mineral BC

PLATFORM 111A

Multi-Institutional Collaboration to Promote Scholarship of Teaching & Learning

Content Focus: Faculty Development and Resources

Audrey Zapletal, OTD, OTR/L, CLA, Thomas Jefferson University, Philadelphia, PA; Maureen Hoppe, EdD, OTR/L, CHSE, College of St Mary, Omaha, NE; Jean Prast, Saginaw Valley State University, University Center, MI; Joanne Baird, University of Pittsburgh, Pittsburgh, PA; Tracy Van Oss, Quinnipiac University, Hamden, CT

This presentation describes how faculty from diverse institutions successfully developed a collaborative network supporting best-practice simulation education through research, teaching, and service that also supports individual institutional criteria.

PLATFORM 111B

Evaluation of Teaching in Higher Education: Current Trends & a Model for Peer Review & Feedback

Content Focus: Faculty Development and Resources

Julie Gray; Tessa Milman, OTD, OTR/L, both of University of Southern California, Los Angeles, CA; Stephanie Mielke

This presentation describes best practices for the evaluation of teaching in higher education

and shares a process for developing a comprehensive plan for peer feedback and review.

Capitol 5–7

PLATFORM 112A

Enhancing Student Engagement in Scholarly Projects: An Example of Instructional Methodology Surrounding Qualitative Research

Content Focus: Instructional Methods

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

This presentation provides a concrete example of incorporating a qualitative research study into OT education by using instructional methodologies aimed at enhancing student engagement in scholarly projects.

PLATFORM 112B

Insights & Outcomes for a Scholarly Writing Course in a Doctor of OT Curriculum

Content Focus: Instructional Methods

Melissa Sweetman, OTD, OTR/L, CLA, Wingate University, Wingate, NC

This presentation highlights insights and outcomes related to the inclusion of a professional and scholarly writing course in an entry-level OTD curriculum in fulfillment of Accreditation Council for Occupational Therapy Education Standard B.6.3 and as a facilitator of capstone success.

3:30 PM–4:30 PM

Capitol 1–4

PLATFORM 113A

Impact of Simulation & Settings on Student Attitudes Toward Older Adults

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

Rebecca Smith, DHSc, OTR/L, McHenry County College, Crystal Lake, IL

Contributing Authors: Lisa Borrero, Elizabeth Moore, PhD; Ann Stauche, RN, MSN, CHSE

Reducing ageism is crucial to improve the quality of care provided to older adults. A study with OTA and PTA students found that simulation-based experiences with an older adult standardized patient improved students' benevolent ageist attitudes.

PLATFORM 113B

Interprofessional Simulation Using a Standardized Patient

Content Focus: Instructional Methods

Ashlee Snyder-Cox, OTD, OTR/L, Metropolitan Community College, Kansas City, MO

Participants will learn the process for developing a cotreatment simulation for OTA and PTA students using a standardized patient to increase students' confidence before their Level II fieldwork experience.

Mineral BC

PLATFORM 114A

Pathway Programs as a Recruitment Strategy

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

Audrey Kane, PhD, OTR/L, Virginia Commonwealth University, Pittsburgh, PA
Contributing Authors: Ju Lee; Naziirah Vines

Pathway programs have been shown to be beneficial for increasing the number of underrepresented minority (URM) students attending graduate programs, and there are benefits to diverse student cohorts. An OT-specific pathway program was developed to attract URM applicants to OT.

PLATFORM 114B

Introducing the Professional Pathway Assessment: A Signature Tool for the Student Advisement Process

Content Focus: Signature Pedagogies

Rachelle Lydell, OTD, OTR/L, Francis Marion University, Florence, SC
Contributing Author: Michelle Woodbury, PhD, OTR/L

The Professional Pathway Assessment can be used to objectively measure a student's pattern of performance to assess both professional behaviors and clinical competencies. The data retrieved subsequently guide OT educators in the student advisement process.

Capitol 5–7

PLATFORM 115A

Student-Generated Podcasts as a Learning Tool in OT Education

Content Focus: Signature Pedagogies

Lisa Tolan, OTD, OTR/L, Pace University, New York, NY

Contributing Authors: Brianna Faranesh; Lealani Melendez; Christian Vazquez

Listening to podcasts has become a popular tool in education, but less is known about students creating podcasts. This pilot mixed-methods study looks at the experience of podcasting in an OT course and the impact on learning outcomes.

PLATFORM 115B

Exploring the Potential of Learner-Generated Podcasts for Reading in OT Education

Content Focus: Instructional Methods

Whitney Henderson, OTD, OTR, University of Missouri, Columbia, MO

Researchers explored the perceptions of a learner-generated podcast assignment as a reading supplement and to understand whether preferred learning styles affected the use of podcasts and completion of course readings in OT education.

Poster Session

4:45 PM–5:45 PM

Mineral A

POSTER 101

Reconstructing Syllabi: An Inclusive Approach for All Educators

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

Brett Buford, OTD, OTR/L, Southern California University of Health Sciences, Los Angeles, CA; Amy Sadek, PhD, OTR/L, DipACLM, Hawai'i Pacific University, Honolulu, HI

This poster presentation provides a brief guide to developing and reconstructing syllabi so that educators can create inclusive syllabi using antiracist pedagogy, representation, cultural responsiveness, and student perspectives.

POSTER 102

Cultural Fluency in OT Curricula: A Scoping Review

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

Ashley Fosness, St. Catherine University, St. Paul, MN

Contributing Author: Kristen Maisano, OTD, OTR/L

A scoping review was conducted to examine the depth and breadth of literature related to the positive impact of the concepts of diversity, equity, and inclusion and cultural fluency on students, organizations, and patients.

POSTER 103

A Holistic Admissions Process in an Entry-Level OT Doctoral Program

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

Melissa Gett, OTD, OTR/L, Chatham University, Pittsburgh, PA

Contributing Authors: Anne Romaniw; Jennifer Lape, OTD, OTR/L

Holistic admissions align with OT's vision to increase diversity, equity, and inclusion. This poster reviews the process and components of holistic admissions and positive outcomes related to one entry-level OTD program's efforts.

POSTER 104

The ABCDs of the Doctoral Capstone: Designing Effective Capstone Experiences That Maximize the Accreditation Council for Occupational Therapy Education Standards

Content Focus: Instructional Methods

Theresa Delbert, Hanover College, Hanover, IN; Jennifer Kaldenberg, DrPH, OTR/L, FAOTA, SCLV, Boston University, Boston, MA; Anna Domina, Creighton University, Omaha, NE; Paula Thompson-Costello, OTD, OTR/L, Rush

University, Chicago, IL; Sara Stephenson, OTD, OTR/L, BCPR, CBIS, CSRS, Northern Arizona University, Flagstaff, AZ; Erika Kemp, Ohio State University, Columbus, OH

Six OTD programs from across the country share examples of innovative doctoral capstones that operationalize specific Accreditation Council for Occupational Therapy Education D Standards, demonstrating how different curricular designs and classifications can maximize student outcomes.

