2017 AOTA Education Summit
Program

Attendees can earn up to 13.25 contact hours!

Fort Worth, Texas
October 27-28, 2017

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:

- Faculty Development & Resources
- Instructional Methods
- Learner Characteristics & Competencies
- Pedagogy
- Socialization to the Profession
- Theory Building

*Program current as of August 1, 2017*

**Session Listings, Availability & Locations**

- Programs and sessions are organized chronologically by day and time.
- All educational sessions are at the Omni Fort Worth Hotel.
- The location for each session is listed with its description.

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**Friday, October 27, 2017**

**8:00 AM – 8:45 AM**

Texas A-E

**Keynote: TBA**

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**PLATFORM SESSIONS**

9:00 AM - 10:30 AM

Texas A-E

Platform 101A

**Redefining Cultural Competence in Structural Terms**

*Content Focus: Instructional Methods*
Sabrina Salvant, Belmont University, Nashville, TN

Treatment planning that incorporates strategies to analyze cultural competence in structural terms provides a comprehensive approach to providing client centered care. It strives to do this by promoting awareness of the forces that influence health outcomes at levels above individual interactions.

Platform 101B
**Increasing Diversity in the Workforce: Scholarship for Disadvantage Students in OT**

*Content Focus: Socialization to the Profession*

Felecia M. Banks, PhD, Med OTR/L, FAOTA; Sylvia Anderson, DHEd, both of Howard University, Washington, DC

The Scholarship for Disadvantage Students OT project is designed to help fill the nation’s “workforce gap” and is committed to addressing the emerging health and health-related needs of minorities and underserved populations.

Platform 101C
**Promoting Diversity in the OT Workforce Through Holistic Admissions: Digging Through Data to Discover the Gems**

*Content Focus: Learner Characteristics & Competencies*

Cristina R. Smith, OTD, OTR/L, Medical University of South Carolina, Charleston, SC; Natasha Smet, OTD, OTR/L, National American University, Rapid City, ND

This presentation will discuss development of a pilot program, the rationale and legal policies behind holistic admissions as well as strategies, resources, and best practices for implementation to move occupational therapy forward towards Vision 2025.

9:00 AM - 10:30 AM
Texas F

Platform 102A
**Advancing the Evaluation of Student Skills in Level I Fieldwork**

*Content Focus: Learner Characteristics & Competencies*

Cristy Daniel, EdD, OTR/L, Jaime Garafalo-Peterson, OTD, OTR/L, both of the College of Saint Mary, Omaha, NE

*Contributing Authors: Cristy Daniel, EdD, OTR/L; Jamie Garafalo-Peterson, OTD, OTR/L*
This session will summarize the results of a survey examining fieldwork educators’ attitudes on the usefulness of a fieldwork evaluation tool and how the tool was revised to evaluate the progression of student skills and behaviors from Level I to Level II fieldwork.

Platform 102B
One Solution to Fieldwork Placement Shortages: Faculty-Facilitated Clinics With a Group Supervision Model

Content Focus: Instructional Methods

Sara E. Clark, MS, OTRL, Western Michigan University, Kalamazoo, MI; Holly Grieves, MS, OTRL, Western Michigan University, Grand Rapids, MI; Tracy R. Young, MHS, OTRL, Western Michigan University, Grand Rapids, MI

Contributing Authors: Nancy Hock, MOT, OTRL, CHT; Jaqueline Ryan, PhD, OTRL

Key factors to establishing a sustainable faculty-facilitated clinic for Level I fieldwork experiences are outlined: workload recognition, support staff duties, client recruitment, expenses, space and equipment needs, and student understanding of the benefits of a group supervision model.

Platform 102C
Student Fieldwork Experiences: A Descriptive Study of Level I and Level II Practice Patterns

Content Focus: Learner Characteristics & Competencies

Joanne M. Baird, OTR/L, PhD, University of Pittsburgh, Pittsburgh, PA

Contributing Author: Nancy A. Baker, ScD, MPH, OTR/L

This presentation introduces descriptive data from student fieldwork experiences, including client demographics; student participation in specific procedures/skills and time use; information related to occupation-based practice; and contemporary practice patterns encountered during fieldwork.

9:00 AM - 10:30 AM
Texas G-J

Platform 103A
The Impact of an Online Video Library and Case-Based Learning in the Development of Student Clinical Reasoning

Content Focus: Instructional Methods

Lynne F. Murphy, EdD, OTR/L, East Carolina University, Greenville, NC
This complementary mixed methods study explored the impact of text or video cases on clinical reasoning of OT students. Significantly higher inductive reasoning and complex understanding of clinical reasoning was facilitated by video case studies, and may impact learning activities in OT education.

Platform 103B
**High Fidelity Simulation in an Occupational Therapy Curriculum: Impact on Clinical Outcomes**

*Content Focus: Instructional Methods*

Rebecca Ozelie, DHS, OTR/L, BCPR, Rush University, Chicago, IL; Carolyn Maddock, MS, OTR/L, Little Steps Pediatric Therapy, Chicago, IL; Catherine Both, MS, OTR/L; Emma Fricke, MS, OTR/L, both of Amy Zier & Associates, Chicago, IL

Simulation in healthcare education has become increasingly common and been shown to be an effective form of education. This study explored the effectiveness of high fidelity simulation in an OT curriculum as it relates to clinical preparedness for fieldwork.

Platform 103C
**Student Perceptions of a New Mobile Application in a Flipped Lab**

*Content Focus: Instructional Methods*

Amanda K. Giles, OTD, OTR/L, Medical University of South Carolina, Charleston, SC

*Contributing Authors:* Sara Kraft, DPT, Jamie Carter, DNP

Course participants will learn about student perceptions of an interprofessional mobile application for teaching the use of ambulatory assistive devices within a lab course. Outcomes revealed that using the app as a text in a flipped lab can maximize hands-on time and increase student satisfaction.

10:45 AM - 12:15 PM
Texas A-E

Platform 104A
**Incorporating a Standardized Mindfulness Program in Occupational Therapy Fieldwork Preparatory Coursework: Enhancing Professionalism and Socialization**

*Content Focus: Socialization to the Profession*

Emily A. Zeman, OTD, MS, OTR/L; Mary E. Evenson, OTD, MPH, OTR/L, FAOTA, MGH, both of Institute of Health Professions, Boston, MA

Mindfulness is a means to promote values clarification, self-care and professionalism among occupational therapy graduate students. A feasible 4-session mindfulness program, Koru,
embedded in fieldwork preparatory coursework, fosters students’ identity and socialization as they enter the field.

Platform 104B
Sleep and Mental Health Status of Healthcare Students: Educational Implications

Content Focus: Learner Characteristics & Competencies

Belkis Landa-Gonzalez, EdD, OTR/L FAOTA; Tan Fung Chan, EdD, OTD, OTR/L, both of Barry University, Miami, FL

College students are vulnerable to sleep disturbances that interfere with their wellbeing and academic performance. This descriptive correlational study examined the sleep patterns, mood & Resources and stress of graduate healthcare students. Implications for curriculum and instructional delivery are discussed.

Platform 104C
Outcomes for the Koru Mindfulness Program for College Students

Content Focus: Learner Characteristics & Competencies

Donna M. Costa, DHS, OTR/L, FAOTA; Yvonne M. Randall, EdD, OTR/L, FAOTA, both of Touro University Nevada, Henderson, NV

The Koru mindfulness program was developed to provide college students with a developmentally tailored mindfulness course. This poster will describe the Koru mindfulness program and review data collected that demonstrated significant changes in perceived stress, sleep, gratitude and self-compassion.

10:45 AM - 12:15 PM
Texas F

Platform 105A
Validation of the AOTA Fieldwork Performance Evaluation (FWPE): Addressing Evidence Based on Test Content

Content Focus: Instructional Methods

Kathy Preissner, EdD, OTR/L, Anders Kottorp, PhD, OT reg; Catherine Killian, MEd, OTR/L, all of University of Illinois at Chicago, Chicago, IL

Contributing Authors: Eva Jarek, Rachel Luandilok

The aim was to evaluate and improve the new FWPE for OTS and OTAS from a content perspective. Cognitive interviews were performed with more than twenty fieldwork educators and academic fieldwork coordinators. The findings revealed important issues in order to improve the evaluations in content.
Innovative Collaboration Between Two University Occupational Therapy Programs to Provide Fieldwork at a Role-Emerging, Community-Based Site

Content Focus: Socialization to the Profession

Carey Sokol, MA, OTR/L, University of Southern California, Los Angeles, CA; Gina Phelps, MA, OTR/L, California State University, Dominguez Hills, CA

The fieldwork site shortage has increased the need for innovative models of fieldwork education. Two universities have collaborated to provide Level I and II experiences working with people of all ages in mental health, pediatrics and adult rehabilitation at a role-emerging, community-based site.

