Designed specifically for occupational therapy educators, attendees will experience advanced-level learning in the Education Summit Keynote Address, Plenary Session, and multiple concurrent sessions that are focused on:

- Pedagogy and Instructional Design
- Foundations for OT/OTA Education and Practice
- Capacity Building With the Profession and Academia
- Socialization to the Profession

Attendees can earn up to 12.75 contact hours!

Program current as of September 21, 2015

Denver, Colorado • October 17–18, 2015
Saturday, October 17

8:00 am–8:45 am
IMPERIAL BALLROOM

Keynote

Teaching with Standardized Patients: The Growth of an Educational Methodology in the Health Sciences
Valerie L. Fulmer, Director, Advanced Clinical Education Center, Standardized Patient Program, University of Pittsburgh School of Medicine, Pittsburgh, PA

The incorporation of Standardized/Simulated Patients (SPs) in graduate and undergraduate health provider education has multiplied exponentially in the past decade as the training of health care workers responds to the needs of a variety of patient centered practices. Studies have shown that genuine interpersonal connection is one of the most valued elements by patients in a clinician-patient relationship. SPs are professionals who have been trained to engage learners realistically in face-to-face encounters in order to teach assessment and communication skills that are essential in effective medical care delivery. Attendees will explore the variety of appropriate contexts and types of interpersonal skills, communication behaviors and physical exam skills. With a high level of interpersonal skills required in an OT’s clinical repertoire, training this skill carefully can have a dramatic effect on patient outcomes. Attendees will explore a variety of appropriate contexts and discuss challenges and solutions to effective implementation of this teaching method. In this practical, interactive discussion, Valerie Fulmer will introduce some key elements of SP methodology for those who are interested in working with SPs but are not sure how to start.

Platform Sessions (PL)

9:00 am–10:30 am
IMPERIAL BALLROOM

PL 01A

Teaching for Effective Clinical & Professional Reasoning: A Curricular Approach
Barbara A. Boyt Schell, PhD, OT/L, FAOTA, Brenau University, Gainesville, GA; John W. Schell, PhD, Retired UGA, Athens, GA

A curriculum is presented which is based on an ecological model of professional reasoning and which promotes knowledge co-construction, articulation and reflection. Approaches to support of faculty and students across a range of hybrid delivery systems are shared along with assessment data.

PL 01B

Using Systems Thinking to More Effectively Teach Clinical Reasoning: Evidence-Based Teaching Strategies for Occupational Therapy Educators
Laura Carpenter, MEd, OTR/L, Brenau University, Gainesville, GA

Knowledge of systems thinking is relevant to OT educators because there are real similarities between it and the types of thinking used by OTs engaged in clinical reasoning. Attendees will receive evidence-based suggestions for incorporating systems thinking strategies into their teaching.

PL 01C

Clinical Reasoning as Signature Pedagogy in OT: Teaching and Evaluating Ways of Thinking
Regina F. Doherty, OTR/L, OTD, FAOTA, University of Pittsburgh, PA; Katherine M. Gwinn, OTR/L, University of Southern California, Los Angeles, CA

Critical thinking, reflection, and problem solving are essential skills for occupational therapy graduates. This paper will provide an overview of evidence-based instructional methods in professional reasoning and analyze measures of critical thinking for use in occupational therapy curricula.

9:00 am – 10:30 am
MT. SOPRIS

PL 02A

Power of Many Minds Working Together: A Qualitative Study of Allied Health Students’ Views of Interprofessional Teamwork in a Capstone IPE Course
S. Maggie Maloney, PhD, OTR/L, Saint Louis University, Saint Louis, MO

Contributing Authors: Rebecca Banks, MA, MSW, ACS; Ginge Kettenbach, PhD, PT; Sheila Adams Leander, PhD, RN; David Pole, MPH; Irma Ruebling, MA, PT;

Researchers studied reflection papers by 39 students from 10 professions regarding an Interprofessional Education (IPE) capstone course. Themes included: value of IPE, culture/community, team process, client-centered care, barriers, and emotions. Students felt IPE aided future team collaboration.

PL 02B

Enhancing Students’ Professionalism via Strategic Use of an Integrated Professional Behavioral Self-Assessment Tool

Regina Doherty, OTR/L, OTD, FAOTA, University of Pittsburgh, PA; Katherine M. Gwinn, OTR/L, University of Southern California, Los Angeles, CA

A curriculum is presented which is based on an ecological model of professional reasoning and which promotes knowledge co-construction, articulation and reflection. Approaches to support of faculty and students across a range of hybrid delivery systems are shared along with assessment data.
Behaving professionally is essential to an occupational therapist’s success. We will provide a model of student professional behavior development used at the University of Illinois at Chicago. An overview of the tool will be provided, the assessment process described, and outcome data presented.

PL 02C

- **Impact of Educational Module on Entry-Level Graduate Students’ Interest, Confidence in, and Knowledge of Professional Engagement**
  
  **Content Focus:** Socialization to the Profession

  **Contributing Author:** Joylynne Wills

  Faculty designed a pre-post survey pilot study to study 30 first-year graduate students’ self-reported interest and understanding of professional engagement issues; before and after educational modules. Results of pilot study will be used to inform a larger study in the future.

9:00 am – 10:30 am
MT. COLUMBIA

PL 03A

- **Implementation of an Interprofessional Journal Club on Educational Technology**
  
  **Content Focus:** Building Capacity/Faculty Development and Resources

  **Contributing Authors:** Dusti Annan-Coultas, EdD; Abby Kazley, PhD; Gretchen Seif, DPT, OCS; FAAOMPT

  This presentation provides an overview of the implementation and outcomes related to an interdisciplinary journal club focused on educational technology. Journal clubs can be used to improve the critical appraisal of current evidenced-based research and can be used to improve the critical appraisal of educational technology. Journal clubs can be used to improve the critical appraisal of current evidenced-based research and can be used to improve the critical appraisal of educational technology. Journal clubs can be used to improve the critical appraisal of current evidenced-based research and can be used to improve the critical appraisal of educational technology. Journal clubs can be used to improve the critical appraisal of current evidenced-based research and can be used to improve the critical appraisal of educational technology.

PL 03B

- **Interprofessional Graduate Healthcare Students’ Perceptions of Identity: A Qualitative Analysis**
  
  **Content Focus:** Socialization to the Profession

  **Contributing Authors:** Carole K. Ivey, PhD, OTR/L, FAOTA, Colorado State University, Fort Collins, CO; Nancy E. Carson, PhD, OTR/L; Amanda K. Giles, OTD, OTR/L, both of Medical University of South Carolina, Charleston, SC

  Understanding individual and team roles is vital to interprofessional practice; such identity formation begins in academia. This study informs interprofessional education, presenting OT and PT students’ views of both professions before and after a collaborative interprofessional course.

PL 03C

- **Workforce Development in Primary Care Settings Through Interprofessional Health Education Training**
  
  **Content Focus:** Building Capacity/Faculty Development and Resources

  **Contributing Authors:** Carol Gawrys, PhD; Jeramie Ann Silveira, OTD; Cheryl Springer, PhD, all of Salem State University, Salem, MA

  This session will discuss the grant opportunities for workforce development that exist for interprofessional health educators, the interprofessional curriculum developed for this grant, and the assessment tools used to evaluate the outcomes.

10:45 am - 12:15 pm
IMPERIAL BALLROOM

PL 04A

- **Knowledge Translation Collaboratives: A Unique Curriculum Model to Build Occupational Therapists’ Capacity for Knowledge Translation**
  
  **Content Focus:** Pedagogy & Instructional Design

  **Contributing Authors:** Susan Magasi, PhD; Laura van Puymbrouck, OTR/L, both of University of Illinois, Chicago, IL

  Knowledge translation (KT) is described as an essential competency for the 21st century, but is rarely addressed in clinical education. We will describe the outcomes of a curriculum model aimed at engaging occupational therapy students and adults with disabilities as co-learners in the KT process.

PL 04B

- **Clinical Reasoning, Theory, and the OT Practice Framework: Helping Students Put the Pieces Together**
  
  **Content Focus:** Theory Building

  **Contributing Authors:** Carole K. Ivey, PhD, OTR/L; Dianne F. Simons, PhD, OTR/L, FAOTA; both of Virginia Commonwealth University, Richmond, VA

  Clinical reasoning, theory, and the framework are all designed to help guide the occupational therapy process; however, at an entry-level student, these approaches may seem like separate processes. An integrated model demonstrates how these fit together to guide the occupational therapy process.

