Fall SIS Conference

Date: Saturday, November 2, 2019

Schedule of Events

Earn up to 3.5 contact hours towards state CE requirements for the morning session.

Earn 6.25 contact hours for the full day conference.

7:30-8:00   Registration, Continental Breakfast, & SIS Roundtables

8:00-8:30   **Welcome/Legislative Update**: Andrew Markowski, ConnOTA lobbyist

8:30-10:00   **Keynote Presentation**: Catherine V. Piersol, PhD, OTR/L, FAOTA

"Caregiver Readiness to Change: Meeting caregivers where they are in the therapeutic relationship"

Learning Objectives: At the conclusion of this session, participants will:

1. Utilize the trans-theoretical model of change to gain a deeper understanding of how best to work with a caregiver in the treatment process of service delivery

2. Grade approaches utilized in therapeutic intervention based upon the Readiness to Change model in order to effect meaningful change

Abstract: Catherine V. Piersol, PhD, OTR/L, FAOTA will present an overview of her research and clinical work utilizing the trans-theoretical model of change in occupational therapy practice. Therapeutic use of self, client-centered, learner centered approaches, and the caregiver readiness to change are critical elements in effecting meaningful change. Clinicians will immediately apply concepts learned in this session to their respective practice arenas.

10:00-10:30   Break

10:30-12:00   Breakout Sessions: *Please select one breakout session at the time of registration.*

A. **Technology:**
   Using the HAAT Model to Guide Assistive Technology Practice
   Kimberly Hartmann, PhD, OTR/L, FAOTA & Melissa Olson, M.S. SpEd/AT, OTR/L

   Learning Objectives: At the conclusion of this session, participants will:

   1. Participants will understand how to concepts of the HAAT model are used to guide assistive technology assessment and intervention.

   2. Participants will explore resources for choosing assistive technology strategies and devices.

   3. Participants will explore blogs, websites, and resources for staying current in assistive technology practice.

   Abstract: Assistive Technology assessment and intervention should consider all components of the HAAT Model: Human, Activity, Assistive Technology, and Context. This presentation will explore all components of this model to guide implementation of AT systems. Resources, blogs, and websites will be reviewed and shared to assist the participants in staying current with assistive technology devices and programs.

B. **Rehabilitation & Disability:**
   Beyond the Basics: Functional Neurological Treatments for the Hemiparetic Upper Extremity
   Kari Buck, MS OTR/L & Alexandra Waller, MS OTR/L

   Learning Objectives: At the conclusion of this session, participants will:

   1. Attendees will be able to write functional treatment goals that are focused on the brain injury survivor with emerging neurological function of the upper extremity.

   2. Attendees will identify 3 new upper extremity treatment techniques to be used in the clinical setting to foster emerging hemiparetic upper extremity return.

   3. Attendees will become familiar with assessing tone and identify 2 tone management techniques.

   Abstract: This presentation will focus on functional assessment and treatment of the hemiparetic upper extremity. It will take the attendee beyond the basics to discover techniques that can be implemented in their clinical setting without many tools or special supplies. This course is based on the recovery of acquired brain injury survivors, either due to cerebrovascular accidents, traumatic brain injury, or other neurological deficits that result in a hemiparetic upper extremity. Positioning, orthotics, prevention of subluxation, modalities, technology, and several specific treatment interventions will be discussed.

C. **Mental Health; Children & Youth:**
   Social-Emotional Learning, Self-Regulation, and Mental Health in Schools: Reinforcing the Role of OT
   Dennis Aptaker OTD, MOT, OTR/L & Amy Burton OTD, OTR/L

   Learning Objectives: At the conclusion of this session, participants will:

1. Advocate for the distinct value of occupational therapy within school-based settings addressing psychosocial, social-emotional, and mental health.
2. Appreciate how a public health model can be implemented to meet the needs of children in schools or other large institutions.
3. Identify individual and systems-wide direct service, indirect service, and consultation opportunities for OT practitioners to support psychosocial, social-emotional, and mental health using the Response to Intervention model.

Abstract: This short course will serve as an opportunity reinforce the profession of occupational therapy in addressing psychosocial, social-emotional, and mental health needs within school-based settings. Using a public health approach, participants will identify how occupational therapy can support the promotion, prevention, and intervention of mental health and well-being of students. Direct, indirect, and consultative approaches and interventions will be highlighted to establish practical opportunities for OT practitioners to increase involvement in supporting emotional intelligence, resiliency, and the occupations of school-aged children.

D. **Productive Aging:**

History and development of an evidence-based intervention to promote Care of Persons with Dementia in their Environment (COPE)
Catherine V. Piersol, PhD, OTR/L, FAOTA & Rick Fortinsky, PhD

Learning Objectives: At the conclusion of this session, participants will:

1. Recognize the value of this evidence-based intervention and how it addressed a gap in services for the person living with dementia and the invisible patient otherwise known as the care partner.
2. Appraise the results of the RCT conducted in CT utilizing the COPE intervention.
3. Reflect on their current older adult practice and how the evidence-based intervention, COPE, might improve service delivery for clients living with dementia and the caregivers who support them.