Student Perspectives on Their Fluency in Applying Constructs of the Occupational Therapy Practice Framework Pre- and Post-Level II Fieldwork

Content Focus: Learner Characteristics & Competencies

Meenakshi Iyer, PhD, OTR/L, University of Minnesota, Rochester, MN

Contributing Authors: Onica Jacobs, Victoria Lau; Logan Reinheiller

This presentation will delineate factors that are most influential in the development of a survey instrument that assesses students’ self-reported level of understanding and skill in the use of the OTPF and describe findings in students’ self-reported skills pre- and post-Level II Fieldwork.

Evaluation of Students’ Therapeutic Use of Self Using the Clinical Assessment of Modes (CAM)

Content Focus: Learner Characteristics & Competencies

Evguenia Popova, MS, OTR/L; Celeste Januszewski, OTD, OTR/L, QMHP; Jenica Lee, OTD, OTR/L, all of the University of Illinois at Chicago, Chicago, IL

The study examines how the Intentional Relationship Model (IRM) and the Clinical Assessment of Modes (CAM) questionnaire can be used to develop student competencies and critical self-reflection on therapeutic use of self in practice. Descriptive and psychometric findings from the CAM are presented.
Learning Flexibility and Emotional Intelligence in Graduate Health Care Education

Content Focus: Learner Characteristics & Competencies

Katherine Dimitropoulou, PhD, OTR/L, Columbia University, New York, NY; Lisa Gordon-Handler, PhD, OTR/L, Lynn Hassan, MA, both of Long Island University, New York, NY

This study examines how emotional intelligence and learning strategies support academic success in graduate OT students. We analyze individual differences to understand predictors of successful outcomes. Results inform student advisement programs and curricula for professional development courses.

Platform 106C

The Relationship of Emotional Intelligence and Self-Regulation Towards Academic Success

Content Focus: Learner Characteristics & Competencies

Lisa Gordon-Handler, PhD, OTR/L, Long Island University, New York, NY; Katherine Dimitropoulou, PhD, OTR/L, Columbia University, New York, NY; Lynn Hassan, MA, Long Island University, New York, NY

This study explores the relationship among emotional and social competencies and strategic learning in OT students. We examine the contribution of these factors to students’ academic success. The study informs pedagogical methods that enhance self-regulation to support academic success.

1:45 PM - 3:15 PM
Texas A-E

Platform 107A

Embedding Occupational Therapy Within an Existing Refugee Health Program

Content Focus: Socialization to the Profession

Stephen B. Kern, PhD, OTR/L, FAOTA, Thomas Jefferson University, Philadelphia, PA; Jessica Nambudiri, MSW, Gretchen Shanfeld, MPH, both of Nationalities Service Center, Philadelphia, PA

This session describes the collaborative partnership between a resettlement agency and a university occupational therapy program that serves the needs of the partnership’s three key stakeholders; the organization; the individual refugee or family; and the clinical training of OT students.

Platform 107B

Stakeholders Perception of Service Learning in Occupational Therapy Education

Content Focus: Instructional Methods
A multiyear service learning experience for MOT students, yielded favorable perceptions from key stakeholder regarding the implementation of sensory motor groups for preschool aged children with special needs.

Platform 107C

**Community Based Practice: Innovative Programs Bringing Students to New Heights**

*Content Focus: Instructional Methods*

Jessica Harney, DPT, OTR/L, Tufts University, Charlestown, MA

Participants will enhance their knowledge of community based practice, understand the characteristics important to successful practice in this setting and understand how one institution is using non-profit programs to promote community based fieldwork and future doctoral experiential projects.

1:45 PM - 3:15 PM
Texas F

Platform 108A

**Using the Calderdale Framework to Develop an Efficient, Competency-Based Model of Clinical Education for Fieldwork Placements**

*Content Focus: Instructional Methods*

Linda J. Furness, MPST, BOccThy, Queensland Health, Toowoomba, Australia.

*Contributing Authors:* Anna Tynan, PhD, MIPH, BOccThy; Alison Pighills, PhD, MCS Health Care Prac, PG Cert Adult Neurology, Dip OT

A multi-method qualitative study using grounded theory examined the application of the Calderdale framework to occupational therapy fieldwork. Students and educators identified the benefits of the model for student skill development, confidence and safe student-delivered patient services.

Platform 108B

**Centennial to Bicentennial: OT Education Through the Lens of the Slagle Lectures**

*Content Focus: Pedagogy*
Course participants will reflect on key points from three Slagle lectures that highlight education in occupational therapy. These ideas will be compared to current educational theory and instructional design trends in order to promote a plan for moving OT education forward with Vision 2025.

Platform 108C
**Exploring the Utility of the Subject-Centered Integrative Learning Model in Fieldwork Education**

*Content Focus: Theory Building*

Devin Barth, MSOT, Matthews House, Fort Collins, CO; Barb Hooper, PhD, OTR/L, FAOTA, Colorado State University, Fort Collins, CO

This study explored the utility of the Subject-Centered Integrative Learning Model in fieldwork education. Educators confirmed the model's concepts. The model prompted them to integrate occupation and interprofessional opportunities. Educators reported renewed meaning for fieldwork education.

Platform 109A
**Facilitating Learner-Centered Instruction in a Neuroanatomy Course Through Course Redesign**

*Content Focus: Instructional Methods*

Audrey L. Zapletal, MS, OTR/L; Mary Gozza-Cohen, PhD and Rebecca Sinko, OTD, OTR/L all of Thomas Jefferson University, Philadelphia, PA

Universal Design for Learning uses multiple means to present, engage and assess. This study examines the impact of the collaborative efforts of an instructor and a curriculum and instruction specialist to improve teaching effectiveness through analysis of course redesign, perceptions and grades.

Platform 109B
**Teaching the Occupational Therapy Intervention Process Model: Lessons Learned**

*Content Focus: Instructional Methods*

Celeste Januszewski, OTD, OTR/L; Jenica Lee, OTD, OTR/L, both of University of Illinois at Chicago, Chicago, IL
Contributing Authors: Elizabeth Peterson, PhD, OTR/L, FAOTA; Anders Kottorp, PhD, OT reg

This presentation describes development, delivery and evaluation of a workshop to teach entry-level students how to conduct an Occupational Therapy Intervention Process Model-based evaluation. Innovative instructional practices and evaluation findings informing workshop improvement are highlighted.

Platform 109C
Learning With the Whole Brain: Multi-Modal Strategies for Teaching Anatomy and Physiology

Content Focus: Instructional Methods

Tiffany Sparks-Keeney, MOT, EdD, OTR/L, Pima Medical Institute, Renton, WA

Multi-modal learning increases student knowledge retention and application. This A&P curriculum successfully engages students in a variety of activities incorporating visual, auditory, kinesthetic and tactile senses. These principles can be applied to many different OT/OTA classes.

3:30 PM - 5:00 PM
Texas Foyer

Poster 101
Interprofessional Geriatrics Curriculum: A Model for Interprofessional Education

Content Focus: Pedagogy

Ashley D. Halle, OTD, OTR/L, Camille Dieterle, OTD, OTR/L, both of University of Southern California, Los Angeles, CA

This practical, bottom-up approach to interprofessional education overviews an interprofessional geriatrics program that includes students from seven health professions and is delivered in residential community settings. The successes and challenges in the past six years of this program will be discussed.

Poster 102
Three-Dimensional Tools for Teaching Neuroanatomy

Content Focus: Instructional Methods

Sapna Chakraborty, OTD, OTR/L; Traci Garrison, MSOT, both of Missouri State University, Springfield, MO
The three-dimensional (3D) instructional tools improve student understanding (Estevez, Lindgren & Bergethon, 2011). This presentation would include an active-learning session in which participants build the brain from the inside out while reviewing the functions of the structures.

Poster 103
**Online Journal Clubs to Address Fieldwork Educator Competency in Support of Student Experiential Learning**

*Content Focus: Instructional Methods*

Allison L. Ellington, OTD, OTR/L, Murphy Deming College of Health Sciences/Mary Baldwin University, Fishersville, VA; William E. Janes, OTD, MSCI, OTR/L, University of Missouri, Columbia, MO

Two academic fieldwork coordinators discuss the development, benefits, and results of an innovative online journal club series. The purpose of the online journal club is to provide support and networking to fieldwork educators, while promoting evidence-based skills among OT fieldwork educators.

Poster 104
**Assessment of Online Proctoring for Continuous Quality Improvement**

*Content Focus: Instructional Methods*

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

*Contributing Authors:* Zara Risoldi Cochrane, PharmD, FASCP; Elizabeth Poutre; DeDe Hedlund; Wendi Nau

The purpose of this project was to assess procedures surrounding online proctoring for distance occupational therapy and pharmacy students in order to perform continuous quality improvement and to ensure that processes supported optimal student learning outcomes.