10:45 am - 12:15 pm
MT. SOPRIS

PL 05A

- **Using the Centralized Application System to Address Diversity in the Application Pool**
  
  **Contributing Authors:** Neil Harvson, PhD, OTR/L, FAOTA, American Occupational Therapy Association, Bethesda, MD and OTCAS academic programs

  This paper presents the tools available in a Centralized Application Service to increase diversity in the application pool.
**PL 05B**

- **Assessing Emotional Intelligence in the Occupational Therapy Education Admissions Process**
  - **Content Focus:** Learner Characteristics & Competencies
  - **Contributing Authors:** Sharon A. Gutman, PhD, OTR, FAOTA; Janet P. Falk-Kessler, EdD, OTR, FAOTA, both of University of Southern California, Los Angeles, CA
  - **Transformative Practice:** OTD, OTR/L, both of University of Southern California, Los Angeles, CA
  - **Contributing Author:** Julie McLaughlin Gray, PhD, OTR/L, FAOTA

  The signature element of this post-professional OTD program is its evidence-based residency requirement. With expert mentorship and immersion within a real-world context of advanced clinical practice, policy, research or education, the OTD residency serves as a vehicle to advance the profession.

**PL 06C**

- **Cooperative Learning in a Theory Course: A Mixed Method Study**
  - **Content Focus:** Pedagogy & Instructional Design
  - **Contributing Authors:** Hsin Howe, PhD, OTR, FAOTA, both of New York University, New York, NY; Jim Hinojosa, PhD, OT, BCP, FAOTA; Tsu-Hsin Howe, PhD, OTR, FAOTA, both of New York University, New York, NY

  Cooperative learning results in knowledge that is socially constructed through interaction with others. In this study, an ANCOVA on post-test scores examined changes in attitudes and perceived learning among groups. A content analysis of students’ summary sheets was also conducted.

1:45 pm – 3:15 pm

**IMPERIAL BALLROOM**

**PL 07A**

- **The “Gamification” of an Assistive Technology Class: Learning, Engagement, and Ownership**
  - **Content Focus:** Pedagogy & Instructional Design
  - **Contributing Authors:** Deek Cunningham, MS, OTR/L; Gavin R. Jenkins, PhD OTR/L, both of University of Alabama at Birmingham, Birmingham, AL

  Games like Call of Duty, Angry Birds and others promote problem solving, practice, persistence, creativity, and resilience. This session will consider how the characteristics of gaming can support learning, engagement, and ownership within an academic environment.

**PL 07C**

- **Reusable Learning Objects Related to Sensory Over-Responsiveness: What Are the Possibilities?**
  - **Content Focus:** Pedagogy & Instructional Design
  - **Contributing Authors:** Bryan M. Gei, OTD, MEd, OTR/L, BCP, Idaho State University, Pocatello, ID

  The use of reusable learning objects among pediatric therapists and caregivers is gaining favorable acceptance and is being viewed as high value for parent/caregiver education as a part of routine clinical practice.

1:45 pm – 3:15 pm

**MT. SOPRIS**

**PL 08A**

- **Implementing LGBTQIA Cultural Competence in Diversity Education for Occupational Therapy Students**
  - **Content Focus:** Foundations for OT/OTA Education & Practice
  - **Contributing Authors:** Kathryn S. Scheuring, MA, SLPA, Life College, Irvine, CA; Teresa M. Dela Pena, Irvine, CA; Alexander J. Barajas, Irvine, CA; Angie R. Baker, PhD, OTD, MA, OTR/L, CTRS, Stanbridge College, Irvine, CA

  The practice of authentic occupational therapy is hindered by the lack of understanding of the LGBTQIA+ community. Implementing LGBTQIA+ education sessions into OT curriculum will foster cultural competence, meet changing demographics, and satisfy the occupational needs of the LGBTQIA+ community.

**PL 08B**

- **Educating All Students: Inclusive Education Strategies for College Students and Faculty**
  - **Content Focus:** Pedagogy & Instructional Design
  - **Contributing Authors:** Ellen Berger Rainville, OTD, OTR/L, both of University of Southern California, Los Angeles, CA; Anthony Seikel, PhD, CCC-SLP

  Students with learning differences can be active, valued participants in our classrooms. Evidence-based strategies and techniques for inclusive education at the college level will be presented.
PL 08C
■ Understanding the Impact of International Interactions on Occupational Science/Therapy Students’ Multicultural Attitudes and Cultural Competence
Content Focus: Pedagogy & Instructional Design
Rebecca M. Aldrich, Ph.D., OTR/L, Saint Louis University, Saint Louis, MO & Lenin C. Grajo, Ed.M., OTR/L, Saint Louis University, Saint Louis, MO
This study investigated the impact of international peer interactions on the multicultural attitudes and cultural competence of three occupational science and occupational therapy student groups. Discussion will compare this instructional design and its learning outcomes to published scholarship.

1:45 pm – 3:15 pm
MT. COLUMBIA
PL 09A
■ The Development of the Peer Assessment Debriefing Instrument (PADI)
Content Focus: Building Capacity/Faculty Development and Resources
E Adel Herge, OTD, OTR/L, FAOTA, Thomas Jefferson University, Philadelphia, PA
Contributing Authors: Jennifer Saylor, PhD, RN, ACNS-BC; Susan Wainwright PT, PhD
This presentation discusses a reflection focused system of faculty and curricular development that derives from a capstone performance assessment (“OTSPA”) involving all MOT students. We will describe how to use student performance as a catalyst for faculty reflection/growth and curricular change.

PL 09B
■ Impact of Hybrid Instructional Course Design and Faculty Use of Time
Content Focus: Building Capacity/Faculty Development and Resources
Peggy M. Martin, PhD, OTR/L, University of Minnesota, Minneapolis, MN
Contributing Authors: Christine Bourland, MHA, OTR/L; Paul Ceelen; Terriane Jones, PhD, OTR/L; Virgil Mathiowetz, PhD, OTR/L; Michael Potegal, PhD, LP; Patricia Schaber, PhD, OTR/L; Leanne Shore, OTD, OTR/L; Laura Sopeth, MA, OTR/L; Erica Stern, PhD, OTR/L
This research describes time required by faculty to deliver hybrid courses in categories of course preparation, face-to-face teaching, online teaching, grading, and course administration. Time is discussed in relation to course design and instructional delivery.

PL 09C
■ Using a Capstone Student Performance Assessment to Support Faculty and Curricular Development
Content Focus: Building Capacity/Faculty Development and Resources
Betsy VanLeit, PhD, OTR/L, FAOTA, University of New Mexico, Albuquerque, NM
This presentation describes a reflection focused system of faculty and curricular development that derives from a capstone performance assessment (“OTSPA”) involving all MOT students. We will describe how to use student performance as a catalyst for faculty reflection/growth and curricular change.

POSTER SESSIONS (PO)
3:30 pm – 5:00 pm
IMPERIAL BALLROOM
PO 101
■ Exploring the Role Transition From Occupational Therapy Student to Practitioner
Content Focus: Socialization to the Profession
Bridget Piernik-Yoder, PhD, OTR, UT Health Science Center San Antonio, San Antonio, TX
This presentation will report findings from a qualitative study using phenomenological methods to explore the lived experience of four MOT students as they transition from student to practitioner during fieldwork through early employment experiences.

PO 102
■ The Development of a Measurement Tool for Clinical Reasoning for Sensory Processing in Pediatric Occupational Therapy
Content Focus: Pedagogy & Instructional Design
Bryan M. Gee, OTD, MEd, OTR/L, BCP, Idaho State University, Pocatello, ID
Contributing Authors: Jane Strick and, EdD, Lucy Jane Miller, PhD, OTR
First year MOT students clinical reasoning was established and assessed using e-learning tools. Students reasoning aligned within 2% of the expected objective. Students reasoned through the assessment using five areas of justification as they progress through a multimedia case simulation.

PO 103
■ Pearls of Wisdom for Classroom Instruction
Content Focus: Pedagogy & Instructional Design
M. Blanche Leeman, MA, OTR/L, CHT, Touro College, Bay Shore, NY
The session discusses information processing and vygotskian theories as they relate to OT curriculum by conveying the experience of one instructor in applying both theories to transform a traditional classroom environment. Data will be provided to compare the course delivered in both formats.

PO 104
■ Entry-Level Interprofessional Education: Occupational Therapy and Health Services Administration
Content Focus: Pedagogy & Instructional Design
Joyce E. Goff, MS OTR/L; Anna Tresidder, PhD, both of Eastern Washington University, Spokane, WA
The development and implementation of interprofessional education for entry-level occupational therapy and health service administration students to prepare for interprofessional practice and improved client outcomes.

PO 105
■ Concept Mapping in a Learner-Centered Environment as a Foundation for Entry-Level Occupational Therapy Student Outcomes for Meaningful Learning
Content Focus: Pedagogy & Instructional Design
Margaret (Peggy) Morris, OTD OTR/L BCP, Tufts University, Medford, MA
The Occupational Therapy Education Research Agenda urges educators to engage in scholarly educational research. Concept mapping, in a backwards curriculum design, may assist educators to design, implement, and measure efficacy of instruction through meaningful learning outcomes.