POSTER 105

Exploring Goal Attainment Scaling Among OT Students: A Retrospective Descriptive Analysis

Content Focus: Learner Characteristics and Competencies

Wafaa Alduraidi, OT, University of Kansas, Lawrence, KS

This study examined whether OT students can competently use Goal Attainment Scaling (GAS) with minimal training. Of the modified GAS checklist criteria, 82.4% were met. The study suggests that prolonged training is necessary for OT students to competently use GAS.

POSTER 106

An Experiential Interprofessional Trauma-Informed Care Learning Program for Students

Content Focus: Instructional Methods

Patricia Precin, PhD, OTR/L, FAOTA; Phyllis Simon, OTD, OTR/L, FNAP, both of Columbia University, New York, NY

Contributing Author: Monica Manfredonia

An experiential interprofessional trauma-informed care learning program for students is presented to direct others in how to incorporate these principles into their students' educational experience.

POSTER 107

Developing & Piloting an Evidence-Informed Resilience Course for Students in an Entry-Level OT Degree Program

Content Focus: Learner Characteristics and Competencies

Caroline Umeda, PhD, OTR/L, Dominican University of California, San Rafael, CA

An innovative one-unit resilience course was developed and piloted in an entry-level MSOT program as an evidence-informed and equity-based approach to support student well-being and success in future professional roles.

POSTER 108

OT Professors & Students Effectively Educating on Human Trafficking Awareness for University Students

Content Focus: Instructional Methods

Kristen Hill, OTD, LOTR, CLA, University of Louisiana, Baton Rouge, LA

Contributing Author: Patti Calk, OTD, LOTR

OT professors and students elicited change on a university campus through awareness

of human trafficking. The research group created an online educational module for the freshman class and determined its effectiveness on human trafficking.

POSTER 109

Implementation of Trauma-Informed Teaching Strategies in an OT Doctoral Program

Content Focus: Signature Pedagogies

Erin Wells; Brittany Adams, OTD, OT, OTR, both of Western New England University, Springfield, MA

Trauma-informed teaching strategies embedded within the classroom and curriculum have been trialed and evaluated. This poster discusses teaching strategies associated with each area of trauma-informed care and their perceived effectiveness.

POSTER 110

Application of the Flipped Classroom Model in OT Education at the University of Kansas Medical Center: Program Evaluation

Content Focus: Faculty Development and Resources

Nida' Al Worikat, MSc, University of Kansas, Lawrence, KS

This program evaluation looked at how faculty practice the flipped classroom model. The results showed that faculty are on the right track in implementing the model. Several points need to be addressed that could improve the model's effectiveness

POSTER 111

Promoting Cultural Awareness & Cultural Humility in OT Programs

Content Focus: Faculty Development and Resources

Katrina Rose Gorospe, Midwestern University, Downers Grove, IL

Contributing Author: Monika Robinson

As OT programs admit students of diverse backgrounds and experiences, it is crucial that educators be equipped with the resources to speak and educate on the cultural backgrounds of both student and client populations.

POSTER 112

Universal Design for Learning Education With Graduate Faculty: A Pilot Study

Content Focus: Faculty Development and Resources

Arjun Kumar, OTD; Laura Vanpuymbrouck, PhD, OTR/L, both of Rush University, Chicago, IL

This session discusses the utility and success of a pilot program designed to advance graduate faculty's understanding and contemplated use of Universal Design for Learning principles in efforts to improve all students' educational experiences.

POSTER 113

Creating a Multidisciplinary Curriculum-Driven Program for Community Health & Wellness: Multisensory Environment Community Access Project Exemplar

Content Focus: Faculty Development and Resources

Nicole Halliwell, DSc, OTR/L; John Patro, OTD, OTR/L, both of Monmouth University, West Long Branch, NJ

Development and execution of a multidisciplinary community wellness project included teaching of curriculum content, establishing community partnerships, obtaining grant and university funding, and institutional review board approval of collaborative faculty research.

POSTER 114

Increasing Interpersonal Self-Efficacy Related to the Task of Faculty Advising

Content Focus: Faculty Development and Resources

Lillie Thomas, EdD, OTR, Abilene Christian University, Abilene, TX

Interpersonal self-efficacy skills affect confidence in relationships. Increasing self-awareness of one's interpersonal self-efficacy helps faculty members successfully support their students in faculty advising.

POSTER 115

Using a Simulated Individualized Education Program Meeting to Promote Effective Interprofessional & Family-Centered Communication

Content Focus: Instructional Methods

Alisha Ohl, PhD, Clarkson University, Potsdam, NY

Contributing Author: Heather Shattuck, DPT, PT

This poster provides a framework for a simulated individualized education program meeting designed to build MSOT and DPT students' capacity to effectively communicate with interprofessional team members and families.

POSTER 116

Academic Educator Perspectives on the Relevancy & Implementation of Emotional Intelligence Curricula

Content Focus: Instructional Methods

Jasmin Thomas, SUNY Downstate Health Sciences University, Brooklyn, NY; Adella Brown; Tenzin Lhanzay; Twanda Holder

This study is the analytic phase of an ongoing effort to develop the use of an emotional intelligence training program in OT education programs in the United States. Results indicated that the curriculum has high relevancy and ease of implementation.

POSTER 117

OT Students' Knowledge, Confidence, & Competence in Addressing Sexual Activity After Educational Course Content

Content Focus: Instructional Methods

Joseph Fera; Bridget Hahn, OTD, OTR/L, both of Rush University, Chicago, IL

Increased education on sexual activity promotes confidence and comfort in addressing sexuality in the OT scope of practice, thus increasing the potential for clinicians to intervene in an underaddressed ADL during the rehabilitative process.

POSTER 118

Teaching Activity Analysis of Sexual Activity in an Interdisciplinary Case-Based Workshop

Content Focus: Instructional Methods

Tatiana Pontes, PhD, OT, OTR, Boston University, Boston, MA

Contributing Authors: Zoe Loitz; Pedro Almeida, PhD, OTR; Benjamin Canter

Few lesson plans exist for teaching about sexual activity in a nondidactic format in OT programs. We discuss a case-based workshop for OT, PT, and speech therapy students on using activity analysis to assist clients with sexual activity.

POSTER 119

Informing Interprofessional Education Through a Correlational Matrix of Educational Standards

Content Focus: Learner Characteristics and Competencies

Teresa Wickboldt, OTD, OTR/L, St. Catherine University, St. Paul, MN

Contributing Authors: Evangellen Ebel; Tyler Houskamp; Simon Olmstead; James Tich

Interprofessional Education Collaborative (IPEC) competencies offer educators a framework for interprofessional education. Utilization of a correlational matrix between IPEC competencies and Accreditation Council for Occupational Therapy Education standards assisted in the creation of new opportunities via backward design.