Poster 105
**Enhancing Competency: Integrating a Student Stroke Clinic Within a First-Year Kinesiology Course**

*Content Focus: Learner Characteristics & Competencies*

Mark Blanchard, OTD, LOTR, ATP; Barbara M. Doucet, PhD, LOTR, both of Louisiana State University Health Sciences Center, New Orleans, LA

This presentation describes an innovative strategy of exposing novice graduate OT students to patient care activities within a didactic kinesiology course early in the curriculum to foster intervention skills and clinical reasoning.
Poster 106
Continuing Competence Assessment Using Serious Games: Experiences of Occupational Therapy Practitioners

Content Focus: Learner Characteristics & Competencies

Christine T. Myers, PhD, OTR/L, University of Florida, Gainesville, FL

Contributing Authors: Kristen Grube; Rachel Swain

We explored the experience of practitioners participating in an online continuing competence assessment with serious games. Workplace supports enhanced the experience. The review of knowledge and skills was perceived as useful. Limited feedback decreased application to clinical practice.

Poster 107
Exploring The Applicability and Utility of a Subject Centered Integrative Learning Model in Academic Education

Content Focus: Theory Building

Addy Brown, MSOT, OTR/L; Barb Hooper, PhD, OTR/L, FAOTA both of Colorado State University, Fort Collins, CO

Contributing Authors: Amanda Zorn, MSOT, OTR/L; Devin Barth, MSOT, OTR/L

This study explored the utility of the Subject-Centered Integrative Learning model (SCIL-OT) for occupational therapy academic educators. Based on the findings from this study, the SCIL-OT has the potential to support educators in developing occupation-centered teaching practices.

Poster 108
Using Self-Efficacy Theory and Transformational Learning Theory to Develop Student Competencies in Chronic Disease Self-Management Approaches

Content Focus: Instructional Methods

Maureen Gecht-Silver, OTD, MPH, OTR/L; Celester Januszewski, OTD, OTR/L, both of University of Illinois at Chicago, Chicago, IL

Contributing Authors: Elizabeth Peterson, PhD, OTR/L, FAOTA; Jenica Lee, OTD, OTR/L

Evidence-based self-management strategies are central to providing care in line with today’s healthcare reform initiatives. Learn how self-efficacy theory and transformational learning theory was used to build a curriculum to develop student competencies to deliver client self-management approaches.

Poster 109
A Phenomenological Inquiry on the Art of Healthcare Exhibited by Occupational Therapy Students

Content Focus: Learner Characteristics & Competencies

Belkis Landa-Gonzalez, EdD, MS, OTR/L, FAOTA; Katherine Greg, MS, OTR/L CHT, both of Barry University, Miami, FL

The art of healthcare is essential for client centered practice. This phenomenological study examined 1st year occupational therapy students’ artistry through naturalistic observations and reflection reports. Implications and educational strategies to foster artistry development are discussed.

Poster 110
The Post Professional Doctorate: An Outcome Assessment

Content Focus: Learner Characteristics & Competencies

Francine M. Seruya, PhD, OTR/L; Salvador Bondoc, OTD, OTR/L, BCPR, CHT, FAOTA, both of Quinnipiac University, Hamden, CT

This study explored the ability of an online, post professional doctoral program to promote professional skills and assess professional impact. Results indicate an increase in ability to implement evidence and occupation based models, employ leadership skills, and participate in advocacy activities.

Poster 111
Evidence Building as an Occupation: A Preliminary Cultural Analysis of Inquiry and Practice: Expanding Our View of EBP

Content Focus: Theory Building

Deborah A. Dougherty, OTD, MS, Associate Professor, Program Director, Mercy College, Dobbs Ferry, NY; George S. Tomlin, PhD, OTR/L, FAOTA, Professor, University of Puget Sound, Tacoma, WA

Evidence-building is proposed as an occupation that emerges differently in research and practice cultures. Potential implications include the expansion of EBP concepts, a change in the perceived value of practice evidence, and possible delineation of EBP skills in entry/post-professional levels.

Poster 112
Occupational Therapists as Educators: Exploring the Subject-Centered Integrative Learning Model in Client and Family Education

Content Focus: Theory Building
Amanda Zorn, MSOT, OTR/L, Select Rehabilitation Hospital, San Antonio, TX; Barb Hooper, PhD, OTR/L, FAOTA, Colorado State University, Fort Collins, CO

This study explored the Subject-Centered Integrative Learning Model for Occupational Therapy in client education. The model was found to add meaning and increase client engagement in teaching interactions, and it can be used to prepare practitioners for educator roles.

Poster 113
**Effect of Explicit Grading of Discussion Sessions on Participation Behaviors of College Graduate Students**

*Content Focus: Pedagogy*

Theodore W. Peterson, DrOT, OTR/L, ATP, Idaho State University, Pocatello, ID

*Contributing Authors: Marti Brooks, Rebecca Vasas, Bryan M. Gee, PhD, OTR/L, BCP*

Explicit grading for student participation in the classroom increases their verbal contributions to classroom discussions.

Poster 114
**Systematic Reviews: A Mechanism for Student Engagement and Facilitating Linkages Between Research, Education, and Practice**

*Content Focus: Socialization to the Profession*

Sue Berger, PhD, OTR, FAOTA, Boston University, Boston, MA; Deborah Lieberman, MHSA, OTR/L, FAOTA, American Occupational Therapy Association, Bethesda, MD

This presentation describes a partnership between one academic program and AOTA that provides students opportunities to contribute to evidence-based practice, guides their understanding of the role of AOTA, and supports making connections and exploring opportunities at the national level.

Poster 115
**Ensuring Integrative Learning Between Coursework and Fieldwork: One School’s Example**

*Content Focus: Pedagogy*

Megan E. Edwards Collins, PhD, OT; Cynthia Bell, PhD, OTR/L; Allison Calhoun, MS, OTR/L, all of Winston-Salem State University, Winston-Salem, NC

*Contributing Author: Chinyu Wu*

In an effort to help students directly apply their coursework in real life situations, faculty in an MS OT Program collaborated on how course assignments could be integrated into Level 1 Fieldwork. The process and results will be discussed, and suggestions will be provided.
Poster 116
**Impact of Interprofessional Education Experiences on Future Fieldwork, Job Search, and First Job experience**

Content Focus: Socialization to the Profession

Karen M. Sames, OTD, OTR/L, FAOTA, St. Catherine University, St. Paul, MN

*Contributing Authors:* Carisa Hillman, MA, OT; Carly Lunderberg, MA, OT; Michelle Pettit, MA, OT

Past participants in an interprofessional education clinical immersion experience were surveyed about the impact their experience has on subsequent clinical or fieldwork experiences, job search, and work in their first job. Results showed that it improved their self-confidence in working in a team.

Poster 117
**Stop Wrestling, Start Dancing: Using Motivational Interviewing to Enhance Student Professionalism**

Content Focus: Learner Characteristics & Competencies

Jennifer L. Dulek, OTD, OTR/L; Christine Guevara, MOTR/L, both of American Career College, Anaheim, CA

Motivational interviewing is explored as an evidence-based approach to improving students’ readiness to build their professionalism.

Poster 118
**Cross-Cultural Construct Presentations as a Way to Develop Occupational Science and Occupational Therapy Students’ Knowledge and Cultural Sensitivity**

Content Focus: Instructional Methods

Rebecca M. Aldrich, PhD, OTR/L, Saint Louis University, Saint Louis, MO

*Contributing Author:* Liesl Peters MSc(OT)

This presentation describes an exchange between U.S. occupational science and South African occupational therapy students. A content analysis of post-exchange feedback suggests implications for experiential learning and the promotion of cultural sensitivity through synchronous video interactions.

Poster 119
**Prototyping Innovation in Clinical Education and Alignment with Accreditation**

Content Focus: Learner Characteristics & Competencies
University professional programs should help drive excellent healthcare. Healthcare leaders are demanding changes in healthcare professional program accreditation standards. Alignment of accreditation with healthcare innovation is necessary for graduates in occupational therapy to be practice ready.

Poster 120
Using the PARE Model to Create Student Service Learning Projects With Community-Based Older Adults

Content Focus: Pedagogy

Sclinda L. Janssen, PhD, OTR/L; Sonia Zimmerman, PhD, OTR/L, FAOTA, both of the University of North Dakota, Grand Forks, ND

This presentation provides an illustration of the PARE service learning model as applied to creating, implementing, and evaluating three community based service learning projects with older adults in occupational therapy education.