PO 106
■ Impact of Level II Fieldwork on Student Perceptions of Interprofessional Competencies
Content Focus: Learner Characteristics & Competencies
Christina H. Bourland, MHA, OTR/L; Peggy M. Martin, PhD, OTR/L; Terriane T. Jones, PhD, OTR/L, all of University of Minnesota, Minneapolis, MN
This study examines the impact of Level II fieldwork on students’ perceptions of competence achieving standards associated with interprofessional collaborative prac-
PO 107

Students’ Perceptions of Standardized Patient Experiences After Level II Fieldwork Experiences

Content Focus: Learner Characteristics & Competencies

Audrey L. Zapletal, MS, OTR/L, Thomas Jefferson University, School of Health Professions, Philadelphia, PA

Contributing Authors: Tina DeAngelis, EdD, OTR/L, CA; Angel Herge, OTD, OTR/L; Arlene Lorch, OTD, OTR/L; Kimberly Mollo, MS, OTR/L

The purpose of this paper is to describe the types of standardized patient encounters (SPEs) that can be embedded into an OT curriculum and demonstrate data reflecting how students perceive these SPEs to prepare them for evaluating and treating a variety of patients on Level II Fieldwork.

PO 108

Comparing Outcomes of Professional Behavior in Traditional and Collaborative Fieldwork Models

Content Focus: Learner Characteristics & Competencies

Caryn R. Johnson, MS, OTR/L, FAOTA; Thomas Jefferson University, Philadelphia, PA; Sandra Chalik, Newgrange School, Hamilton Township, NJ; Genna Wallerstein, MS, OTR/L, Newgrange School, Hamilton Township, NJ; Amy Carroll, OTD, OTR/L, Thomas Jefferson University, Philadelphia, PA

Evidence suggests that the collaborative model of FW education yields some advantages over the traditional 1:1 model of supervision. This study compares professional behavior outcomes between students in collaborative and traditional Level II FW supervision models.

PO 109

Occupational Therapy Educators Assessing Students’ Reflection Assignments

Content Focus: Pedagogy & Instructional Design

Margaret Finger, OTR/L, OTD, Lake Forest, CA

Due to the discovery of a reliable and valid tool to assess critical reflection skills, the tool could be used to research effectiveness of educators to instruct students on being able to transform theory to practice by learning how to critically reflect.
PO 116
- Implementing an Interprofessional Student Run Free Clinic-Lessons Learned

Content Focus: Foundations for OT/OTA Education & Practice
Nancy M. Vandewiele Milligan, PhD OTRL, FAOTA; Wayne State University, Detroit, MI
Contributing Author: Nancy Vandewiele Milligan, PhD, OTRL, FAOTA

Presentation will discuss the challenges and benefits of developing and sustaining an interprofessional student run free clinic.

PO 117
- Effects of Participation in a Virtual Situated Case Scenario on Occupational Therapy Students’ Academic Performance and Self-Efficacy

Content Focus: Pedagogy & Instructional Design
Deborah Bebeau, MS, OTR/L, UW-Madison, Madison, WI

The aim of this presentation is to provide evidence for the effectiveness of virtual situated learning technologies to increase students’ academic self-efficacy and acquisition of knowledge in occupational therapy didactic coursework with the goal of improved performance in actual practice.

PO 118
- Lived Experiences of Students Transitioning Into an Entry-Level Master’s Occupational Therapy Cohort: Advice for Educators and Future Students

Content Focus: Socialization to the Profession
Crystal A. Gateley, MA, OTR/L, University of Missouri, Columbia, MO
Contributing Authors: Emily Keller, Erika Loud-erbaugh, Danielle Sellers, Jen Stem, Tori Sutter

The transition into a professional degree program brings a combination of increased stressors and new support systems. This study explored the experiences of first-year Master’s-level occupational therapy students to determine how educators can support students in making a successful transition.

PO 119
- An Integrated Approach to Valuing and Teaching Qualitative Research for Evidence-Based Practice

Content Focus: Pedagogy & Instructional Design
Alison M. Cogan, MA, OTR/L, and Julie McLaughlin Gray, PhD, OTR/L, both of University of Southern California, Los Angeles, CA

Review of a pedagogical shift in a qualita-
tive research course for master’s students away from qualitative research methods to appreciating qualitative research traditions and contributions through critical appraisal and the integration of all types of research into evidence-based decisions.

PO 121
- Occupational Therapy Students’ Perceptions of an Innovative Approach to Interprofessional Education

Content Focus: Pedagogy & Instructional Design
Donna M. Brykcy, MS, OTR/L; Heather Ferro, MS, OTR/L; Amy J. Nwora, PhD, OTR/L; Linda Russ, PhD, OTR/L, all of D’Youville College, Buffalo, NY

This research explored students’ perceptions of a unique interprofessional education (IPE) simulation program. Researchers utilized a focus group to obtain OT student feedback regarding program placement and preparation. This presentation is for educators interested in developing IPE experiences.

PO 122
- Can the Use of Digital Autoethnographies Facilitate Professional Identity Development in Occupational Therapy Education?

Content Focus: Pedagogy & Instructional Design
Jeremie Ann Silveira, OTD; Jean MacLachlan, MSOTR/L, both of Salem State University, Salem, MA

This session will present evidence supporting the use of digital autoethnographies to facilitate professional identity development. Digital autoethnography is a novel tool that allows for the exploration of self-identity by placing the student in the dual roles of researcher and participant.

PO 123
- Exploring Occupational Therapy: Design and Use of Undergraduate Introduction to Occupational Therapy Elective

Content Focus: Pedagogy & Instructional Design
Denise K. Donica, DHSc, OTR/L, BCP, East Carolina University, Winterville, NC

Pursuing a degree in occupational therapy is a complex decision and commitment. Taking an elective course exploring introductory knowledge of occupational therapy with a self-reflective process is a helpful tool with this decision. This session will cover successful design of this elective course.

PO 124
- Interprofessional Symposium: Student Participatory Input to Update Pedagogy

Content Focus: Pedagogy & Instructional Design
Joan Tunningley, MEd, OTR/L, BCP, Xavier University, Cincinnati, OH

Review literature on IP online learning practices, particularly educational philosophy and pedagogy. Review results of student participatory study of IP and online tools using group level assessment methodology. Share design plans to customize IP online program for implementation and future study.

PO 125
- Impact of iDevice App on Learning Outcomes in an Entry-Level OT Kinesiology Course

Content Focus: Pedagogy & Instructional Design
Jason Hughes, M.S. OTR/L and Famaily Kearney, EdD, OTR/L, CAPS, both of Georgia Regents University, Augusta, GA

Technology use has become commonplace in many university classrooms, including occupational therapy. This session will explore the impact of an iDevice app on the learning outcomes in an OT kinesiology course. Participants will also receive a hands-on demonstration of the app capabilities.

PO 126
- Interprofessional Education Moves Forward: Current Trends and Innovative Models

Content Focus: Pedagogy & Instructional Design
Patty Coker-Bolt, PhD, OTR/L, FAOTA; Peter Bowman, OTD, OTR/L; Hazel Breland, PhD, OTR/L; Nancy E. Carson, PhD, OTR/L; Cristina Smith, OTD, OTR/L, all of Medical University of South Carolina, Charleston, SC

This presentation will review a multi-tiered approach to addressing interprofessional (IP) collaboration as a part of the educational curriculum for students at an academic medical center. Focus will be on instructional design of multiple IP experiences and methods for assessing outcomes.

PO 127
- Measuring Educational Outcomes of Group Training

Content Focus: Pedagogy & Instructional Design
Mary Barnes, MS OTR/L; Haley O’Connor, both of Tufts University, Medford, MA
Contributing Authors: Gary Bedell, PhD, OTR/L, FAOTA; Sharan L. Schwartzberg, EdD, OTR, FAOTA, CGP, FAGPA
The Group Leader Self Assessment (Schwartzberg & Barnes, 2014) is a tool designed to measure change in trainee perceptions of their group leadership abilities after group leader training. Psychometrics of the tool, recommendations for its use and a suggested training format will be shared.

**PO 128**

- **The Health Care Team Project: A Strategy to Achieve Interprofessional Education Goals**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Kerri A. Golden, Ed.D, OTR/L; Donald E. Walkovich, DHSc, MS, OTR/L, FAOTA, both of Saint Francis University, Loretto, PA**  
  **Contributing Author:** Amy Hudkins, MHS, COTA/L  
  
  The poster represents an interdisciplinary project embedded in an occupational therapy course that includes students from OT, PT, PA, and nursing majors. Using "in-person" sessions as well as a Blackboard site to share information, the project culminates in a simulated health care team meeting.