POSTER 120

Development of a Faculty-Led Level I Fieldwork Experience to Provide OT Academic Coaching in Partnership With a University Disability Service Center

Content Focus: Instructional Methods

Amanda Henscheid, OTD, OTR/L; Catherine Canavan, MS, OTR/L, both of Idaho State University, Pocatello, ID; Megan Nichols

In this faculty-led Level I fieldwork model, students receive support to participate in the OT process. This presentation discusses the development and benefits of this fieldwork experience for OT students, university students, and the university.

2023 AOTA Education Summit

POSTER 122

Integrating the OT Process Through Experiential Learning Activities in Small Groups

Content Focus: Instructional Methods

Kayla ... OT, OTR/L, SCLV; Brian ... OTR/L, both of West Virginia University, Morgantown, WV

Promoting OT student development through experiential learning activities enhances one's clinical reasoning and therapeutic use of self, as well as exposure to diverse groups as clients and dynamics of group intervention.

Capitol Foyer

SOTL 101

Incorporation of Theory-Based Intraprofessional Collaborative Learning Into the Classroom

Content Focus: Instructional Methods

Jill Turcotte, DOT, OTR/L, Salem State University, Salem, MA; Constance Messier, OTD, OTR/L, CLA, Bristol Community College, New Bedford, MA; Stephanie Allen

Contributing Author: Elizabeth LeQuieu

Students in four OT programs participated in an intraprofessional theory-based learning activity. Data identified students' perceptions of collaboration and the effectiveness of the activity required to design future assignments and projects.

SOTL 102

Exploring OT Students' Perceptions of Relative Mastery Across Institutions & Learning Activities

Content Focus: Learner Characteristics and Competencies

Nicole Halliwell, DSc, ORT/L, Monmouth University, West Long Branch, NJ; Meegan Lambert, Belmont University, Nashville, TN; Camille Sampers, EdD, OTR/L, University of Minnesota, Minneapolis, MN; Nancy Krusen, University of Nebraska, Omaha, NE

Educational programs apply learning activities that fit their respective mission, themes, and curricular design. Researchers from four programs explore students' perceptions of relative mastery across a variety of learning activities.

SOTL 103

Using Justice, Equity, Diversity, & Inclusion Modules & Interinstitutional Dialogue to Support Implicit Bias Management & Fieldwork Readiness: A Pilot Program

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

Katherine Manalang, OTD, OTR/L, BCPR, CSRS, Touro University Nevada, Henderson, NV; Efekona Nuwere, Long Island University, Brooklyn, NY

Contributing Authors: Kimberly Krebs; Pamela Yvette Lewis-Kipkulei, OTD, OTR/L

Students from three OT programs completed a workshop consisting of online justice,

equity, diversity, and inclusion modules; an interinstitutional focus group; and written surveys. Qualitative and quantitative data were analyzed. Results can inform curriculum development and culturally responsive care.

SOTL 104

Reading With Purpose: Investigating the Relationship Between OT Students' Reading Skills & Metacognitive Strategies

Content Focus: Learner Characteristics and Competencies

Christine Davis, OTD, OTR, Baylor University, Waco, TX; Whitney Henderson, OTD, OTR, University of Missouri, Columbia, MO; Theresa Hallenen; Christen Leach, OTD, OTR/L, BCP, Touro University Nevada, Henderson, NV

Researchers explored (1) how much time OT graduate students spend on course as-signed readings and (2) which metacognitive strategies these students use to successfully manage cognitively challenging readings.

SOTL 105

Occupational Identity Formation & Change Sustainment in an OT Workplace Wellness Program

Content Focus: Signature Pedagogies

Michael Jensen, EdD, OTR/L, University of Minnesota, Minneapolis, MN

Contributing Author: Beth Jordan, OTD, OTR/L Level I fieldwork provides an opportunity for students to practice the skills and approaches learned in the didactic curriculum. It can also provide a means of delivering quality OT services to underserved populations. The modified Kirkpatrick's hierarchy emphasizes the importance of assessing the benefits to clients of receiving care from learners. To this end, this study examined outcomes of an OT workplace wellness program embedded within an OTD Level I fieldwork experience. Specifically, this study examined identity formation related to participant integration of goal-directed wellness behaviors and factors leading to sustainment of wellness behaviors beyond the duration of the program.

SOTL 106

OT Fieldwork Educators' Perception of Student-Client Rapport Building

Content Focus: Learner Characteristics and Competencies

Ryan Carrick, PhD, OTR/L, Augusta University, Augusta, GA; Lyvette Carrasquillo

Contributing Author: Beth Jordan, OTD, OTR/L A descriptive inquiry into fieldwork educators' perceptions of OT student rapport-building readiness for Level II fieldwork experience will inform future OT educational content.

SOTL 107

Self-Efficacy in Therapeutic Use of Self After Participation in a Service Learning Project: A Pilot Study

Content Focus: Learner Characteristics and Competencies

Shruti Gadkari, OTR/L, Pacific University, Forest Grove, OR

This pilot study explores the self-efficacy of OT students' therapeutic-use-of-self skills using data collected from participants in a school-focused service learning project. Data were analyzed to determine trends and modifications to the course content.

SOTL 108

Teaching Reflective Practice in OT Education

Content Focus: Instructional Methods

Aimee Sidhu, OTD, OTR/L; Renee Watling, PhD, FAOTA, both of University of Puget Sound, Tacoma, WA

Survey results examine current instructional methods regarding reflection and reflective practice in OT education. Recommendations are presented for best practices in teaching reflection in health care.

SOTL 109

In Learning Through Discussion Pedagogy, Do Embedded Clinical Skill Components Increase Learners' Applied Self-Efficacy?

Content Focus: Instructional Methods

Lori Demott, OTD, OTR/L, CHT, Ohio State University, Columbus, OH

This study evaluated the difference in mean scores on the Self-Efficacy of Evidence Based Clinical Skills before and after instruction of OT students using two instructional methods: a discussion group and a motor learning lab. The study investigates students' belief in performance capability related to perceived real-life practice skills.

SOTL 110

Impact of Universal Design for Learning Principles on Student Learning

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

Jennifer Cole, OTD, OTR/L, Pacific University, Forest Grove, OR; Shelly Norvell, OTD, OTR/L, University of Puget Sound, Tacoma, WA; Julia Graham, OTD, OTR/L, Touro University Nevada, Henderson, NV; Patricia Schaber, PhD, OTR/L, FAOTA, University of Minnesota, Minneapolis, MN

This multisite study examined instructional methods and designs that OT students identify as effective for their diverse learning needs based on the principles of Universal Design for Learning.

SOTL 111

Lessons Learned From Ungrading: Insights From the Student Experience

Content Focus: Instructional Methods

Brittany Adams, OT, OTD, OTR; Alexis Morin, OTD, OTR/L, Western New England University, Springfield, MA

Contributing Author: Marian Gillard, PhD, OTR/L, FAOTA

Ungrading has gained traction among educators who seek to maintain high expectations while decreasing the mental-health burden on their students. This SoTL research explores student perceptions of

OTD courses delivered using an ungraded assessment model.