Poster 121
Addressing Conscious and Unconscious Bias Within Core Curriculum Courses

Content Focus: Instructional methods

Jessica Alden, OTD, OTR/L, Felecia Banks, PhD, OTR/L, FAOTA, Lynda Hill, OTD, OTR/L all of Howard University, Washington, DC

Contributing Authors: Doug Taren, Joy Wills

Practical evidence-based instruction will be directed to OT educators on how to embed activities and instruction in core courses to promote the students' self-awareness of their own biases and to provide more equitable, client-centered, and culturally competent intervention as clinicians.

Poster 122
Historically Black Colleges and Universities (HBCUS) in Occupational Therapy Education: Contributions, Pathways, Progress, and Future Directions

Content Focus: Socialization to the Profession

Felecia M. Banks, PhD, OTR/L, FAOTA; Marshae Franklin; Joylynne Wills, MGA all of Howard University, Washington, DC

The study gains a deeper understanding of the history and unique contributions of HBCUs, and to examine the success of the OT programs, and their impact on diversity in the OT profession. This research used a mixed methods approach consisting of survey research, and in-depth interviews.
Poster 123  
**The E-Learning Writing Tutorial: Improving Writing Skills of Entry-Level Occupational Therapy Students**

*Content Focus: Instructional Methods*

Andrea Brown Wilk, OTR/L, HealthSouth Rehabilitation Hospital, Altoona, PA; Mary C. Gozza-Cohen, PhD; Catherine Verrier Piersol, PhD, OTR/L, FAOTA, both of Thomas Jefferson University, Philadelphia, PA

This presentation will include a review of an online Professional Writing tutorial highlighting content, design, and teaching strategies. Outcomes will be presented and implications for OT education will be discussed along with lessons learned and future directions.

Poster 124  
**The Contribution of Technology to the Development and Sustainability of an Occupational Therapy Community of Learners in Doctoral Education**

*Content Focus: Socialization to the Profession*

Susan Toth-Cohen, PhD, OTR/L, FAOTA; Mary C. Gozza-Cohen, PhD, both of Thomas Jefferson University, Wilmington, PA; Sandra Schefkind, OTD, OTR/L, FAOTA, American Occupational Therapy Association, Bethesda, MD

This session examines use of technology-enabled development and sustainability of a vibrant community of learners (CoL) in a post-professional OTD program. Participants will apply lessons learned to CoL’s that can support leadership and scholarship in their own settings.

Poster 125  
**Occupational Therapy and Speech Therapy Students Learning About, With, and From Each Other: Results of an Interprofessional Education Module**

*Content Focus: Socialization to the Profession*

Anne A. Escher, OTD, OTR; Craig E. Slater, MPH both of Boston University, Boston, MA

An interactive interprofessional education module was developed for occupational and speech therapy students. This presentation will provide an overview of the module and the impact on student learning outcomes. Key insights into the development process and lessons learned will also be discussed.

Poster 126  
**Novel Approach to Interprofessional Education**

*Content Focus: Instructional Methods*

Martina Allen, OTD, OTR; Tawana Lee-Ware, DDS, MSD, both of Indiana University, Indianapolis, IN
Hybrid IPE module that provides a model for exploration of professional core competencies at the ‘exposure’ level. Combination of online and face-to-face student interaction increases feasibility of incorporating IPE by partially eliminating the barriers of scheduling times and space.

Poster 127
**Interprofessional Education and Practice: 304 Learners From 9 Disciplines Participate in Occupational Therapy-Led Interprofessional Grand Rounds**

*Content Focus: Faculty Development and Resources*

Patricia J. Scott, PhD, OT, FAOTA, Indiana University, Indianapolis Indiana, IN

Occupational Therapy has opportunities for leadership in IPEP. The session addresses design, implementation, and outcomes of a system-wide Interprofessional Teaching Grand Rounds that led the university-wide curriculum. Attention is given to faculty involvement and student outcomes.

Poster 128
**Identifying Instructional Methods for the Development of Clinical Reasoning in Entry-Level Occupational Therapy Education**

*Content Focus: Instructional Methods*

Whitney Henderson, MOT, OTR/L, University of Missouri-Columbia, Columbia, MO

*Contributing Author: Brenda Coppard, PhD, OTR/L, FAOTA*

This study provides useful information about what faculty use most often and what faculty find useful to successfully teach clinical reasoning. Future work needs to identify specific methods that are most effective to build the cadre of contemporary scholarship of teaching and learning for OT.

Poster 129
**Preparing for Intraprofessional Practice: Examining Methods of Learning Competencies for OT-OTA Collaboration**

*Content Focus: Socialization to the Profession*

Anne Birge James, PhD, OTR/L, FAOTA; Jennifer S. Pitonyak, PhD, OTR/L, SCFES, both of University of Puget Sound, Tacoma, WA; Rachel B. Diamant, PhD, OTR/L, BCP, A.T. Still University, Mesa, AZ; Cecille Corsilles-Sy, PhD, OTR/L, Pima Medical Institute, Renton, WA

Outcomes of this study describe how occupational therapists and OT assistants develop the competencies needed for effective OT-OTA collaboration. Implications for enhancing preparation during didactic and fieldwork education can enhance new graduates’ preparation for intraprofessional collaboration.
Poster 130  
**Oral Assessment of Universal Aspects of Professional OT Practice**  
*Content Focus: Socialization to the Profession*

Christine Merchant, PhD, OTR/L, Midwestern University, Glendale, AZ

*Contributing Authors:* Evelyn Andersson, PhD, OTR/L; Catana Brown, PhD, OTR/L, FAOTA; Katherine Schofield, DHS, OTR/L

This poster presents results of a study on oral examination of student preparation in aspects of practice considered important for socialization to the profession and preparing graduates for professional roles. Results include student perceptions of the oral examination experience and its benefits.

Poster 131  
**Exploring Academic and Fieldwork Outcomes of Graduates from a Bachelor’s to Master’s Program: A Retrospective Analysis**  
*Content Focus: Instructional Methods*

Joanne Park, OTD, OTR/L; Elizabeth Carley, OTD, OTR/L; Erin McIntyre, OTD, OTR/L, all of University of Southern California, Los Angeles, CA

*Contributing Authors:* Samia Rafeedie, OTD, OTR/L, BCPR, CBIS; Cheryl Vigen, PhD

This study will examine the differences in academic and fieldwork performance outcomes between bachelor’s to master’s and entry-level master’s students. This will help determine whether bachelor’s to master’s programs are a worthwhile investment.

Poster 132  
**Discovering What Motivates Student Participation in Service Learning: A Model for Healthcare Educators**  
*Content Focus: Theory Building*

Erica Kiernan, MOT, DPT, University of St. Augustine, St. Augustine, FL

*Contributing Author:* Ryan Gaylor, MLIS

The Student Perceptions Service Learning Model, SPSL, was developed using qualitative analysis. Motivating factors were identified to shape program development for international service learning opportunities offered to health care students.

Poster 133  
**Applying Team-Based Learning Techniques to Improve Assigned Reading Among OT Graduate Student**
Content Focus: Pedagogy

Ricky Joseph, MA-HRM, PhD, OTR, University of Texas Health Science Center, San Antonio, TX

This poster presents a method of applying team-based learning methods to increase occupational therapy student's class-room readiness and investment in the application of knowledge demonstrated in test performance.

Poster 134
Harnessing the Power of Digital Media to Help Students Develop Higher-Level Cognitive Skills Necessary for Clinical Practice

Content Focus: Instructional Methods

Jessica Crowe, OTD, OTR/L; Emily Thompson, MSI, both of University of Tennessee at Chattanooga, Chattanooga, TN

Digital media projects help occupational therapy students analyze and synthesize information and develop the higher-level cognitive skills necessary for real-world clinical practice. This session will explore how to re-design traditional assignments into successful digital media projects.

Poster 135
An Innovative Model to Support Level I Fieldwork in Emerging Areas

Content Focus: Instructional Methods

Mary E. Evenson, OTD, OTR/L, FAOTA; Emily A. Zeman, OTD, OTR/L, both of MGH Institute of Health Professions, Boston, MA

Contributing Author: Andrea Fairman

Innovative collaborations are needed to meet the evolving occupational needs of society and the growing needs for fieldwork. This exemplar model features innovative strategies to promote Level I fieldwork in community and home settings, supported by practitioner liaisons and administrative funding.

Poster 136
Using Student-Led Exam Reviews to Increase Student Engagement and Ownership of Learning.

Content Focus: Instructional Methods

Tracey E. Recigno, OTD, OTR/L, University of the Sciences, Philadelphia, PA
An innovative pilot study evaluated the use of student-led exam reviews to increase student engagement in the classroom, promote student ownership and responsibility for learning and help reduce the stress of students prior to examinations.

Poster 137  
**Cultivating Creativity Through Student Authorship**  
*Content Focus: Instructional Methods*  

Lauren Milton, OTD, OTR/L, Washington University School of Medicine, St. Louis, MO; Robyn Otty, OTD, OTR/L, BCPR. Touro University Nevada, Hendersonville, NV  

Expectations for grads to meet demands of the workplace include critical thinking, creativity, and risk-taking. Through discovery of students’ talents with purposeful ambiguity, this engaging assignment uncovers implicit higher order thinking skills needed for desired work-related skills.