**PO 129**

- **Neuro Mock Clinic: A Service Learning Opportunity for Master of Occupational Therapy Students and Adults with Neurological Impairments**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Jennie L. DiGrado, OTD, OTR/L, CNPST; Maureen E. Johnson, MS, OT/L, both of University of St. Augustine, San Marcos, CA**  
  **Contributing Author:** Erin E. Schwier, OTD, OTR/L  
  
  This poster will share a service learning program that is being implemented with MOT students servicing community dwelling neurologically impaired adults. This program facilitates deeper thinking, livelier class discussion, and helps the students attach meaning to learned concepts.

**PO 130**

- **Mobile Device Use to Support Student Learning in Occupational Therapy Education**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Megan K. Fori, DOT, OTR, The Richard Stockton College of New Jersey, Galloway, NJ**  
  **Contributing Author:** Jomayra Mendez, MSOT, BA  
  
  This poster highlights an exploratory study describing mobile devices used by MSOT students in ways that enhance or support student learning. The poster includes current mobile learning literature, strategies for achieving learning outcomes, and recommendations for future research.

**PO 131**

- **It Is Easy Being Green – A Pilot Study to Facilitate Faculty Use of Technology in the Classroom**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Lynda D. Hill, OTD, OTR/L, Howard University, Washington, DC**  
  
  The poster will document results of a pilot study aimed at identifying barriers to faculty use of advanced educational technology and facilitating the use of technology to employ green teaching methods, which go hand-in-hand with current practices in the education of the millennials learner.

**PO 132**

- **Interprofessional Collaboration With an Unlikely Partner: Professional Dance Instructors**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Patricia Schaber, PhD, OTR/L, FAOTA, University of Minnesota, Minneapolis, MN**  
  **Contributing Authors:** Kathryn Boland, Carly Herrick, Samantha Kozicki, Kenlyn Plonka  
  
  Occupational therapy students collaborated with professional dancers in designing and evaluating Movementswise, a community-based movement program for older adults. They gained disciplinary perspectives, were challenged by application of knowledge, and built confidence in their professional skills.

**PO 133**

- **Enhancing OT Student & Fieldwork Educator Communication: Use of the Weekly Feedback Form (WFF) in a Community Based Collaborative Model Setting**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Tina M. DeAngelis, EdD, OTR/L, Thomas Jefferson University, Villanova, PA**  
  
  This poster aims to reveal a feedback communication strategy utilized within the collaborative fieldwork model of student supervision with occupational therapy students (n=16) over two-and-a-half year period, to enhance reflective practice & feedback between students and academic fieldwork educators.

**PO 134**

- **A Focus on Occupation through a Concept-Based SoTL Study of Student Learning Outcomes**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Jan Stube, PhD, OTR/L, FAOTA, University of North Dakota, Grand Forks, ND**  
  
  This study provides an example of the Concept-Based Model applied to one MOT course. Occupation and contemporary practice principles were revised as explicit course concepts. Student outcomes were retrospectively studied in a comparison of learning pre- and post- revisions across two academic years.

**PO 135**

- **Student Learning Outcomes: Comparison Between Face-to-Face and Hybrid Education**
  
  **Content Focus:** Pedagogy & Instructional Design  
  **Al Bracciano, EdD; Chris Bradberry, PharmD; Brenda Coppard, PhD, OTR/L, FAOTA; Keli Mu, PhD, OTR/L; Angela Patterson, OTR/L, all of Creighton University, Omaha, NE**  
  
  The focus of this presentation is the findings of a comparison student on the outcomes of on-campus vs. hybrid student cohorts in an entry level doctoral OT program.

**PO 136**

- **Preparing Future Occupational Therapy Faculty Through Curricular Innovations**
  
  **Content Focus:** Building Capacity/Faculty Development and Resources  
  **Jennifer S. Pirow, PhD, OTR/L, SCFES, University of Washington, Seattle, WA**  
  
  This poster describes a teaching practicum within a master’s-level occupational therapy program that was developed to introduce students to academic teaching. Themes of student perceptions of the practicum from analysis of student self-assessment of learning will be shared.

**PO 137**

- **Assessing the Relationship Between GRE Scores, Academic Success, and Fieldwork Outcomes: A Retrospective Review of Admissions Criteria in a Master’s Programs**
  
  **Content Focus:** Learner Characteristics & Competencies  
  **Liz Carley, OTD, OTR/L; Julie McLaughlin Gray, PhD, OTR/L; Carey A. Sokol, OTD, OTR/L, all of University of Southern California, Los Angeles, CA**  
  **Contributing Authors:** Adley Chan, OTD, OTR/L; Sarah Kelly, MA, OTR/L; Helen Mirseaeid, OTD, OTR/L  
  
  Review of a study analyzing the relationship between admissions criteria, including separate and combined GRE scores, and academic and fieldwork measures in order to inform decisions regarding retention of GRE as an important predictor of success in occupational therapy master's programs.
Sunday, October 18

Platform Sessions (PS)

8:00 am – 9:30 am
IMPERIAL BALLROOM

PL 10A
■ Creating and Validating Online CarFit Technician and Event Coordinator Training to Improve Community Capacity

Content Focus: Pedagogy & Instructional Design
Erica Beth Stern, PhD, OTR/L, FAOTA, University of Minnesota, Minneapolis, MN

OTs are important to CarFit’s success, but traditional training limits the numbers of OT Technicians and Event Coordinators being trained. This paper discusses development and validation of online CarFit training as a model for reducing barriers and improving access to public programs.

PL 10B
■ Embedding Questions During Online Lecture Capture Promotes Learning of Course Related Material

Content Focus: Pedagogy & Instructional Design
Lou Ann Griswold, PhD, OTR/L, FAOTA and Catherine E. Overson, PhD, both of University of New Hampshire, Durham, NH

Based on results of a research study in a master’s level pediatric course, we will share a strategy of asking students questions during lectures to promote their ability to transfer lecture material, applying content to clinical examples.

PL 10C
■ Analyzing Reasons for Non-Adoption of Distance Delivery Formats in Occupational Therapy Assistant Education

Content Focus: Pedagogy & Instructional Design
Theresa D. Gegen, Ed.D, OT/L, Roane State Community College, Oak Ridge, TN

Contributing Author: M.D. Roblyer, PhD

This study examined the beliefs of occupational therapy assistant program directors about the type of content that can be effectively taught via distance formats. The study findings provide a starting point for future scholarly inquiries about the role of distance education in OTA education.

8:00 am – 9:30 am
MT. SOPRIS

PL 11A
■ Great Expectations: Clinical Skills Performance on Level II Fieldwork

Content Focus: Learner Characteristics & Competencies
K. Renee Causey-Upton, OTD, MS, OTR/L; Cindy L. Hayden, D. H. Ed., OTR/L, CHT, both of Eastern Kentucky University, Richmond, KY

Contributing Author: Elaine Fehringer, MS, OTR/L

This retrospective study examined OT students’ perceptions of their performance on Level II Fieldwork. Occupational-based education did prepare students to meet clinical instructors’ expectations. Specific skills and knowledge were identified that may need reinforcement prior to clinical rotations.

PL 11B
■ Promoting Environments That Measure Outcomes: Creating Evidence-Based, Data-Driven Model Fieldwork Experiences

Content Focus: Pedagogy & Instructional Design
Tina M. DeAngelis, Ed.D, OTR/L; Carryn R. Johnson, MS, OTR/L, FAOTA; Arlene Lorch, OTD, OTR/L, CHES; Roseann C. Scharf, PhD, OTR/L, FAOTA; Robert W. Walsh, MS, OTR/L, all of Thomas Jefferson University, Philadelphia, PA

Contributing Authors: Amy Carroll OTD, OTR/L; Cynthia Haynes OTD, OTR/L; Eileen Adel Hergen OTD, OTR/L, FAOTA; Stephen B. Kern PhD, OTR/L, FAOTA; Lydia E Navarro-Walker OTR/L, CBIS; Susan E. Toth-Cohen PhD, OTR/L

This session presents an innovative strategy for developing and implementing model Level II training sites that are evidence-based and data-driven. Findings show measurable improvement in student and supervisors’ knowledge, skills and attitudes about using evidence and data to guide practice.

PL 11C
■ Impact of a One-Week International Fieldwork Experience on Development of Intercultural Competence in Entry-Level Occupational Therapy Students

Content Focus: Pedagogy & Instructional Design
Pamalyn J. Kearney, Ed.D, OTR/L; Sharon D. Swift, Ed.D, OTR/L, both of Georgia Regents University, Augusta, GA

This presentation will present preliminary data on change in cultural competency in entry-level occupational therapy students participating in a one-week international Level I Fieldwork experience using the Intercultural Development Inventory as the measure.