SOTL 112

Perceptions of Teaching Assistants, Faculty, and Students Regarding the Effectiveness and Personal Experience of Teaching Assistants in an OT Program

Content Focus: Instructional Methods

Adele Breen-Franklin, JD, OTD, OTR/L, University of the Sciences, Philadelphia, PA; Emily Bubel, Saint Joseph's University, Philadelphia, PA

Contributing Author: Marian Gillard, PhD, OTR/L, FAOTA

Students in this doctoral program participate in a teaching assistant program. This study looked at the program's effectiveness on academic performance and learning experience from the viewpoints of faculty, teaching assistants, and students.

SOTL 113

Simulation Development in OT Curricula

Content Focus: Instructional Methods

Donna Walls, OTD, OTR, CHT, Abilene Christian University, Abilene, TX

Contributing Authors: Marian Gillard, PhD, OTR/L, FAOTA; Kendall Davis

The aim of this study was to explore the current practice in OT education of simulated experiences. Programs were surveyed to identify simulation types, scaffolding experiences, and faculty collaboration to promote student learning.

SOTL 114

Teaching OT Students to Provide ADL Training with a Novel Assignment of Creating and Testing a 3D-Printed Assistive Device

Content Focus: Signature Pedagogies

Scott Hutchison, OTD, OTR/L, Medical University of South Carolina, Charleston, SC; Vy Nguyen, OTD, OTR/L, Hello Robot Inc., Martinez, CA

Contributing Author: Shannon Levandowski, OTD, OTR, BCP, SCSS

As technology is increasingly used in OT practice, educators are challenged to include it in curricula. We present our 3D-printing assignment with OT case studies to develop students' skills in using client-specific devices during ADL training.

SOTL 115

OT Student Understanding of Diversity, Equity, & Inclusion Constructs as Learning Outcomes in an Assistive Technology Course

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

Laura Hess, PhD, OTR/L; Karen McCarthy, OTD, OTR/L, both of Dominican University of California, San Rafael, CA

Contributing Author: Shannon Levandowski, OTD, OTR, BCP, SCSS

This SoTL research examined OT student

understanding of diversity, equity, and inclusion constructs in an assistive technology (AT) course including disability as diversity and AT as practice application of accessibility via an equity and inclusion lens.

SOTL 116

Cultural Competence During Fieldwork in OT Students

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

Liz Barnett, OTD, OTR, Texas Woman's University, Denton, TX

Contributing Author: Joanna Behm, EdD, OTR/L

The purpose of this study was to look at the impact of cultural competency among entry-level OTD students by examining how increased student awareness of bias influences student behaviors on fieldwork and its impact on patient care.

SOTL 117

Continuum of Professionalism in OT: A Model to Facilitate Professional Growth From Classroom to Clinic

Content Focus: Signature Pedagogies

Abigail Swidergal, MS, COTA/L, CKTP, Pima Medical Institute, Las Vegas, NV; Jannyllle Pitter; Tiffany Bolton, OTD, OTR/L, University of Missouri, Columbia, MO

Contributing Author: Mandie Sammons, DSc, OTR/L, ATC

This research provides a model for the concept of professionalism throughout OT curriculum. The model explores the dynamic context of OT and OTA students and OT practitioners, including perception, attributes, behaviors, and professional identity. The model will serve as a tool for faculty, fieldwork educators, and students to identify gaps and grow individuals' professionalism.

Technology Roundtables

Capitol 1-4

TECH 101

Using the Hearing Distressing Voices Simulation to Increase Clinicians' Empathy & Understanding of Psychosis

Content Focus: Instructional Methods

Doreen Smith, MS, OTR/L, Touro University, New York, NY

Use of the Hearing Distressing Voices Simulation in mental-health coursework incorporates an innovative, experiential learning method and recovery-oriented approach to addressing student stigma toward and understanding of psychosis.

TECH 102

Exploring the Revised Self-Assessment Tool for Fieldwork Educator Competency

Content Focus: Faculty Development and Resources

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

This session will introduce the newly revised Self-Assessment Tool for Fieldwork Educator Competency and explore ways fieldwork educators might incorporate this tool to enhance their fieldwork programs.

TECH 103

Interactive Classroom Apps & Digital Tools to Increase Engagement in Learning

Content Focus: Instructional Methods

Yolanda Griffiths, OTD, OTR/L, FAOTA, Drake University, Des Moines, IA

Active learning has been a mainstay of effective OT education. The tool box for new or seasoned academics is being filled with interactive classroom apps and digital tools to enhance engagement in learning.

TECH 104

Interprofessional Education's Use of a Multiscene Simulation Experience

Content Focus: Instructional Methods

Joanna Behm, EdD, OTR/L, Messiah University, Mechanicsburg, PA

A multiscene unfolding case study simulation involving interdisciplinary health care students and faculty at the graduate and undergraduate levels was used to address collaboration, communication, and role appreciation across health care disciplines.

TECH 105

Beyond Scrolling: Students Creating Social Media & Podcast Content as Learning Tools

Content Focus: Signature Pedagogies

Lisa Tolan, OTD, OTR/L, Pace University, Pleasantville, NY; Alison Rebels; Theresa Arcidiacono; Michaela Knight

Social media platforms such as TikTok and Instagram are a mainstay of the current landscape, and what is being learned in OT programs is an emerging content area. How are students consuming and creating content that promotes learning and engagement?

Special Event

6:00 pm–6:45 PM

Capitol 1-4

AOTA Town Hall

Come and have a dialogue with AOTA President Alyson D. Stover, MOT, JD, OTR/L, BCP and AOTA's Interim Executive Director Charles Jeffers II. AOTA wants to hear from you.

2023 AOTA Education Summit

Saturday, November 11

Platform Sessions

8:00 AM–9:00 AM

Capitol 1–4

PLATFORM 201A

Best Practices When Publishing Research on Marginalized, Minoritized, or Neurodivergent Populations

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

Stacey Reynolds, PhD, OTR/L, FAOTA, Virginia Commonwealth University, Richmond, VA; Khalilah R. Johnson, PhD, OTR/L, University of North Carolina, Chapel Hill, NC

Best practices for reporting on diverse populations continue to evolve. We review current practices in scholarly reporting, including how to write a positionality statement, when and how to report on race, and how to describe your sample.

PLATFORM 201B

The Professional Belonging Scale for OT Students

Content Focus: Socialization to the profession

Sarah Corcoran, OTD, OTR/L; Emily Pasqualetto, both of Saint Joseph's University, Philadelphia, PA; Theresa Rhetta-Davis, MS, OTR/L, University of the Sciences, Philadelphia, PA; Nancy Greene

Contributing Author: Amanda Carter

Researchers created the Professional Belonging Scale for Occupational Therapy Students to measure students' sense of belonging in academic programs. Presenters describe scale development and results of an initial psychometric study.