Poster 138  
**Interprofessional Experiences in an Occupational Therapy Curriculum**  
*Content Focus: Instructional Methods*  

Lori E. Breeden, EdD, OTR; Alison N. Nichols, OTR, OTD, both of the University of Indianapolis, Indianapolis, IN  

Interprofessional education is a critical component of occupational therapy curricula. This poster describes three individual interprofessional learning opportunities for OT students within one course and how these activities connect to IPEC Core Competencies and ACOTE standards.

Poster 139  
Texas Foyer  
**Using Team-Based Learning to Promote Acquisition of Evidence Based Practice and Interprofessional Collaboration Skills**  
*Content Focus: Instructional Methods*  

Catana Brown, PhD, OTR/L, FAOTA; Najmeh Hoseini, PT, PhD, both of Midwestern University, Glendale, AZ  

When teaching evidence based practice it is important to use instructional methods that engage the student with the material in practical and relevant ways. This poster will provide information on the use team based learning in an inter-professional evidence-based practice course.

Poster 140  
Texas Foyer  
**Active Learning Approach to Teaching: A Program Evaluation**  
*Content Focus: Instructional Methods*
The results of this program evaluation lend support to the use of active learning methods as an instructional strategy. This information helps educators move away from the more traditional lecture based format in an effort to improve student learning outcomes.

Saturday, October 28, 2017

8:00 AM - 9:30 AM
Texas A-E

Platform 201A
**Interprofessional Experiential Learning in Geriatric Primary Care**

*Content Focus: Instructional Methods*

Pamela E. Toto, PhD, OTR/L, BCG, FAOTA, University of Pittsburgh, Pittsburgh, PA

This presentation describes the development of novel interprofessional experiential learning opportunities in geriatric primary care for occupational therapy students to enhance clinical reasoning and competence in scholarship, program development and advanced practice.

Platform 201B
**Creating Mental Health Fieldwork and Research Opportunities in an Urban Community**

*Content Focus: Instructional Methods*

Doreen Y. Head, PhD, OTRL; Regina N. Parnell, PhD, OTRL, both of Wayne State University, Detroit, MI

Presented are steps taken by one MOT program to develop new mental health Level I fieldwork sites to maintain compliance with the Standards for fieldwork education and the program’s curriculum design. The focus was on two inter-city community settings where OT services were not currently offered.

Platform 201C
**Developing Community-Based Fieldwork Opportunities: A Win-Win for Students, the Community, and the Profession**

*Content Focus: Instructional Methods*

Kayla E. Collins, MOT, OT/L, University of St. Augustine for Health Sciences, St. Augustine, FL
Community-based fieldwork provides an opportunity for student learning, social justice, and role expansion for occupational therapists. Building educational models that support community-based fieldwork is important for the future of the profession.

8:00 AM - 9:30 AM
Texas F

Platform 202A
An Innovative Behavioral Interview in Pre-Admission Selection for Occupational Therapy Entry-Level Graduate Program

Content Focus: Learner Characteristics & Competencies

Kitsum Li, OTD, OTR/L, CSRS; Julia Wilbarger, PhD, OTR/L, both of Dominican University of California, San Rafael, CA

Contributing Author: Shad St. Louis, OTR/L

Selecting appropriate students is of paramount concern in occupational therapy education. This session describes an innovative behavioral interview process to assess the non-academic qualifications of applicants, and the mixed model program evaluation supporting its continued use.

Platform 202B
Emotional Contagion, Group Identity, and Satisfaction Within Student Cohorts

Content Focus: Learner Characteristics & Competencies

Michael Jensen, EdD, OTR/L, Herzing University, Minneapolis, MN

This research examines the variability of student cohort culture and satisfaction through the lens of affective convergence, group affective identity, and emotional contagion theory. Results inform educators on managing negative cohort cultures and influencing positive cohort identities.

Platform 202C
Developing Occupational Therapy Students’ Program Development, Grant Writing, and Community-Based Practice Skills: An Innovative Pedagogical Approach

Content Focus: Instructional Methods

Lenin C. Grajo, PhD, EdM, OTR/L; Phyllis R. Simon, MS, OTR/L, both of Columbia University Medical Center, New York, NY

This presentation will discuss an innovative approach to integrating research and clinical course work in a Master of Science in Occupational Therapy program to develop students’ evidence-based clinical, program development, and grant-writing skills.
Compassionate Care as a Professional Competency Within Occupational Therapy Practice

Content Focus: Socialization to the Profession

Kelly L. Alig, PhD, LOTR; Barbara M. Doucet, PhD, LOTR, Shannon W. Mangum, MPS, LOTR; Jo F. Thompson, MA, CTRS; Kerrie K. Ramsdell, MS, LOTR, all of LSU Health Sciences Center New Orleans, New Orleans, LA

Contributing Authors: Mona Bakeer, PhD; Joy Sturtevant, PhD

As instructors of future OT practitioners, we strive to educate students to become reflective and empathetic practitioners who provide quality healthcare. The purpose of our project was to foster the development of compassionate care skills in students enrolled in our OT program.

Screen-Casting Rubric Instructions Improves Student Performance

Content Focus: Instructional Methods

Loriann Helgeson, OTD, OTR/L, Ameritech College of Healthcare, Draper, UT; Thomas A. Cappaert, PhD, ATC, CSCS, Rocky Mountain University of Health Professions, Provo, UT

An explanation of screen-casting and its use to enhance course delivery will be discussed. This study addresses screen-casting’s impact on students’ academic performance compared to when screen-casting is not used. Statistical significance on student performance was evident in this study.

Assessing Student Preparedness to use Evidence-Based Clinical Reasoning

Content Focus: Learner Characteristics & Competencies

Ellen S. Cohn, ScD, OTR, FAOTA, Boston University, Boston, MA

The purpose of this presentation to describe the feasibility and outcomes of a study to measure students’ EBP skills at discrete points in the curriculum.
Content Focus: Socialization to the Profession

Ashley D. Halle, OTD, OTR/L; Katie Jordan, OTD, OTR/L, both of University of Southern California, Los Angeles, CA

This session will highlight an existing course that utilizes an innovative and creative method of student-driven externships. These externships provide students with an opportunity to foster their skills in leadership, advocacy, ethical analysis, professional behavior, and public policy.

Platform 204B
A Model for Developing Service-Minded Leaders Through Community Partnerships

Content Focus: Pedagogy

Christine Manville, EdD, OTR/L; Yvette Hachtel, JD, MEd, OTR, both of Belmont University, Nashville, TN

Contributing Authors: Elena Wong Espiritu, OTD, OTR/L, BCPR; Sabrina Salvant, EdD, MPH, OTR/L

This paper describes the use of the Social Change Model of Leadership as a curriculum framework to develop the leadership role on OTD students and design innovative experiential component projects/programs in collaboration with community partners.

Platform 204C
The Educational Impact of Global Partnerships: The Development of an OT Educational Program in Haiti

Content Focus: Pedagogy

Patty Coker-Bolt, PhD, OTR/L, FAOTA, Medical University of South Carolina, Charleston, SC; Janet O'Flynn, OTD, OTR/L, Episcopal University of Haiti, Leogane, Haiti; Kate Barrett, OTD, OTR/L, St. Catherine University, St. Paul, MN; Jami Flick, MS, OTR/L, University of Tennessee Health Science Center, Memphis, TN

An international collaboration between several US institutions and the Université Episcopale d’Haïti support the first Haiti OT educational program. Examples of curriculum development, US service learning and doctoral student projects, and faculty research initiatives will be highlighted.

9:45 AM - 11:15 AM

Platform 205A
The Use of Learning Contracts with Measurable Outcomes to Promote Success in Fieldwork Students at Risk for Failing
Challenges to successful completion of a fieldwork experience may arise from a variety of factors, putting a student at risk for failing. Well-developed learning contracts with measurable goals and identified strategies enhance the chances of a successful outcome.

Platform 205B
Fieldwork Education Update: The Preparation of Fieldwork Educators

Occupational therapy practitioners use various methods to prepare for training fieldwork students. This study identifies methods used, including the AOTA Fieldwork Educator Certificate Program, and identifies which methods are perceived as most effective in preparing OTs to be fieldwork educators.

Platform 205C
Vision for the Future: Creating New Opportunities for Level I Mental Health Fieldwork

This presentation will discuss the development of innovative level one fieldwork experiences for mental health. These programs were developed by presenting evidence-based practice and research. Students were empowered to provide services to support mental health and occupational engagement.