8:00 am – 9:30 am
MT. COLUMBIA

PL 12A
■ Student Professional Development: The Role of Use of Self

Content Focus: Learner Characteristics & Competencies
Celeste Januszewski, MSC, Jenica Lee, MS, OTD, OTR; and Renee T. Taylor, MA, Ph.D., all of University of Illinois, Chicago, IL

This study reports descriptive and psychometric findings from the Clinical Assessment of Modes, Second Version (CAM – II) for a cohort of 38 MSC students attending an occupational therapy program at a large urban university.

PL 12B
■ Professional and Generational Differences in Occupational Therapists: Implications for Education

Content Focus: Learner Characteristics & Competencies
Lisa Burns, PhD, OTR/L, Murphy Deming College of Health Sciences, Fishersville, VA

Professionalism is a recognized essential in occupational therapy, but therapists hold diverse views of professionalism. This study presents potentially worrisome findings regarding attitudes toward professionalism held by/across generations; implications for education and practice are discussed.

PL 12C
■ Professional Behaviors: Assessing Change in Perceptions of First Year Occupational Therapy Students

Content Focus: Learner Characteristics & Competencies
Kimberly Gargin, OTD, OTR/L, Temple University, Philadelphia, PA

Through understanding of each generation’s characteristics and strengths, curriculums designs that support each generation and increase learning opportunities can occur. The outcomes evident in this project provide the framework necessary for professionalism education in OT student education.
9:45 am – 11:15 am
IMPERIAL BALLROOM

PL 13A

Development of Population Based Fieldwork
Content Focus: Building Capacity/Faculty Development and Resources
Alexander Lopez; Stephanie J. Wong, DPT, PT, OTR/L, CAPS, both of Touro College, Bay Shore and Manhattan, NY
Population-based Fieldwork Model creates opportunities for learning and for service to underserved populations. Sample programs, establishment of a successful program, and addressing challenges through the application of frames of academic leadership (Bolman & Gallos, 2011) will be described.

PL 13B

Building Fieldwork Educator Capacity through Intra-Professional Education
Content Focus: Building Capacity/Faculty Development and Resources
Catherine N. Colucci, MA, OTR, Rutgers, The State University of New Jersey, Scotch Plains, NJ; Mariann Moran, OTD, OTR, CHT, and Claire Mulry, OTD, OTR, both of Kean University, Union, NJ
This presentation challenges participants to implement intra-professional education that builds the supervisory capacities of fieldwork educators. The growth in OTA Programs demands that supervisors understand the abilities and the limitations of practitioners educated at each level.

PL 13C

Building Academic Leadership Capacity for the Academic Fieldwork Coordinator: An Unmet Need
Content Focus: Building Capacity/Faculty Development and Resources
Debra J. Hanson, PhD., OTR/L, FAOTA, University of North Dakota, Grand Forks, ND; Caryn R. Johnson, MS, OTR/L, FAOTA, Thomas Jefferson University, Philadelphia, PA; Camille B. Sauerwald, EdM, OTR, The Richard Stockton College of NJ, Galloway, NJ; Patricia A. Stutz-Tanenbaum, MS, OTR/L, FAOTA, Colorado State University, Fort Collins, CO
Successful management of the Academic Fieldwork Coordinator role requires a unique and complex set of skills. Resources are needed to support/promote academic leadership development for this role. Analysis of program evaluation data from a 2014 Institute supports its efficacy in meeting these needs.

9:45 am – 11:15 am
MT. SOPRIS

PL 14A

Assessment and Comparison of Teacher Written Feedback to Video Feedback with Desktop Capture in Two Hybrid Occupational Therapy Courses
Content Focus: Pedagogy & Instructional Design
Amy Mayer, OTD, OTR/L and Kathleen Flecky, OTD, OTR/L both of Creighton University, Omaha, NE
One of the emerging trends within occupational therapy education is online learning. The purpose of this session is to explore online technologies and feedback strategies to enhance student learning. An assessment study will be highlighted as inquiry relevant to a discussion on teacher feedback.

PL 14B

Building Capacity of Occupational Therapy Educators in the Scholarship of Teaching and Learning
Content Focus: Pedagogy & Instructional Design
Andrea R. Bilics, PhD, OTR/L, FAOTA, Worcester State University, Worcester, MA; Jyothi Gupta, PhD., OTR/L, St. Catherine University, Minneapolis, MN; Anne Birge James, PhD., OTR/L, FAOTA, University of Puget Sound, Tacoma, WA; Lorrie A. George-Paschal, PhD., OTR/L, ATP, University of Central Arkansas, Conway, AR
This paper reports on a National OT SoTL initiative. Findings include participants’ perceptions of the efficacy of the program, personal gains, and early outcomes. Implications for future application of inquiry communities relative to research capacity and faculty development are discussed.

PL 14C

Transition From Clinical Practice to Occupational Therapy Faculty
Content Focus: Building Capacity/Faculty Development and Resources
Julie L. Grabanski, PhD, OTR/L, University of North Dakota, Grand Forks, ND
Interviews were conducted with 11 novice OT faculty regarding their transition to academia. Themes identified included motivations for change, skills and adaptation in the new context, and vision for the future. Findings are relevant for recruitment, development and retention of new faculty.

9:45 am – 11:15 am
MT. COLUMBIA

PL 15A

Measuring Evidence Informed Professional Thinking (EIPT) to Improve Clinical Practice
Content Focus: Learner Characteristics & Competencies
Angela M. Benfield, PhD, Cell Staffing, Tampa, FL
Understanding the habits of the mind and performance of EBP activities has the potential to improve the outcomes for students. Rasch analysis was used to identify better fitting items to EIPT. Critical Thinking/Clinical Reasoning and EBP Behaviors – can be measured using a 32-item questionnaire.

PL 15B

A Review of Suggested Measures to Assess Student Competency for Professional Practice
Content Focus: Learner Characteristics & Competencies
Ellen S. Cohn, ScD, OTR/L, FAOTA, and Jessica A. DeMarinis, both of Boston University, Boston, MA
This paper summarizes a literature review within OT & other healthcare disciplines to identify psychometrically sound measures of student competency for entry-level practice. We propose measures that may be useful for OT education research to assess student performance in entry-level OT curricula.

PL 15C

Improving Outcomes in Research Use by Occupational Therapy Assistant Students Through the Use of Library Resources
Content Focus: Learner Characteristics & Competencies
Mary E. Craig-Oatley, EdM, OTR/L, and Rachel C. Owens, MD, MLIS, both of Daytona State College, Daytona Beach, FL
Occupational therapy assistant faculty and librarians collaborated to build information literacy instruction into the curriculum. Assignment grades and research skills improved when compared to previous cohorts. This approach may improve graduates’ ability to incorporate research into practice.
Poster Sessions (PO)

11:30 am – 12:30 pm
IMPERIAL BALLROOM

PO 202
■ Examining One’s Own Eudaimonic Wellbeing Before Considering That of Clients: An Assessment of a Multi-Semester Educational Assignment

Content Focus: Pedagogy & Instructional Design
Regina Lehman, MS, OTR/L, LaGuardia Community College of CUNY, Long Island City, NY

Contributing Author: Naomi Schubin Greenberg, PhD, OTR/L, FAOTA

Human flourishing is a way to describe eudaimonic wellbeing. This presentation examines related research, connects the concept to resilience, links its application to occupational therapy education, and presents data based on recent findings involving student perceptions of wellbeing.

PO 203
■ Examining Pedagogy in a Clinical Conditions Course: Strengthening Curricular Alignment and Interprofessional Education

Content Focus: Pedagogy & Instructional Design
Jennifer S. Ptonyak, PhD, OTR/L, SCFES, University of Washington, Seattle, WA

Results of a curricular project examining pedagogy in an interprofessional clinical conditions course are shared. Themes from student, faculty, and program perceptions of instructional methods and course alignment with the curriculum of three rehabilitation medicine programs are presented.

PO 204
■ A Comprehensive Approach to Improving NBCOT Scores for First-Time Examinees: The Experience of One MOT Program

Content Focus: Pedagogy & Instructional Design
Kerri A. Golden, Ed.D, OTR/L; Lorie L. Rowles, OTD, OTR/L, both of Saint Francis University, Loretto, PA

Contributing Authors: Amy Hudkins, MHS, COTA/L; Edward Mihelcic, PhD, OTR/L

This goal of this paper is to present faculty with a comprehensive approach to improving the pass rate for first-time NBCOT examinees. Those in attendance will learn about approaches to admissions and progression, pedagogy and faculty development, curriculum, and resources available.

PO 205
■ The Occupational Therapy Doctorate Degree: How Do We Connect the Needs of the Profession to the Millennial Generation?