Mineral BC

PLATFORM 202A

Addressing Mental-health Concerns During Transitions From the Classroom to Fieldwork or Capstone and Entry-Level Practice

Content Focus: Learner Characteristics and Competencies

Allison Naber, PhD, OTD, OTR/L, CLT-LANA, University of South Dakota, Vermillion, SD

Contributing Authors: Ranelle Nissen, PhD, OTR/L; Whitney Lucas Molitor; Susan Puumala; Jewel Goodman Shepherd, PHD, CHES

This scoping review and mixed-methods study identified formal and informal accommodations to address mental-health concerns during transitions from the classroom to practice to increase OT student mental health and well-being.

PLATFORM 202B

Mindfulness Education to Decrease Stress & Burnout Among OT Doctoral Students

Content Focus: Learner Characteristics and Competencies

Rebekah Hollis Howard, MHS, OTR/L, CHT; Amanda Giles, OTD, OTR/L, FAOTA, both of Medical University of South Carolina, Charleston, SC; Sara Lum, OTR/L, CBIS, CSRS, Shirley Ryan AbilityLab, Chicago, IL

OT students report increased stress and burnout with decreased well-being and academic performance. This project supported the need to incorporate mindfulness techniques into the curriculum to reduce burnout during clinical training and practice.

Capitol 5–7

PLATFORM 203A

STOP, TALK, ROLL: Teaching Students to Manage Challenging Situations

Content Focus: Instructional Methods

Cara Lekovitch, MOT, OTR/L, BCG, University of Pittsburgh, Pittsburgh, PA

Contributing Authors: Ann Marsico, CSocD, OTR/L; Ketki Raina, PhD, OTR/L, FAOTA

STOP, TALK, ROLL (STR) is a framework for teaching students to manage challenging situations in fieldwork. Through this presentation, attendees will understand the STR framework and ways to integrate it into a fieldwork program and OT curricula.

PLATFORM 203B

Thinking Outside the Classroom: How to Advance the OT Profession Through Collaborative Experiential Learning Opportunities

Content Focus: Instructional Methods

Sheina Farooqui, San Jacinto College, Houston, TX; Catherine Murray, OT, TIRR Memorial Hermann, Webster, Texas

This presentation discusses the mutual benefits of interdisciplinary collaboration between an OTA program and a postprofessional OT fellowship program in a local hospital system to support innovative experiential learning opportunities.

9:15 AM–10:15 AM

Capitol 1–4

PLATFORM 204A

Deconstructing Racism in the OT Curriculum: A First Step Toward Equity in Education

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

Tamara Pontes, OT, PhD, OTR; Shanice Hamilton, both of Boston University, Boston, MA

Contributing Author: Darya Nemati

This presentation uses an in-depth analysis of the Boston University entry-level OTD curriculum to demonstrate how current OT

programs can analyze and expand curricula with an antiracist pedagogical approach.

PLATFORM 204B

Belonging in Higher Education: Implications for OT Education—A Scoping Review

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

Quinn Tyminski, OTD, OTR/L, BCMH, Washington University in St. Louis, St. Louis, MO

Contributing Authors: Jenna Johnston; Vicky Hung

This scoping review gathered foundational knowledge regarding barriers to and facilitators of belonging in graduate health professions education to determine necessary changes to OT education.

Mineral BC

PLATFORM 205A

Student & Faculty Perspectives Surrounding OT Student Development, Satisfaction, & Retention to Inform the Development of a Peer Mentor Program

Content Focus: Socialization to the Profession

Rebecca Sinko, OTD, OTR/L; Analise Kaminski, Thomas Jefferson University, Philadelphia, PA; Grace Arnold

Peer mentoring is a promising strategy for increasing student development, satisfaction, and retention in health professions programs. A comprehensive literature review and focus groups were conducted to inform the development of a peer mentor program.

PLATFORM 205B

Building Effective Mentoring Relationships in OT Education

Content Focus: Faculty Development and Resources

Sara Stephenson, OTD, OTR/L, BCPR, CBIS, CSRS, Northern Arizona University, Flagstaff, AZ; Theresa Delbert, Hanover College, Hanover, IN; Paula Thompson-Costello, OTD, OTR/L, Rush University, Chicago, IL; Erika Kemp, Ohio State University, Columbus, OH; Jennifer Kaldenberg, DrPH, OTR/L, FAOTA, SCLV, Boston University, Boston, MA; Anna Domina, Creighton University, Omaha, NE

Representatives of six OTD programs from across the country share exemplar mentor education projects, practical tools for mentor skill development, and a web-based mentor resource and provide an opportunity for discussions on mentorship education for the field of OT.

Capitol 5–7

PLATFORM 206A

Telepresence Robotics in OT Education: Using Robotics to Enhance Clinical Experience in Fieldwork Education

Content Focus: Learner Characteristics and Competencies

Kirsten Davin, OTD, OTR/L, ATP, SMS; Barbara Mollere Doucet, PhD, OTR, Baylor University, New Orleans, LA

This study aimed to determine whether use of a telepresence robot was an effective design element that strengthened student self-confidence, improved satisfaction, and enhanced OT students' clinical experience in Level I fieldwork education.

PLATFORM 206B

High-Fidelity Simulation Level I Fieldwork as Preparation for Level II Fieldwork

Content Focus: Instructional Methods

Stephanie de Sam Lazaro, OTD, OTR/L; Darla Coss, OTD, OTR/L, CHT; Katelyn Brady, OTD, OTR/L, St. Catherine University, St. Paul, MN

An OT program conducted a program evaluation to compare Level II outcomes of students who had simulation as a Level I experience with those of students who had a traditional Level I experience. Outcomes and recommendations for OT education will be shared.

10:30 AM–11:30 AM

Capitol 1–4

PLATFORM 207A

Preparing to Walk the Talk: Creating Diversity, Equity, & Inclusion Statements to Support OT Students' Commitment to Occupational Justice

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

Ricardo Ramirez, OTD, OTR/L, Rush University, Chicago, IL

As one way to embed diversity, equity, and inclusion (DEI) in OT curricula, creating student DEI statements promotes student reflection, a culture of inclusion, and long-term goal setting related to DEI.

PLATFORM 207B

Creating Conversations That Matter: Addressing Implicit Bias in an OT Department via the World Café Method

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

Ricardo Ramirez, OTD, OTR/L, Rush University, Chicago, IL

Contributing Authors: Daniela Ugalde; Faith Brown

Evidence shows that, by themselves, implicit bias trainings may be counterproductive. To complement other interventions, the World Café method may serve as a forum to address implicit bias and promote justice, equity, diversity, and inclusion.

Mineral BC

PLATFORM 208A

Choose Your Own Assignment: An Innovative Strategy for Teaching Clinical Decision Making

Content Focus: Instructional Methods

Kimberley Persons, DHS, OTR/L, CLA, St. Catherine University, St. Paul, MN

This presentation describes an innovative approach to promote clinical decision making. Inspired by the Choose Your Own Adventure book series, students are tasked with making a series of clinical decisions to build a client's story.