Platform 206A
Professor Camp: Lessons Learned From a Unique Interdisciplinary Faculty Development Experience and Applications for Occupational Therapy Educators

This presentation will discuss the development of innovative level one fieldwork experiences for mental health. These programs were developed by presenting evidence-based practice and research. Students were empowered to provide services to support mental health and occupational engagement.
OT educators should pursue interdisciplinary faculty development opportunities to enhance reflective practice in their academic roles. This study explored faculty development experiences of attendees at an interdisciplinary camp-style faculty development conference and throughout the following year.

Platform 206B
**Developing Faculty Capacity to Implement Interprofessional Education Learning Activities: A College-Wide Approach**

*Content Focus: Faculty Development & Resources*

Craig E. Slater, MPH, Boston University, Boston, MA

*Contributing Authors: Elizabeth Gavett, MA, CCC-SLP; Ellen Cohn, ScD, OTR, FAOTA*

This presentation discusses a three workshop faculty development series on interprofessional education with application to the Trans-Theoretical Model. An interprofessional education activity development template will also be presented, as well as workshop evaluation data and future directions.

Platform 206C
**Challenges in Transitioning From Clinician to Educator for Occupational Therapy Assistant Program Faculty Members**

*Content Focus: Faculty Development & Resources*

Tiffany Sparks-Keeney, MOT, EdD, OTR/L, Seattle University, Seattle, WA

This mixed-methods descriptive study was conducted through a national survey. Findings suggest that OTA faculty members find activities related to curriculum and class development most difficult during their first year as educators. Data suggest many areas for future study to further OT education.

11:30 AM - 12:30 PM
Texas Foyer

Poster 201
**Curricular Design & the Doctoral Experiential: Meeting Standard Specifics, Student & Profession-Wide Needs**

*Content Focus: Pedagogy*

Tina M. DeAngelis, EdD, OTR/L, Thomas Jefferson University, Philadelphia, PA

The SOLO taxonomy will be shared in relation to curricular design of an OTD entry-level program, demonstrating the linkage of core curriculum & the doctoral experiential to the
teaching & learning process. Cognitive & performance outcomes intended to inform a final scholarly project will be shared.

Poster 202
Pedagogy of Clinical Reasoning in OT Students: Does the Incorporation of the Equitest Balance Master into Curriculum Improve Clinical Reasoning?

Content Focus: Pedagogy

Kate Hayner, EdD, OTR/L, Samuel Merritt University, Oakland, CA

Contributing Authors: Drew Smith, PhD; Teresa Andrade; Jessica Callaway; Amber Crowley; Aaron Gilmour; Jen Hsu; Marcella Keever; Joshua Stoudt; Michelle Thakur; Laura Trimble

The experiential lab significantly improved the students’ perception of their skills surrounding evaluation and treatment of balance. All students found the experiential lab using the EquiTest either helpful or very helpful and improved their confidence in evaluating and treating balance.

Poster 203
Multimedia Simulation and its Influence on Clinical Reasoning in First-Year Occupational Therapy Students: A Pilot Study

Content Focus: Pedagogy

Bryan M. Gee, PhD, OTR/L, BCP, Idaho State University, Pocatello, ID

Contributing Authors: Jane Strickland, EdD; Kelly Thompson, EdD, OTR/L; Lucy Jane Miller, PhD, OTR

Using e-learning and video simulation related to clinical reasoning for challenging behaviors related to sensory processing, students were able to reason through clinical scenarios and perform within two percentage points of the targeted thresholds.

Poster 204
Addressing the Hidden Population in Warrior Care: Skilled Training for Military Caregivers by U.S. Army Occupational Therapists

Content Focus: Theory Building

Jim Burns, OTD, OTR/L, CHT, U.S. Army, Fayetteville, NC

This poster highlights how three service delivery models influence occupational therapy involvement in caregiver education, offers insights into how policy analysis and research promote occupational therapy, and reviews a SWOT Analysis impacting OT involvement.

Poster 205
Applying Concept-Based Teaching to Course Development
Content Focus: Pedagogy

Sarah Nielsen, PhD, OTR/L; Julie Grabanski, PhD, OTR/L, both of the University of North Dakota, Grand Forks, ND

Contributing Authors: Suzanna Morrison, Cherie Graves

Poster will focus on use of concept-based teaching to design a course within a concept-based curriculum. The steps in the process of developing a concept-based course in OT will be shared and exemplars provided.

Poster 206
Implementation of a Preparatory Online Lifestyle Management Course for Distance OT Students

Content Focus: Socialization to the Profession

Myka P. Winder, OTD, OTR/L, University of Southern California, Los Angeles, CA

Occupational therapy educators play a role in supporting distance students, and can offer several supportive strategies utilizing their unique expertise in life management. The implementation of an online preparatory course will be covered, including modules, delivery methods, and outcomes.

Poster 207
Experiential Learning in Health Professions: Using Occupational Therapy as a Qualitative Instrumental Case Study

Content Focus: Learner Characteristics & Competencies

Tammy J. LeSage, MOT, OTR/L, CHT, University of St. Augustine for Health Sciences, St. Augustine, FL

Contributing Author: Judith Olson, PhD, OT/L

This qualitative instrumental case study allows occupational therapy educators to better understand current occupational therapy experiential learning fieldwork methods, the perceived challenges which could affect student learning and explores suggestions for alternative fieldwork opportunities.

Poster 208
Implementing OT-OTA Student Learning Opportunities in Curricula to Foster Intra-Professional Collaboration

Content Focus: Instructional Methods

Wendy Krupnick, PhD, MBA, OTR/L; Jeanne Coviello, OTR/L, both of Philadelphia University, Philadelphia, PA
This poster demonstrates how joint occupational therapist-occupational therapy assistant learning opportunities within curricula contribute to role delineation clarity, model effective communication, and foster collaboration among students, prior to entering the practice environment.

Poster 209
**Promoting Driving and Community Mobility Within Occupational Therapy Education**

*Content Focus: Instructional Methods*

Yvonne M. Randall, EdD, OTR/L, FAOTA; Donna Costa, DHS, OTR/L, FAOTA, both of Touro University Nevada, Henderson, NV

Current accreditation standards require that curricular content prepares entry-level practitioners in driving and community mobility. This presentation will address an innovative approach to learning using a driving simulator throughout an entry-level occupational therapy curriculum.

Poster 210
**Impact of an Occupation-Based Practice Learning Module on Perceptions of OBP and Selection of Occupation-Based Interventions by OTA Students**

*Content Focus: Instructional Methods*

Allen S. Keener, OTD, MSOT, OTR/L, Wallace State Community College, Hanceville, AL

*Contributing Author:* Cindy Hayden, DHEd, OTR/L, CHT

This project explored the impact of an educational module on knowledge and perception of occupation and OBP with 39 first-semester OTA students. The results demonstrated significant learning in occupation, OBP, and the selection of occupation-based interventions.

Poster 211
**Building the Fieldwork Educators Capacity and Capability for Safe Student Delivered Services Within Occupational Therapy Services**

*Content Focus: Instructional Methods*

Linda Furness, MPST, BOccThy, Queensland Health, Toowoomba, Australia.

*Contributing Author:* Cate Fitzgerald, MBA, BOccThy

An Occupational Therapy Clinical Education Program in Queensland, Australia, has implemented a range of evidence informed strategies within public health services focusing on the safety and quality of students’ contribution to client services as well as the quality of student fieldwork education.

Poster 212
A Structured and Supportive Approach to Debriefing in Simulation in Occupational Therapy Education

Content Focus: Instructional Methods

Stephanie Lancaster, MS, OTR/L, ATP, CAPS, University of Tennessee Health Science Center, Memphis, TN

Participants will learn about the 3-D Model of Debriefing including specific strategies to use in each stage of the process, which will enable them to promote deeper learning and greater carry-over after simulation encounters in students in occupational therapy educational programs.

Poster 213
Assessing the Impact of a Gamification Model on a Graduate Level Occupational Therapy Course

Content Focus: Instructional Methods

Edwin Myers, OTD, OTR/L, Florida Gulf Coast University, Ft. Myers, FL

Contributing Author: Lynn Jaffe, ScD, OTR/L

This two-year study analyzed a gamified course in the OT program at Florida Gulf Coast University. A mixed methods approach of both cohorts was utilized with initial analysis indicating a positive correlation between gamification and student engagement and interest in the subject matter.

Poster 214
The Development of an Education Research Laboratory to Advance Occupational Therapy Education

Content Focus: Instructional Methods

Stacy Smallfield, DrOT, OTR/L, FAOTA; Steven Taff, PhD, OTR/L, FAOTA, both of Washington University School of Medicine, St. Louis, MO

Contributing Authors: Vicki Kaskutas, OTD, OTR/L, FAOTA; Lauren Milton, OTD, OTR/L; Ping Lieser, PhD

This poster describes the development of a research laboratory focused on occupational therapy education with the aim to address the profession’s educational research agenda, build faculty capacity, promote the scholarship of teaching and learning, and lead the way in occupational therapy education.