Content Focus: Pedagogy & Instructional Design
Amy Mattila, MBA, MS, OTR/L, Chatham University, Pittsburgh, PA

With recent focus on changes to entry level education, programs can take this opportunity to understand the Millennial generation and the unique needs of this cohort and doctoral level practice. OTD program design, characteristics of Millennials, and implications for curriculum will be discussed.

PO 206
■ Things Were Different When I Was a Student! Helping Millennial Students Succeed in Occupational Therapy Classrooms and Fieldwork Settings

Content Focus: Learner Characteristics & Competencies
Crystal A. Gateley, MA, OTR/L, University of Missouri, Columbia, MO

Occupational therapy educators need to understand learner characteristics and identify strategies for helping students become successful occupational therapy practitioners. This session provides a synthesis of recent research and insights gained from the speaker's own teaching-learning experiences.

PO 207
■ Understanding the Impact of a Systematic Method of Decision Making in Developing Practice Habits and Professional Identity

Content Focus: Learner Characteristics & Competencies
Stephen B. Kern, Ph.D., OTR/L, FAOTA; Lydia Navarro-Walker, BS, OTR/L, CBIS; Robert W. Walsh, MS, OTR/L, all of Thomas Jefferson University, Philadelphia, PA

Contributing Authors: Amy Carroll, OTD, OTR/L; Tina DeAngelis, Ed.D., OTR/L; Cynthia Haynes, OTD, OTR/L; E. Adel Herge, OTD, OTR/L, FAOTA; Caryl R. Johnson, MS, OTR/L, FAOTA; Arlene Lorch, OTD, OTR/L, CHES; Roseann C. Schaaf, PhD, OTR/L, FAOTA; Susan Toth-Cohen, Ph.D., OTR/L

This study explores students’ practice habits and professional identity development after completion of traditional and an innovative fieldwork placement. Prior to placement, students receive additional training in a systematic, evidence-based, data-driven decision making method to guide practice.

PO 208
■ Student Learning on the First Two Weeks of a Physical Disabilities Placement

Content Focus: Pedagogy & Instructional Design
Cherie A. Graves, MOT, OTR/L; Debra J. Hanson, PhD, OTR/L, FAOTA, both of University of North Dakota, Grand Forks, ND

Online entries from 32 occupational therapy (OT) students revealed common learning activities completed and fieldwork educator supports provided during the first two weeks of a Level II physical rehabilitation fieldwork placement. Results are useful for student and fieldwork educator training.

PO 209
■ Academic Fieldwork Coordinator Perceptions of Professional Satisfaction

Content Focus: Building Capacity/Faculty Development and Resources
David Greene, PhD, OTR, Colorado State University, Fort Collins, CO; Debra Hanson, PhD, OTR, FAOTA, University of North Dakota, Grand Forks, ND; Jeanette Koski, MS, OTR, University of Utah, Sandy, UT; Patricia Stutz-Tannebaum, MS, OTR/L, FAOTA, Colorado State University, Fort Collins, CO

A survey of OT and OTA academic fieldwork coordinators provides an in-depth picture of the scope and complexity of the role. Perceptions of professional satisfaction for the role are compared and described to provide a foundation for training and retention.

PO 210
■ De-Compartmentalizing Content and Containing Cost: Using Standardized Patient Simulation Across Courses

Content Focus: Building Capacity/Faculty Development and Resources
Toby Ballou Hamilton, PhD, OTR/L, FAOTA; Mary Isaacson, EdD, OTR/L, ATP, both of Oklahoma University Health Sciences Center, Tulsa, OK

The purpose of this presentation is to describe the use of video standardized patient experiences to help students integrate course content within a semester. It advances occupational therapy education by providing useful strategies to increase the use of simulated patients, while containing cost.
SUNDAY, OCTOBER 18

PO 212
- Adjunct Faculty: Best Practice for Integration Into an Academic Program
  Content Focus: Building Capacity/Faculty Development and Resources
  Brenda M. Coppard, PhD, OTR/L, FAOTA, Creighton University, Omaha, NE
  Contributing Author: Keli Mu, PhD, OTR/L
  This presentation offers academic leaders best practices to support adjunct faculty. Best practices will be shared across the continuum from hiring to evaluating adjuncts. Such support efforts should result in better student learning experiences and higher job satisfaction for adjunct faculty.

PO 213
- Failure to Fail: How Occupational Therapy is Contributing to the Discussion and Suggestions on Solutions
  Content Focus: Building Capacity/Faculty Development and Resources
  Wendi M. Rock; Jessica K. Wahl, both of University of Utah, Salt Lake City, UT
  Contributing Authors: Elizabeth Cardell, PhD, OTR/L; Johnny Downward; Jeanette Koski MS, OTR/L; Bretton Moosman; Ben Ostler; Jessica Pratt; Cheyanna Robinson; Aubri Squire
  Failing to fail an underperforming student places our profession and clients at risk. By surveying classroom and fieldwork educators, we identified the multifaceted factors that influence OT educators' decisions to pass these students. Recommendations to minimize this phenomenon will be discussed.

PO 214
- Preparing Occupational Therapy Students to Address Clients' Mental Health Needs Through Promotion, Prevention & Intervention in School-Based Practice
  Content Focus: Building Capacity/Faculty Development and Resources
  Cindy DeRuiter, OTD, OTR/L, Easter Seals Autism Therapeutic School, Chicago, IL
  Contributing Author: Andrea Bilics, PhD, OTR/L, FAOTA
  Directors of entry-level OT programs were asked how their program prepares OT students to be competent mental health practitioners in schools. Trends from survey results are used to identify strategies to develop students' capacity to address clients' mental health needs in schools.

PO 215
- Education to Practice: A Qualitative Study on Supports and Barriers to the Translation of Occupation Into Practice
  Content Focus: Foundations for OT/OTA Education & Practice
  Amy J. Lamb, OTD, OTR/L, FAOTA; Jayne M. Yarzak, PhD, OTR/L; Andrea Zakrjsek, OTD, OTR/L, all of Eastern Michigan University, Ypsilanti, MI
  Contributing Authors: Bryan Battjes; Tessa Champoux; Lauren Feldkamp; Lindsey Krajewski;
  It is unknown to what extent clinical practice has changed to reflect the profession's focus on occupation. The findings of this comparative case study approach provide an understanding of barriers and supports to occupation-based practice translation to the contexts and spaces of everyday practice.

PO 216
- The Utilization of Assessments Among Occupational Therapists
  Content Focus: Foundations for OT/OTA Education & Practice
  Kayla C. Abraham, MA, OTR/L, University of Mississippi Medical Center, Jackson, MS
  Contributing Authors: Iesha Bridges, MOT; Madison Gartman, MOT; Courtney Shankle, MOT; Mallory Smith, MOT
  The purpose of this cross-sectional study was to explore the use of assessments in occupational therapy across practice settings. Assessment trends from 356 participants, including types used and perceptions of use, are described to help guide educators and clinicians in choice of assessments.

PO 217
- Learning Outcomes Review: Steps Towards Measuring Program Effectiveness
  Content Focus: Foundations for OT/OTA Education & Practice
  Stacey Willis, OTD, BSOT, OTR/L; Nicolaas van den Heever, OTD, BOT, OTR/L, both of West Coast University, Los Angeles, CA
  Accreditors place a major emphasis on programs measuring whether students learn what they are supposed to learn. This presentation will focus on creating a Learning Outcomes Review Process that will enable faculty to measure effectiveness and make subsequent curriculum and pedagogical improvements.

PO 218
- When to Blend: Teaching and Learning OT Clinical Skills
  Content Focus: Pedagogy & Instructional Design
  Melba Custer, PhD, OTR/L; Cindy L. Hayden, DHEd, OTR/L, CHT, both of Eastern Kentucky University, Richmond, KY
  A mixed methods study examined OT students' ability to learn a clinical skill in a blended learning environment. Students were able to learn the cognitive content online, but preferred learning hands on skills in class. Blended learning requires higher levels of self-directed, independent learning.

PO 219
- Evaluative Methodology Utilized With Alumni of an Online Post-Professional OTD Program
  Content Focus: Socialization to the Profession
  Sharon D. Novalis, PhD, OTR/L; Ingrid M. Provident, EdD, OTR/L, FAOTA, both of Chatham University, Pittsburgh, PA
  Examination of an online post-professional OTD alumni survey will be provided as a means to explore ACOTE Standards related to doctoral-degree-level educational programs, evaluative methods, and analyses of results. Implications for post-graduation professional growth and support will be discussed.

PO 220
- Tales of Converting an Adult Physical Rehabilitation Course From a Lecture-Based Approach to a Team-Based Approach: Details, Dilemmas & Determination
  Content Focus: Pedagogy & Instructional Design
  Julie McLaughlin Gray, PhD, OTR/L; Samia H. Rafeedie, OTD, OTR/L, both of University of Southern California, Los Angeles, CA
  This presentation details the instructional redesign of a rehabilitation course organized around team-based learning (TBL) and learner-centered teaching. TBL moves beyond lecture and facilitates a high level of analytical thinking through case application and peer teaching.