PLATFORM 208B

10 Strategies to Be Successful as an OT Student

Content Focus: Instructional Methods

Beth Jordan, OTD, OTR/L; Kristen Bacon, OTD, OTR/L, both of Keuka College, Keuka Park, NY

Do you have a desire to help students? Do your students have a desire to help themselves? Do you like new ideas? We've developed strategies based on current research to help your students be successful in higher education and professional success.

Capitol 5–7

PLATFORM 209A

Demonstrating Doctoral Capstone Purpose & Value Through Exemplar Capstone Projects

Content Focus: Instructional Methods

Paula Thompson-Costello, OTD, OTR/L, Rush University, Lombard, IL; Theresa Delbert, Hanover College, Hanover, IN; Jennifer Kaldenberg, DrPH, OTR/L, SCLV, FAOTA, Boston University, Boston, MA; Erika Kemp, Ohio State University, Columbus, OH; Sara Stephenson, OTD, OTR/L, BCPR, CBIS, CSRS, Northern Arizona University, Flagstaff, AZ; Anna Domina, Creighton University, Omaha, NE

Doctoral capstone projects support growth of the profession's knowledge base and move practice toward new forms of OT engagement. This session will share several exemplar capstone projects with outcomes of scholarly contributions.

PLATFORM 209B

Student Perspectives on Transforming Knowledge From Interprofessional Education to Application on Fieldwork & Capstone: Implications for Education

Content Focus: Socialization to the Profession

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

A study exploring how students used skills in team collaboration from their didactic education in the field during Level II fieldwork and capstone provides implications for curricular development aimed at best preparing students for practice.

Poster Session

11:45 AM–12:45 PM

Mineral A

POSTER 201

Student Competency Development in the OT Process: Assessment & Intervention Using Simulated Patients—Part 2

Content Focus: Instructional Methods

Nicole Halliwell, DSc, ORT/L; Gabrielle Hackenberg; Denise Crowley, all of Monmouth University, West Long Branch, NJ

This Part 2 poster for entry-level OTD courses designed using case-based learning, high-fidelity simulation, and competency-based assessment will present a comprehensive review of development, execution, and review of lessons learned from its implementation.

POSTER 202

Piloting the Effects of Mindful Self-Compassion Training on Learning Self-Compassion Among Health Professions Professionals

Content Focus: Learner Characteristics and Outcomes

Danielle Losonci, MS, OTR/L, Touro University, New York, NY

A 5-week mindful self-compassion training significantly improved self-compassion among health professions students and demonstrated its potential as an effective tool for promoting student well-being and supporting academic success.

POSTER 203

Inspiring & Teaching OT Students to Become Academics

Content Focus: Instructional Methods

Yolanda Griffiths, OTD, OTR/L, FAOTA, Drake University, Des Moines, IA

The need for OT faculty continues as the number of programs grows. Academia requires specialized skill sets. This poster features a successful course developed to address the Accreditation Council for Occupational Therapy Education expectation to prepare students for an academic setting.

POSTER 204

Education Through Occupation: Developing an Activity-Based Elective to Promote Wellness Among OT Doctorate Students

Content Focus: Instructional Methods

Megan Fix; Nancy Carson, PhD, OTR/L, FAOTA, both of Medical University of South Carolina, Charleston, SC

As student mental-health concerns increase, it is important to consider opportunities to enable student participation in healthy behaviors. Wellness in Action is a model for curriculum design that places occupation at the center of education.

2023 AOTA Education Summit

POSTER 205

Impact of an Innovative Acute-care Elective on Students' Preparation for Level II Acute-care Fieldwork

Content Focus: Instructional Methods

Lisa Cohen, MS, OTR/L, Brigham and Women's Hospital, Boston, MA

Contributing Author: Jessica Asiello, OTD, OTR/L

Acute care is among the most challenging Level II fieldwork settings. An innovative acute-care elective aims to increase students' confidence, clinical skills, professional behaviors, and resilience needed for success in acute care.

POSTER 206

Entry-Level OT Student Preparedness After a Level II Fieldwork Completed in a Role-Emerging Placement

Content Focus: Instructional Methods

Donna Brzykcy, MS, OTR/L, D'Youville University, Buffalo, NY

This critically appraised topic investigates OT students' perceived level of preparedness after completion of fieldwork in a role-emerging setting. Recognizing the benefits of students in these settings will promote community placements.

POSTER 207

Real-World Experiences Solidify the Need for Evidence-Based Care & Interprofessional Collaboration

Content Focus: Instructional Methods

Zesarae Bodie, OTD, OTR/L, Medical University of South Carolina, Charleston, SC

Providing opportunities for OT students to join interprofessional teams is vital to the learning experience. These opportunities allow for improved confidence in their chosen profession and foster practical skills they will use throughout their careers.

POSTER 208

Building Community Connections Through Experiential Learning in a MSOT Program

Content Focus: Instructional Methods

Ashley Held, OTD, OTR/L, Milligan University, Milligan, TN

Contributing Authors: Taylor Day; Daniel Sutherland; Madeline Turner

This poster examines the experiential learning application in a master's-level community-based OT class and its impact (through postsurvey analysis) on groups and populations as a direct result of students' connections with the local community.

POSTER 209

Using Simulation & Objective Structured Clinical Examinations in OT Education

Content Focus: Instructional Methods

Kristen Rooker, MOT, OTR/L, University of Kansas, Lawrence, KS

Simulations and objective structured clinical

examinations are used as summative assessments across OT education to measure clinical skills despite the lack of valid and reliable assessment tools. Understanding how to best use these strategies will support OT education.

POSTER 210

Comparing Traditional Lecture to Active Learning: A Pilot Study

Content Focus: Instructional Methods

Jennifer Calabrese, OTD, Stockton University, Galloway, NJ

Active learning is prevalent; however, mixed outcomes exist for exam results and student preferences compared with traditional lectures. This study's outcomes show that mixed-methods lessons may best meet students' needs, perceptions, and preferences.

POSTER 211

Assessing Clinical Competence Among Graduate OT Students: Program Evaluation of the Objective Structured Clinical Examination

Content Focus: Learner Characteristics and Competencies

Wafaa Alduraidi, OT, University of Kansas, Lawrence, Kansas

This study evaluated the effectiveness of the objective structured clinical examination (OSCE) in assessing the clinical competence and readiness of OTD students in clinical fieldwork. The findings indicate that the OSCE is a reliable indicator of students' clinical competence.

POSTER 212

Growing a Health-Promoting Campus: OT Leadership Roles

Content Focus: Faculty Development and Resources

Sarah Brockway, EdD, OTR/L, Russell Sage College, Troy, NY

Attendees will explore how OT educators can use their holistic background in health promotion and well-being to be key players in leading health promotion initiatives across college campuses.