Poster 215
Interprofessional Falls Clinic: Socializing Students to OTs Role in Primary Care

Content Focus: Socialization to the Profession
Jennifer Kaldenberg, MSA, OTR/L, SCLV, FAOTA; Anne Escher, OTD, OTR/L, both of Boston University, Boston, MA

This poster presentation will describe an innovative approach to fostering student socialization to an interprofessional primary care falls clinic through a Level I Fieldwork. We will explore the collaboration between an academic and clinical center, student goals, sustainability, and future plans.

Poster 216
**Student Engagement in State Associations: Creating Meaningful Experiences in Order to Promote Learning and Strengthen Professional Organizations**

*Content Focus: Socialization to the Profession*

Megan Foti, DOT, MS, OTR, Stockton University, Galloway, NJ

*Contributing Authors: Kristin Ray, MOT, OTR; Kristina Brenner*

This poster highlights the benefits of student membership and involvement in state associations, and provides strategies for supporting participation and engagement in order to promote professional growth and development.

Poster 217
**Distance Education Goes Interprofessional: Collaborating for Success**

*Content Focus: Faculty Development & Resources*

Angela Lampe, OTD, OTR/L; Zara Risoldi Cochrane, PharmD, FACSP, both of Creighton University, Omaha, NE

Demand for distance education remains high and interprofessional education is a hot topic. Combining both to create an Interprofessional Office of Distance Education between Pharmacy and Occupational Therapy Programs at one university is a win for the University, faculty, staff, and students.

Poster 218
**Exploring Educators’ Awareness and Use of Statements of Teaching Philosophy**

*Content Focus: Faculty Development & Resources*

Steve Taff, PhD, OTR/L, FNAP, FAOTA, Washington University, St. Louis, MO; Jyothi Gupta, PhD, OTR/L, FAOTA, A.T. Still University, Mesa, AZ; Heather Panczykowski, DHSc, MS, OTR/L, Jamestown Community College, Jamestown, NY

Statements of Teaching Philosophy are developmental tools to assist educators in reflecting on, and improving, their teaching effectiveness over time. This pilot study explored OT/OTA educators beliefs about teaching and learning and how those were implemented in classrooms.
Poster 219  
**Development of a Formative Peer Review Process for Continuous Teaching Improvement in Occupational Therapy Education**

*Content Focus: Faculty Development & Resources*

Giuli Krug, PhD, OTR/L, University of Missouri, Columbia, MO

This session will describe a novel formative peer assessment developed and implemented in an occupational therapy program. Review of the literature, the decision-making process of development, components of the assessment, and first-year qualitative teaching improvement outcomes will be presented.

Poster 220  
**Improving Student-Perceived Benefit of Academic Advising Within Education of Healthcare Professionals: A Quality Improvement Initiative**

*Content Focus: Faculty Development & Resources*

Robin Parish, MA, OTR/L, CHT; Lisa J. Barnes, PT, DPT, PHD, both of University of Mississippi, Jackson, MS

Effective academic advising with established frameworks led to improved awareness and participation by students and faculty. Within this quality improvement project, programmatic policies and procedures were initiated to promote advisory meetings early and often to establish positive relationships.

Poster 221  
**Introduction to the PADI©: Peer and Self-Assessment Debriefing Instrument**

*Content Focus: Faculty Development & Resources*

E Adel Herge, OTD, OTR/L, FAOTA, Thomas Jefferson University, Philadelphia, PA

*Contributing Authors:* Jennifer Saylor, PhD, RN, NS-BC; Susan Wainwright, PT, PhD; Karen Panzarella, PT, PhD, CHSE; Kirsten Butterfoss, PharmD, BCGP; Heather Ferro, MS, OTR/L

Peer evaluation contributes to development of faculty skill. A new tool, Peer Assessment of Debriefing Instrument (PADI©), measures faculty effectiveness in conducting post simulation debriefing. Results of pilot testing in health professions curricula demonstrate utility of the PADI©.

Poster 222  
**Interprofessional Practice and Education: School-Age Behavioral Health Medication Consultation Clinic**

*Content Focus: Learner Characteristics & Competencies*
Shelby E. Surfas, OTD, OTR/L; Emily Haranin, PhD, NCSP; Jeffrey Yang, MD, all of Children's Hospital Los Angeles, Los Angeles, CA

This session will advance the professional development of an occupational therapy educator to support interprofessional collaboration and education, using a pediatric behavioral health medication consultation clinic, as a fresh and complex model textured with case narratives.

Poster 223
An Interprofessional Approach for Educating Populations Using Social Media

Content Focus: Learner Characteristics & Competencies

Jennifer Hight, OTD, OTR/L, Eastern Kentucky University, Richmond, KY

Contributing Authors: Leslie J. Hardman OTD, OTR/L ; Kristi Lunceford, MS Ed

This poster explores an interprofessional approach for the clinical utility of social media in promoting developmental education to the general population to assist in participation of daily occupations for pediatric populations.

Poster 224
Analyzing Diversity Trends of a Post-Professional Doctorate of Occupational Therapy Program

Content Focus: Learner Characteristics & Competencies

Sarah Bream, OTD, OTR/L; Joanne Park, OTD, OTR/L, both of University of Southern California, Los Angeles, CA

In consideration of producing a more diverse occupational therapy workforce, this poster presentation will analyze the admission data for one post-professional OTD program between 2012–2016 in an effort to identify current trends related to diversity and discuss associated implications.

Poster 225
Student Conceptions of Self-Reflection and Its Relationship to Occupational Competence and Clinical Performance in Level II Fieldwork

Content Focus: Learner Characteristics & Competencies

Sue Iliff, MA, OTR/L, University of New Mexico, Albuquerque, NM

Self-reflection is paramount to clinical competence and serves as the basis of adult education. This study explores the relationship of self-reflection to competence and performance in Level II FW for OT students. Results inform programming and support the value in teaching self-reflection.
Poster 226

Understanding the Experiences of Caregivers Learning a Home Program From an Occupational Therapist

*Content Focus: Learner Characteristics & Competencies*

Michelle Finet, PhD, OT/L, A.T. Still University, Mesa, AZ

This presentation will describe the reported lived experiences of family caregivers as they learned home programs for their respective children with cerebral palsy and discuss the implications for practicing occupational therapists and the education of future occupational therapy students.

Poster 227

From Classroom to Professional Practice: Promoting the Success of Occupational Therapy Students

*Content Focus: Learner Characteristics & Competencies*

Shirley A. Wells, DrPH, OTR, FAOTA,

Jack Ruelas, MS, OTR,

Angela E. Scoggin, PhD, OTR, FAOTA, all of the University of Texas Rio Grande Valley, Brownsville, TX

The success of occupational therapy students passing a national examination on first attempt remains a goal of OT education. This study examines the correlation between students’ performance on clinical rotations, the NBCOT® practice exam and first-time pass rate on the national certification exam.

Poster 228

Do Science Prerequisites Predict Student Success in the Professional Phase of an Entry-Level Combined Bachelor’s/Master’s Occupational Therapy Program?

*Content Focus: Learner Characteristics & Competencies*

Deanna Proulx-Sepelak, MHA, OTR\L; Salvador Bondoc, OTD, OTR/L, BCPR, CHT, FAOTA, both of Quinnipiac University, Hamden, CT

As the OT workforce has increased, so has enrollment in education programs (USDLS, 2015). At a time when the profession embraced a scientifically-driven vision, this study set to analyze the potential predictive value for success in OT education given performance in prerequisite sciences.

Poster 229
Cultural Caring: An Educational Initiative to Promote Client-Centered Care with Diverse Communities

Content Focus: Instructional Methods

Cristina R. Smith, OTD, OTR/L, Medical University of South Carolina, Charleston, SC

A course elective was developed and implemented to provide cognitive, psychomotor, and affective learning opportunities for students through a mixed methods approach to health education and leadership for diverse and underserved communities. Data from student surveys will be discussed.

Poster 230
Telehealth, A New Service Delivery Model for Children and Families: Introducing OTA Students to Providing Occupational Therapy Through Technology

Content Focus: Instructional Methods

Robyn Thompson, PhD, OTR/L; Brenda Lyman, OTD, OTR/L, both of Salt Lake Community College, West Jordan, UT

Telehealth offers a contemporary way to provide health care, and is becoming increasingly prevalent. Participants will be introduced to a program designed to prepare students for the future of health care, through involving students in the provision of telehealth pediatric occupational therapy.