PO 221
- Enhancing Occupational Therapy Education Outcomes through the Intentional Introduction of a Curriculum Model Graphic
  Content Focus: Pedagogy & Instructional Design
  Cynthia S. Bell, PhD, OTR/L; Megan Edwards, PhD, OTR/L, both of Winston-Salem State University, Winston-Salem, NC
  An OT program’s use of a Curriculum Model Graphic (CMG) as a curricular thread to improve student learning outcomes is examined. Examples of how the CMG has been introduced will be shared to illuminate how a CMG can assist in improving learning outcomes.
PO 222

The Dilemma of Documentation: A Pedagogical Design Examining the Relationship Between Clinical Reasoning and Documentation
Content Focus: Pedagogy & Instructional Design
Ashley D. Halle, OTD, OTR/L; Carol Haywood, MOT, OTR/L; Julie McLaughlin Gray, PhD, OTR/L; Tessa Zoe Milman, OTD, OTR/L, all of University of Southern California, Los Angeles, CA

This paper presents an innovative course model for teaching documentation within clinical reasoning course reflecting the AOTA, APTA, and ASHA Consensus Statement (2014). This newly revised course format emphasizes the inextricable and dynamic link between clinical reasoning and documentation.

PO 223

A Macro Perspective for Client-Centered Practice in Curricula: Pedagogical Considerations, Theoretical Foundations, and Teaching-Learning Approaches
Content Focus: Pedagogy & Instructional Design
Rita P. Fleming-Castaldy, PhD, OTL, FAOTA, University of Scranton, Scranton, PA

To actualize client-centered practice, a macro perspective inclusive of organizational, social, economic, and political realities is needed. Conceptual foundations to inform curricula design and teaching methods to develop students’ competencies for empowered client-centered practice are provided.

PO 224

The Dip: Orchestrating a Clinical Immersion Experience in Intervaroprocessional Education
Content Focus: Pedagogy & Instructional Design
Rebecca L. McGill, EdD, RN; Karen M. Sames, OTD, OTR/L, FAOTA, both of St. Catherine University, St. Paul, MN

Contributing Author: Rebecca L. McGill, EdD, RN

Students from 10 health and social care programs were placed in interprofessional teams to learn from, with, and about each other. Each team was mentored and assigned to an elder teacher (AL or LTC resident). In the process, students learned to be more collaborative, holistic, and client-centered.

PO 225

Developing an Occupation-Focused and Culturally Competent OT Education: Insights From an International Collaboration
Content Focus: Pedagogy & Instructional Design
Lenin Grajo, EdM, OTR/L, Saint Louis University, St. Louis, MO
Contributing Author: Maria Concepcion C. Cabatan, MHPEd, OTR, OTRP

This study will present preliminary learning outcomes of an international educational collaboration between an OT program in the US and the Philippines. The presentation will also highlight the planning process, teaching and learning activities, and essential feedback gathered from the collaboration.

PO 226

Project Inclusive: An Interdisciplinary Collaboration Developing Client-Centered Product Designs to Enhance Occupational Performance & Participation
Content Focus: Pedagogy & Instructional Design
Kimberly S. Mollo, MS, OTR/L, Thomas Jefferson University, Philadelphia, PA
Contributing Author: Michael McAllister, MID

OT and industrial design inter-professional collaborations coalesce student learning and increase critical thinking, resulting in innovative client-centered product solutions with universal relevance for those living with disabilities. Partnerships within a broader professional scope are discussed.

PO 227

Use of the Ayres Sensory Integration® Intervention Fidelity Measure to Teach Entry-Level and Post-Professional Students
Content Focus: Pedagogy & Instructional Design
Zoe Mailloux, OTR, OTR/L, FAOTA, University of New Mexico, Albuquerque, NM

Contributing Authors: Teresa May-Benson, PhD, OTR/L, FAOTA; Susanne Smith Raley, OTD, OTR/L, FAOTA

Ayres Sensory Integration® (ASI) intervention is an OT practice that is evidence-based, and can be taught using the ASI Fidelity Measure as a pedagogical tool. Use of this tool is effective in teaching practitioners and entry-level students to identify key therapeutic strategies of ASI intervention.

PO 228

The Intersection of ACOTE Accreditation Standards and Quality Matters Rubric Standards for Best Practice in Distance Education
Content Focus: Pedagogy & Instructional Design
Nancy E. Krusen, PhD, OTR/L, Pacific University, Hillsboro, OR

Accreditation assures the public of quality education. This paper examines the intersection of standards from the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (AOTA) and Quality Matters™ Rubric Standards for distance education.

PO 229

Professional Development Monitor Assessments: Do They Work?
Content Focus: Pedagogy & Instructional Design
Anne Escher, MS, OTR/L, Clinical Assistant Professor; Nancy Lowenstein, MS, OTR/L, BCPR, Clinical Associate Professor, both of Boston University, Boston, MA, USA

This poster presents a retrospective review of the development and effectiveness of a Professional Development Monitor Assessment (PDMA) highlighting professional behaviors to identify students in a Master’s occupational therapy program who then had difficulty in Level II Fieldwork.

PO 230

Masters of Occupational Therapy Students’ Perceptions of a Structured Self-Assessment Learning Activity
Content Focus: Pedagogy & Instructional Design
Bridgett Piernik-Yoder, PhD, OTR, UT Health Science Center San Antonio, San Antonio, TX

This poster will present findings from a descriptive study that examined the perceptions of MOT students regarding a structured, formative self-assessment learning activity that was integrated into a course.

PO 231

Multifaceted Learning for First-year Masters’ Students Through a Weekly Level I Fieldwork Debrief Within a Clinical Practice Immersion Course
Content Focus: Pedagogy & Instructional Design
Sarah Bream, OTD, OTR/L, Celso Delgado, OTD, OTR/L, Carey Sokol, MA, OTR/L, all of University of Southern California, Los Angeles, CA

A mental health practice immersion course has implemented weekly small group debrief sessions focused on level I fieldwork experiences, a pedagogical strategy that has demonstrated initial positive outcomes, as documented by students in post-course feedback forms and as observed by the instructors.
Influence of Evidence-Based Instructional Methods on Student Self-Perceptions of Preparation for Level II Fieldwork: A Preliminary Qualitative Report

**Content Focus: Pedagogy & Instructional Design**
Diane P. Brown, PhD, OTR, Texas Woman’s University; Julie M. Hebert, OTR, Paramount Rehabilitation, Richardson, TX

This poster will present results of a preliminary qualitative study to determine whether delivery of a capstone course, using evidence-based methods, would improve occupational therapy students’ self-perception of Level II fieldwork preparedness.

**PO 233**

Learning Kinesthetically: Understanding Anatomy and Physiology Through Movement

**Content Focus: Pedagogy & Instructional Design**
Tiffany Sparks-Keeney, MOT, OTR/L, Pima Medical Institute, Renton, WA

To encourage active and multi-sensory learning, this curriculum engages students in understanding physiology through movement. In a variety of activities, students “become” structures or substances in the body and replicate physiological processes through dynamic activities.

**PO 234**

The Road Less Traveled: Comparing Creative Strategies in Teaching Therapeutic Use of Self

**Content Focus: Pedagogy & Instructional Design**
Yolanda Griffiths, OTD, OTR/L, FAOTA; Christine K. Urish, PhD, OTR/L, BCMH, FAOTA, St. Ambrose University, Davenport, IA

This poster describes how two programs in the Midwest nurture therapeutic use of self within curriculum. Creative instructional strategies to develop key interpersonal skills are highlighted. Tools to assess the development of therapeutic use with students are discussed.

**PO 235**

Ready Raiders: An Interprofessional Education Experience

**Content Focus: Pedagogy & Instructional Design**
Dawndra Sechrist, PhD, OTR; Cynthia Tiongco, OTR, both of Texas Tech University Health Sciences Center, Lubbock, TX

Contributing Authors: Carolyn Perry, MS, CCC-SLP; Brittany Wall, MS, CCC-SLP; LLSL Cert. AVT; Heather Carr, MS, CCC-SLP

Interprofessional (IP) education has taken the forefront in the education of health sciences students. This poster presents a research project comparing measures of teamwork and student perceptions of IP learning between single-profession and IP hands-on learning experiences for graduate students.

**PO 236**

Teaching OTA Students Online – Can It Work?