POSTER 213

Increasing Multigenerational Awareness in Preparation for Fieldwork & Capstone Experiences

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

Susan Blair, OTD, OTR/L, BCPR, BCG, CDCS; Kirsten Davin, OTD, OTR/L, ATP, SMS; Barbara Mollere Doucet, PhD, OTR; Shelby Michaud, MS, OTR/L, all of Baylor University, Waco, TX; Jerilyn Callen; Ricardo Altahif

Using creative and engaging integrative learning resources, faculty maximize multigenerational collaboration and communication into opportunities to address diversity and inclusion while preparing students for fieldwork and capstone experiences.

POSTER 215

Impact of Universal Design for Learning Principles on Student Learning

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

Jennifer Cole, OTD, MHA, OTR/L, Pacific University, Forest Grove, OR; Patricia Schaber, PhD, OTR/L, FAOTA, University of Minnesota, Minneapolis, MN; Shelly Norvell, OTD, OTR/L, University of Puget Sound, Tacoma, WA; Julia Graham, OTD, OTR/L, Touro University Nevada, Henderson, NV

This multisite study examined instructional methods and designs that OT students identify as effective for their diverse learning needs, based on the principles of Universal Design for Learning.

POSTER 216

Flipping, Ungrading, Peer Instruction, & Activity-Based Classrooms

Content Focus: Instructional Methods

Debra Latour, OTD, OTR/L, Western New England University, Springfield, MA

Preparing students for the doctoral capstone involves a combination of clinical preparation, critical thought development, and creative effort. This learning approach includes a flipped activities-based classroom, peer instruction, and "ungrading."

POSTER 217

Experiential Learning Beyond the Brick & Mortar: Are Your Students Ready for Interprofessional Practice?

Content Focus: Instructional Methods

Debbie Bebeau, EdD, OTR, Madison College, Madison, WI; Sarah Clemons-Wagner, St. Mary's Hospital, Madison, WI

Interprofessional learning experiences are essential to advance collaborative clinical competence and confidence. Overview, application, and results of virtual interprofessional case scenarios focused on evidence-based pedagogy are presented.

POSTER 218

Impact of a Time Management Group on Academic & Independent Skills of Students With Autism Spectrum Disorder Living in a Dormitory: A Pilot Study

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

Judith Parker Kent, OTD, OTR/L, FAOTA; Zuleika Alvarado, both of Saint Joseph's University, Philadelphia, PA

The poster will examine the impact of OT on the success of students with autism spectrum disorder transitioning into the college environment. It includes the academic and nonacademic aspects of college.

POSTER 219

Exploring the Instructional Components & Outcomes of an Effective Interprofessional School Practice Personnel Preparation Program

Content Focus: Instructional Methods

Carole Ivey, PhD, FAOTA, Virginia Commonwealth University, Richmond, VA; Patricia Laverdure, OTD, OTR/L, FAOTA, BCP, Old Dominion University, Richmond, VA
Contributing Authors: Tara Weinstein; Lissa Power-deFur

A descriptive study explored the effectiveness of an interprofessional school practice personnel preparation program. Key themes related to the development of collaboration and knowledge translation in the first year of practice are shared.

POSTER 220

Examining Graduate Student Perceptions of & Attitudes Toward Different Teaching Methodologies to Address Interprofessional Collaboration Standards

Content Focus: Instructional Methods

Jenni Petersen; Kami Holst, OTD, OTR/L, CBIST, both of St. Ambrose University, Davenport, IA; Julie Jones, OTD, OTR/L, BCP, Mississippi Bend Area Education Agency, Bettendorf, IA
Contributing Author: Kathleen Powers, DPT, PT, C/NDT

Accredited OT and PT programs are required to meet interprofessional team standards. This project examined graduate-level student perceptions of two different learning activities involving community members in the classroom and peer role-play.

Capitol Foyer

POSTER 221

Mission Possible: A Structured Approach to Teaching Work Behaviors to OT Students

Content Focus: Instructional Methods

Cara Lekovitch, MOT, OTR/L, BCG, University of Pittsburgh, Pittsburgh, PA
Contributing Authors: Ann Marsico, CScD, OTR/L; Ketki Raina, PhD, OTR/L, FAOTA

Mission Possible is a set of structured learning activities designed to develop work behaviors among OT students. In this session, participants will gain an understanding of the activities and ways to integrate them into OT curricula.

POSTER 222

Can You Escape? Determining the Effectiveness of a Virtual Escape Room as an Educational Tool for Acute-Care OT Practice

Content Focus: Instructional Methods

Abby Woollacott, Rush University, Chicago, IL
Contributing Author: Rebecca Ozelle, DHS, OTR/L

This study supports the use of a virtual escape room as an educational tool to better

prepare OT students and new graduates providing patient care in the intensive care unit.

POSTER 223

Enhancing Learning for OT Students in the Assistive Technologies Course of an Entry-Level OT Doctorate Program

Content Focus: Instructional Methods

Lauren Andelin, OTD, OTR/L, BCP; Kathryn Felarca, both of Virginia Commonwealth University, Richmond, VA

OT practitioners report feeling unprepared to use assistive technology (AT) after graduation, supporting the need for expanded AT curricula in entry-level programs. This project focused on meeting the learning needs of OTD students through various instructional methods.

POSTER 224

Shared Decision-Making Training Program Evaluation Involving OT Students & Practitioners

Content Focus: Instructional Methods

Penelope Moyers Cleveland, University of Indianapolis, Indianapolis, IN

Contributing Authors: Morgan Hermann; Zoelaine Viewegh; Livia Crispin; Kayleigh Smith; Angela Kilbride; Shelby Hudson

Training was developed for students and clinicians on patient shared decision making, which is not widely included in academic or training programs. Program evaluation indicated improvements in knowledge, attitudes, and the ability to apply them to patients.

POSTER 225

Integrating Universal Design for Learning in a Doctoral Capstone Course Sequence

Content Focus: Instructional Methods

Daniel Rortvedt, OTD, OTR/L, University of Wisconsin, Madison, WI

This session provides a practical overview of methods for incorporating the Universal Design for Learning framework in an online OT doctoral capstone planning and development process in an entry-level program.

POSTER 226

The Path to Inclusivity in OT: Determining the Need for a Student-Led, Diversity, Equity, Inclusion, and Justice Organization

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

Rachel Allen-McHugh, Drake University, Des Moines, IA; Jenna Willer

This study explored the process of establishing an OT diversity, equity, inclusion, and justice student organization in an OTD program and the recommendations made to OTD faculty and staff to enhance the curriculum and learning experience of OTD students of all identities.

POSTER 227

Transforming Interprofessional Education During a Pandemic: A Virtual Format for Interprofessional Education

Content Focus: Instructional Methods

Tessa Milman, OTD, OTR/L, University of Southern California, Los Angeles, CA

Contributing Authors: Dawn Joosten-Hagye, PhD, LCSW, GC-C; Kathleen Woodruff, RN, DNP, ANP-BC

This presentation describes the design, implementation, and evaluation of a virtual interprofessional education experience that strengthened students' attitudes toward interprofessional collaborative practice.