Poster 231
Assessing and Developing Graduate OT Students' Critical Thinking Skills Across Their First Year of Study

Content Focus: Learner Characteristics & Competencies

Laurette J. Olson, PhD, OTR/L FAOTA; Deborah Dougherty, OTD, OTR/L, both of Mercy College, Dobbs Ferry, NY

The quantitative and qualitative results of a pilot study of critical thinking skill development of a diverse group of 36 Graduate OT students in a weekend program over their 1st year of study will be shared. The Critical Reasoning Test with Numeracy was used as the pre and post quantitative tool.

Poster 232
The Impact of Fieldwork, Experiential Education and Community Engaged Learning on Occupational Therapy Students’ Professional Identity Formation

Content Focus: Faculty Development & Resources

Elizabeth D. Deluliis, OTD, OTR/L; Ann B. Cook, OTD, OTR/L, both of Duquesne University, Pittsburgh, PA
Professional development in OT education has been identified as a strategic priority in Vision 2025. Changes in healthcare have influenced the expectations for OT students. This poster will evaluate a MSOT/OTD curriculum and evaluation methods to promote professional development of its graduates.

Poster 233  
**Translating Evidence to Practice Through Clinical Fieldwork: A Systematic Approach**

*Content Focus: Instructional Methods*

Amy P. Carroll, OTD, OTR/L; E. Adel Herge, OTD, OTR/L, FAOTA, both of Thomas Jefferson University, Philadelphia, PA

*Contributing Authors: Katrina Neeld-Flade, OTR/L; Ellen Rosenberg, MS, OTR/L*  
Our innovative program promotes use of best evidence and outcome measurement through faculty-fieldwork site partnerships. We will describe implementation, evaluation, and actual outcomes for students, clinicians, organizations, and consumers in two settings (long term care and school).

Poster 234  
**Collaborative Group Work: Inspiring Future OT Researchers**

*Content Focus: Instructional Methods*

Ann McDonald, PhD, OTR/L, West Coast University, Los Angeles, CA

Promoting an interest among students in conducting clinical research is necessary not only for our profession to survive but also to lead to greater innovations in practice. Using group work, students learn how to develop research skills and develop a greater interest in conducting research.

Poster 235  
**Entry-Level Occupational Therapy (OT) Students’ Beliefs About Knowledge and Knowing: A Cross-Institutional Snapshot**

*Content Focus: Learner Characteristics & Competencies*

Diane M. Long, EdD, MOTR/L, Ithaca College, Ithaca, NY; Carla A. Chase, EdD, OTRL, Western Michigan University, Kalamazoo, MI; Bernadette Mineo, PhD, OTR/L, A.T. Still University, Mesa, AZ; Anita W. Mitchell, PhD, OTR, FAOTA, University of Tennessee Health Science Center, Memphis, TN

Epistemic and ontological cognition (EOC) affect learning and should be understood by educators. Quantitative and qualitative data was used to contrast and compare the EOC of entry-level OT students in three different types of programs from three different higher education institutions in the US.
Poster 236  
**Introducing the Flipped Classroom to OT Educators**  

*Content Focus: Instructional Methods*

Jennifer L. Dulek, OTD, OTR/L, American Career College, Buena Park, CA  

*Contributing Author: Victoria Priganc, PhD*

This poster introduces the viewer to a professional development course aimed at improving the knowledge and skills of OT educators to implement the flipped classroom model in their teaching.

Poster 237  
**Continuing Competency Skills Lab Project**  

*Content Focus: Instructional Methods*

William Sit, PhD, OTR; Gretchen Johnson, OTR, both of Texas Woman's University, Dallas, TX  

Participation in a Continuing Competency Skills Lab once per semester helps students retain mastery of essential clinical skills including ROM, Transfers, MMT, and FIM scoring. Repeated skills assessment is an evidence-based method to prepare students for successful entrance into Level II Fieldwork.

Poster 238  
**A Beginner’s Guide to Implementing the EMR into OT Curricula: Start to Finish**  

*Content Focus: Instructional Methods*

Susan Toth-Cohen, PhD, OTR/L; Audrey L. Zapetal, MS, OTR/L, both of Thomas Jefferson University, Philadelphia, PA; Louis Dmytryk, OTD, OTR/L, RT (R), Catholic Home Care, Bellmore, NY  

This presentation provides a comprehensive guide to implementing an electronic health record (EHR) system into an occupational therapy (OT) intervention course. Step by step procedures and troubleshooting will be covered along with key considerations for student training and faculty acceptance.

Poster 239  
**Fostering Client-Centeredness in Students**  

*Content Focus: Instructional Methods*

Dahlia C. Castillo, OTD, MS, OTR, The University of Texas at El Paso, El Paso, TX  

*Contributing Authors: Jane Olson, Stephanie Biesbier*
Simple strategies for improving teaching and learning of client-centeredness in conjunction with teaching technical skills.

Poster 240

**Three-Dimensional Tools for Teaching Neuroanatomy**

*Content Focus: Instructional Methods*

Sapna Chakraborty, OTD; Traci Garrison, MSOT, both of Missouri State University, Springfield, MO

It is important for the occupational therapy instructor to utilize a variety of instructional tools to enhance student participation and engagement. A curricular grant was used to fund the 3D tools for teaching via building the deep structures of the brain using clay on ventricular models.

1:45 PM - 2:45 PM
Texas A-E

Platform 207A

**Learning Outcomes of Occupational Therapy Students’ Engagement in an Interprofessional Arts-Based Course Using Visual Thinking Strategies (VTS)**

*Content Focus: Instructional Methods*

Bridgett Piernik-Yoder, PhD, OTR; David Henzi, EdD, both of UT Health San Antonio, San Antonio, TX

The purpose of this session is to present the learning outcomes of occupational therapy students who participated in an innovative, interprofessional arts-based course in which they learn visual thinking strategies (VTS) as a means to observe and communicate about art—and their patients.

Platform 207B

**“What Do You See That Makes You Say That?” Using Visual Thinking Strategies to Develop Habits for Reflective Inquiry in an Occupational Therapy Curriculum**

*Content Focus: Socialization to the Profession*

Anne A. Escher, OTD, OTR; Ellen S. Cohn, ScD, OTR, FAOTA, both of Boston University, Boston, MA

*Contributing Author: Corinne Zimmermann*

Visual Thinking Strategies (VTS) is a method of observing art and critically reflecting on interpretations in a group context. This presentation will describe an innovative use of VTS during the orientation of an entry-level OTD program.

1:45 PM - 2:45 PM
Platform 208A

**Innovations in Intraprofessional Education**

*Content Focus: Socialization to the Profession*

Terri Reichley Dennehy, DEd, Elizabethtown College, Elizabethtown, PA

Action research with 64 OT/OTA student participants, studied intraprofessional skill development and educational means to promote partnerships. Findings reveal learner-centered, immersion optimally targets cooperation, role delineation, conflict resolution and communication for best practice.

Platform 208B

**Examining Competencies for Intraprofessional Collaboration in the OT/OTA Relationship**

*Content Focus: Socialization to the Profession*

Rachel B. Diamant, PhD, OTR/L, BCP, A.T. Still University, Mesa, AZ; Cecille Corsilles-Sy, PhD, OTR/L, Pima Medical Institute, Renton, WA; Jennifer S. Pitonyak, PhD, OTR/L, SCFES; Anne B. James, PhD, OTR/L, FAOTA, both of University of Puget Sound, Tacoma, WA

Outcomes of this study describe competencies perceived by practicing OTs and OTAs as essential for OT-OTA collaboration and identify how these competencies were learned. Outcomes can be used as guidelines for preparing graduates with the competencies needed for working effectively in OT-OTA teams.

Platform 209A

**Collaborative Intraprofessional OT/OTA Level II Fieldwork: Design and Outcomes of a Pilot Study**

*Content Focus: Instructional Methods*

Maureen S. Nardella, MS, OTR/L, FAOTA, North Shore Community College, Danvers, MA; Jean D. MacLachlan, PhD, OTR/L, Salem State University, Salem, MA

*Contributing Authors:* Mary Alicia Barnes, MS, OTR/L; Kim Bushey, MSEd, OTR/L

Intraprofessional education promotes effective OT/OTA collaboration in practice. This presentation will review the process and outcomes of a collaborative OT/OTA Level II fieldwork experience pilot study that support a collaborative model and provide a strategy for meeting fieldwork challenges.
Intraprofessional Learning Experience Among Occupational Therapy and Occupational Therapy Assistant Students

Content Focus: Instructional Methods

Kimberley Persons, DHS, OTR/L, University at Buffalo, Buffalo, NY; Debra Battistella, MS, OTR/L, Eric Community College, Williamsville, NY

Contributing Authors: Shanli LaTulip, Justine Playford, Hannah Spratta, Haley Wallace

The purpose of this study is to determine the effectiveness of a collaborative learning session among OT and OTA students on their confidence and knowledge of the supervisory process and role delineation in occupational therapy.

3:00 PM – 4:00 PM

Closing Panel

TBA