**Content Focus: Pedagogy & Instructional Design**
Diane R. Anderson, PhD, MPH, OTR/L; Rebecca M. Anderson, OTR, MS, MSCS, both of St. Catherine University, Minneapolis, MN

Contributing Authors: Kathleen Matsuka, PhD, OTR/L

This poster will briefly describe a unique model used to develop an online OTA program. A comprehensive program evaluation was developed using Quality Matters, the SLOAN Scorecard, and E*Value. These tools will be described and preliminary data from the evaluation process will be discussed.

**PO 237**

Using a Flipped Classroom to Achieve Learning Outcomes: Avoid the Flops

**Content Focus: Pedagogy & Instructional Design**
Salvador Bondoc, OTD, OTR/L, FAOTA; Valerie Strange, MS, OTR/L, both of Quinnipiac University, Hamden, CT

This presentation will describe the potential uses and misuses of a flipped classroom. A flipped classroom is a technique whereby students view video-captured lectures before class to allow more in-class discussions for deeper learning.

**PO 238**

Self-Regulated Learning Among Occupational Therapy Students: A Longitudinal Study

**Content Focus: Learner Characteristics & Competencies**
Salvador Bondoc, OTD, OTR/L, FAOTA, Quinnipiac University, Hamden, CT

This paper presents the first two years of a 4-year longitudinal study that examines self-regulated learning profiles of occupational therapy students over time. Implications on occupational therapy education and research will be discussed.

**Platform Sessions (PS)**

**PL 16A**

Preparing Advanced Clinicians and Practitioners: A Model for Mentorship in Occupational Therapy Practice

**Content Focus: Pedagogy & Instructional Design**
Stephanie Capshaw, OTD, OTR/L, University of Texas at El Paso, El Paso, TX; Lucy Jane Miller, PhD, OTR, FAOTA, Sensory Processing Disorder Foundation, Greenwood Village, CO; Lisa Porter, MOT, OTR, Sensory Kids LLC, Portland, OR; Sarah A. Schoen, PhD, OTR, Sensory Processing Disorder Foundation, Greenwood Village, CO

Mentoring is essential at all stages of a professional career. However, little has been written about the effectiveness of programs for practicing clinicians. Positive themes were associated with one mentorship program, suggesting a need for more in-person, structured mentored learning experiences.

**PL 16B**

Increasing the Degree to Which Evidence-Based Practice Is Carried Out By Occupational Therapists at Magee Rehabilitation Hospital

**Content Focus: Pedagogy & Instructional Design**
Debra S. Zelnick, OTD, OTR/L, Thomas Jefferson University, Philadelphia, PA

Contributing Authors: Gary Kaplan, MSLIS, AHIP; Michelle Marsha, OTD, OTR/L

OTs participated in an in-service program about evidence-based practice. Post-test outcomes indicated increased knowledge of tools and resources necessary to become evidence-based practitioners. The Centennial Vision and OTPF expect OTs to use evidence. In-service education can achieve this goal.

**PL 17A**

Investigating Student Perceptions of Community-Based Level 1 Fieldwork and Approaches to Improving Outcomes for Students and Community Stakeholders

**Content Focus: Learner Characteristics & Competencies**
Debbie Buckingham, OTR, MS, CVE, CCM, CRC; Vicki C. Mason, MS, both of Texas Woman’s University, Dallas, TX

Developing the optimal mix of community sites for Level 1 fieldwork can be
challenging. Schools can create enriching experiences for students, while impacting population health through innovative community partnerships and increasing an emphasis on the role of OT in primary health promotion.

PL 17B

■ Examining Attitudes Toward Aging and Disability Among Occupational Therapy Students

Content Focus: Learner Characteristics & Competencies

Arielle Silverman, PhD, University of Washington, Seattle, WA

Contributing Authors: Ivan R Molton, PhD; Jennifer S Plotnikov, PhD, OTR/L, SCFES

Reports preliminary findings from a longitudinal study of occupational therapy master's students' attitudes toward aging and disability. While incoming students' attitudes are generally positive, there is a need for occupational therapy curricula to emphasize disability theory and culture.

1:45 pm – 2:45 pm

MT. COLUMBIA

PL 18A

■ Evaluation of a Health Promotion and Coating Experiential Learning Project on OT Student Abilities and Perceptions

Content Focus: Foundations for OT/OTA Education & Practice

Angie T. McCombs, OTD, OTR/L, Erin C. Phillips, OTD, OTR/L, both of St. Ambrose University, Davenport, IA

OT students experienced health promotion using coaching strategies to enhance wellness for older adults in a community-based learning project. Opportunities to connect participation and health develop professional competencies and are applied in an interdisciplinary student-led pro bono clinic.

PL 18B

■ Leadership Development in Occupational Therapy Students

Content Focus: Learner Characteristics & Competencies

Thomas F. Fisher, PhD, OTR, CCM, FAOTA, Indiana University, Indianapolis, IN

The future of occupational therapy is dependent on its leaders. This paper presentation will share a study which found there are three attributes from student leaders that past and current AOTA Presidents have. Explicit curricular suggestions are made.

3:00 pm – 4:00 pm

IMPERIAL BALLROOM

PL 19A

■ Development of the Occupational Therapy Professional Education Paradigm (OT-PEP)

Content Focus: Pedagogy & Instructional Design

Christine E. Wright, PhD, LOTR, Louisiana State University Health Sciences Center, Shreveport, LA

Using interpretive phenomenology to discover paradigmatic themes embedded in the occupational therapy body of knowledge yielded the Occupational Therapy Professional Education Paradigm (OT-PEP), which is organized around three core concepts: Adaptive thinking, reflection, and creation of meaning.

PL 19B

■ A National Study Examining How Occupation is Addressed in Occupational Therapy Curricula

Content Focus: Foundations for OT/OTA Education & Practice

Andrea Bilics, PhD, OTR/L, FAOTA, Worcester State University, Worcester, MA; Barb Hooper, PhD, OTR/L, FAOTA, Colorado State University, Fort Collins, CO; Sheama Krishnagiri, PhD, OTR/L, FAOTA, Pediatric Network, Los Angeles, CA; Pollie Price, PhD OTR/L, University of Utah, Salt Lake, UT; Steve Taff, PhD, OTR/L, Washington University in St. Louis, St. Louis, MO

Occupation is the core concept of the profession. Little research has examined how this core is conveyed to students. Interview, video and artifact data from OT and OTA programs examined how occupation was addressed. Occupation was conveyed first as a tool for practice and second as a way of seeing.

3:00 pm – 4:00 pm

MT. SOPRIS

PL 20A

■ Development and Efficacy of an Online Problem Based Learning Course in Occupational Therapy and Radiography

Content Focus: Pedagogy & Instructional Design

Carla M. Allen, M.Ed, RT(R)(CT), University of Missouri, Columbia, MO; Meenakshi B. Iyer, PhD, OTR/L, University of Minnesota, Rochester, MN

This presentation will delineate factors that are most influential in the development of an online problem based learning course and describe findings ascertaining its efficacy in empowering occupational therapy and radiography students with clinical reasoning skills.

PL 20B

■ Evaluation of Progressive Problem-Based Learning: Evidence and Lessons Learned To Enhance Student Learning Outcomes

Content Focus: Pedagogy & Instructional Design

Letha J. Mosley, PhD, OTR/L, FAOTA, University of Central Arkansas, Conway, AR

Contributing Authors: Forum Desai; Valerie Hart, PhD, RN; Melodie Mauney; Stephanie San

Summary on the parameters of a modified form of problem-based learning (PBL) known as progressive PBL (Pro-PBL). Includes evidence on outcomes for facilitating students' knowledge, skill development, and inter-professional collaboration. Discusses how to use Pro-PBL to promote life-long learning.

3:00 pm – 4:00 pm

MT. COLUMBIA

PL 21A

■ The Center for Life Skills: Lessons Learned From 13 years of Interprofessional Education Programming

Content Focus: Pedagogy & Instructional Design

Melinda Cozolino, OTD, OTR/L, MS, CRC, Ithaca College, Ithaca, NY

The Center for Life Skills program is an interprofessional community-based educational/service program in its 13th year of existence. This paper will provide a synthesis of results of three program evaluations. Lessons learned, solutions found, and remaining impediments will be conveyed.

PL 21B

■ Interprofessional Academic Initiatives: Creating the Evidence

Content Focus: Pedagogy & Instructional Design

Sandra B. Dunbar, DPA, OTR/L, FAOTA, Nova Southeastern University, Davie, FL; Lorrie George-Paschal, PhD, OTR/L, ATP, University of Central Arkansas, Conway, AR; Melinda E. Rybski, PhD, OTR/L, The Ohio State University, Columbus, OH

Interprofessional education (IPE) is important for preparing students for a collaborative team environment. Three studies will be presented that focused on IPE within varied academic settings demonstrating positive learning outcomes.
Thank You!

AOTA wants to specially thank our sponsors for the 2015 AOTA/OTCAS Education Summit. We could not have done this without their support.

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