POSTER 228

Creative Supervision Across Student Learning Experiences in Primary Care

Content Focus: Instructional Methods

John Fleming; Kimberley Persons, DHS, OTR/L, CLA; Virginia Green, OTD, OTR/L; Darla Coss, OTD, OTR/L, CHT, all of St. Catherine University, St. Paul, MN

We present an exemplar of creative student supervision in primary care to meet multiple education needs. Supervision in this setting includes Level I fieldwork, undergraduate research, master's projects, and doctoral capstone projects.

POSTER 229

Using the Flipped Classroom Model & Microsoft Teams in a Transnational OT Education Setting in Haiti

Content Focus: Instructional Methods

Renee Rains, MOT, OTR/L, University of Kansas, Lawrence, KS

Microsoft Teams is an evidence-based learning platform that was successfully paired with the Flipped Classroom Model to provide synchronous and asynchronous online learning between instructors in a high-income country and an OT program in a low-income country.

POSTER 230

Mitigating Resistance to a Flipped Classroom in OT Education

Content Focus: Instructional Methods

Susan Persia, OTD, OTR/L, RYT500, Widener University, Chester, PA

Flipped classrooms can be more effective in OT education than traditional ones. Despite this, many students are resistant to them. This study explores this phenomenon and strategies to support students' transition to a flipped classroom.

POSTER 231

Enhancing the Classroom Learning Experience: Strategies for Integrating Simulation Into OT Education

Content Focus: Instructional Methods

Sarah Walsh, MOT, OTR/L; Maura Lavelle, MS, OTR/L, both of Simucase, St. Louis, MO; Sarah Zimmerman; Sarah Adam, Saint Louis University, St. Louis, MO; Wendy Brzozowski

This presentation highlights best-practice guidelines for using computer-based simulations to move beyond traditional lecture-based learning and incorporate interactive, applied learning experiences into OT education.

POSTER 232

Learning Through Discussion: Model for Advanced Clinical Instruction in an OTD Curriculum

Content Focus: Instructional Methods

Monica Robinson; Lori Demott, OTD, OTR/L, CHT, both of Ohio State University, Columbus, OH; Adam Snyder

Learning Through Discussion (LTD) is an active learning technique that includes deep discussion, metacognition, and reflective learning in a social context. Student-led, structured LTD has been successfully applied in advanced clinical courses in an OTD program

POSTER 233

Municipal Government & OT Education Program Evaluation Collaboration: Building Student Population-Based Consultative Practice Skills

Content Focus: Signature Pedagogies

Paula Thompson-Costello, OTD, OTR/L, Rush University, Chicago, IL; Molly Bathje, PhD, OTR/L, DePaul University, Chicago, IL

Increased involvement in population-based interventions is important to achieving the American Occupational Therapy Association's *Vision 2025*. Partnerships between educational programs and municipal governments provide opportunities for students to learn population-based interventions.

Platform Sessions

2:00 PM–3:00 PM

Capitol 1–4

PLATFORM 210A

Using Your OT Skills to Turn Learning Into Play

Content Focus: Instructional Methods

Ashley Uyeshiro Simon, OTD, OTR/L; Diego Lopez, OTD, OTR/L; Gabriel Cravens, all of University of Southern California, Los Angeles, CA

This session describes how play can be used in the classroom as an active learning strategy while also addressing the psychosocial needs of students. OT educators will learn to use their skill sets to create engaging and meaningful experiences.

PLATFORM 210B

Teaching Quantitative Statistics to Students Who Do Not Want to Learn Statistics: A Model for Entry-Level Research Methods

Content Focus: Instructional Methods

Stacey Reynolds, PhD, OTR/L, FAOTA, Virginia Commonwealth University, Richmond, VA

We provide a framework for teaching quantitative statistics that will make it easier for instructors to deliver content and less daunting for students to learn. We focus on correlational, group comparison, and predictive designs.

Mineral BC

PLATFORM 211A

Outcomes of a National Mentoring Program for OT Faculty: New Faculty, Academic Fieldwork Coordinators, & Doctoral Capstone Coordinators

Content Focus: Faculty Development and Resources

Paula Thompson-Costello, OTD, OTR/L, Rush University, Chicago, IL; Jennifer Washko, OTD, OTR/L, Misericordia University, Dallas, PA

The rise in OT educational programs requires effective recruitment and retention strategies for new or transitioning faculty. This session shares the outcomes of a national mentoring program to support new faculty, academic fieldwork coordinators, and doctoral capstone coordinators.

PLATFORM 211B

Feasibility of an Onboarding Program to Facilitate Practitioner Transition to Academia

Content Focus: Socialization to the Profession

Jennifer Washko, OTD, OTR/L, Misericordia University, Dallas, PA; Nancy Krusen, University of Nebraska, Omaha, NE

Researchers examined the feasibility of using a faculty onboarding program as a process of transforming from practitioner to educator. Participants reported program relevance, increased perception of mastery, and belief in their ability to grow.

Capitol 5–7

PLATFORM 212A

Transformational Learning Through the Application of the Concepts of the Intentional Fieldwork Education Model

Content Focus: Theory Building

Elizabeth Crawford, OTD, OTR/L; Amanda Sammons, DSc, OTR/L, ATC, both of Medical University of South Carolina, Charleston, SC; Nadine Hanner, OTD, Trident Technical College, Charleston, SC

We review the findings of a pilot study investigating the transformational learning and resulting benefits experienced by fieldwork educators who learned and applied the concepts of the Intentional Fieldwork Education Model during Level II fieldwork.

PLATFORM 212B

Understanding the Ways Academic Fieldwork Coordinators Describe the Responsibilities & Challenges of Their Role

Content Focus: Faculty Development and Resources

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

In this nationwide convergent mixed-methods study, we examined the role responsibilities, structural supports, and barriers that influence academic fieldwork coordinators' success and satisfaction.

Closing

3:05 PM–3:45 PM

Capitol 1–4

Implications for Academia & Education from the AOTA 2023 Compensation & Workforce Survey.

Neil Harvison PhD, OTR, FNAP, FAOTA; Jeremy Furniss, OTD, OTR/L, BCG, both of American Occupational Therapy Association, North Bethesda, MD

This session will highlight the results from the AOTA 2023 Compensation & Workforce Survey and trends from previous surveys. The presenters will discuss the implications for OT and OTA education. More than 11,000 participants including students, recent graduates, and occupational therapists and occupational therapy assistants completed the survey.

See you in

Charlotte

Save the Date!

2024 AOTA Education Summit

November 8–9, 2024

Charlotte, NC



Thank You!

AOA thanks our sponsor and exhibitors for their support of the 2023 AOTA Education Summit.

Their support makes programs that advance knowledge and community among the profession possible.

Sponsored by



Exhibitors