Abstract: Participants will explore the history and the development of an evidence-based intervention, Care of Persons with dementia in their Environment – (COPE), a community-based intervention provided to the dyad; the person living with dementia and the care partner. Clinicians will learn from the researchers that designed, implemented, and tested this protocol in a randomized controlled trial in collaboration with Connecticut Community Care aging services (formerly known as CCCI).

E. **Children & Youth:**

Connecticut School Occupational Therapy Community of Practice: A workload approach for school practitioners
Joyce Rioux, Ed.D., OTR/L, SCSS & Sharon M. McCloskey, Ed.D., MBA, OT/L, DipCOT

Learning Objectives: Participants will be able to:
1. Explain the concept of a Community of Practice, and understand the vision for the Connecticut School Therapists Community of Practice
2. Describe a workload approach for school practice
3. Identify resources that may be used to conduct a workload analysis
4. Identify resources that may be used to implement a workload approach

Abstract: The purpose of this presentation is two-fold. Firstly, to introduce Connecticut school occupational therapy practitioners to the newly formed Community of Practice. Secondly, drawing on the learning format of a CoP, this presentation will address best practices in determining a workload approach in Connecticut schools. A Community of Practice (CoP) refers to way of learning together in groups. A CoP is a group of people who

genuinely care about the same real-life problems or hot topics, and who meet regularly to learn together (Wenger, McDermott, & Snyder, 2002). With support from the Connecticut State Department of Education (CSDE) and the RESC Alliance, Dr. Joyce Rioux has designed, and is now implementing, a CoP initiative for Connecticut school occupational therapy practitioners. A CoP is about mutual engagement, thinking together, and learning together. Starting this process, this workshop will begin with a conversation about a workload approach. As school occupational therapy has grown in complexity, it has resulted in a burden of competing daily demands for practitioners. Understanding workload concepts has become increasingly important in the delivery of school occupational therapy service. Caseload vs workload is an ongoing discussion for practitioners in Connecticut. This presentation will introduce the concept of a workload approach, and provide an overview of the essential considerations for those who wish to pursue this approach to better manage large and excessive caseloads. Barriers and supports to a workload approach will be discussed, as well as best practices for workload analysis, and implementation of this approach. Discussion will include a workload approach at the individual practitioner level, the organizational/system level, and the external level.

12:00PM   **Morning Conference Ends**

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12:15-1:00   **LUNCH on Masonic Health Care Main Campus for Afternoon Dementia Session**

1:00PM   **Afternoon Dementia Session Begins**

1:00-2:00   **Gold Standard Practices in Dementia Care Services: A qualitative and practical perspective from the experts living with dementia and clinicians who deliver client-centered services to maximize engagement from diagnosis to end-of-life.**

2:00-2:15   **Break/Networking**

2:15-3:15   **COPE Program: Implementation in the Community**

3:15-4:00   **Home-based Memory Rehabilitation and Assistive Technology**

Afternoon Dementia Session facilitated by: Caroline Kate Keefe, OTD, OTR/L

Learning Objectives: At the conclusion of the afternoon session, participants will:

1. Develop an empathic approach to formulating person-centered, customized interventions to support the person living with cognitive change and the care partner at each stage of the disease progression.
2. Discover how COPE is delivered in the community practice setting.
3. Review various standardized assessments and technology solutions utilized in the delivery of Home-Based Memory Rehabilitation (HBMR).
4. Clinicians attending this plenary will leave with greater empathy, deeper insight and qualitative data to apply in clinical practice.

   Afternoon Session Abstract: This session starts with a panel discussion by a group of experts living well with dementia through the development of self-management strategies to address every-day memory challenges. Next, clinicians delivering community-based services to persons living with cognitive changes and their care partners will present an overview of how the COPE protocol has been translated and adapted from research and implemented in practice. Dr. Keefe will present an adaptation and translation of HBMR from the UK to the USA. Technology solutions utilized in the delivery of HBMR will also be presented.

Registration Information

1. Registration includes continental breakfast. Lunch is included with the full day session.

2. Secure registration is available online at the ConnOTA homepage by October 26, 2019 for the Early Bird Discount. Registrations received after this date (including onsite registrants on the day of conference) will be charged the regular rates. Online registration closes on November 1st at 8:00 pm.
https://www.connota.org/event/2019fallconference

3. When you register, please select one breakout session only for the morning and/or afternoon session

4. Online registration deadline is November 1, 2019 until 8:00 pm.

Half Day Registration Information (3.50 CEUs)

Members: $70.00 early registration, $80.00 after October 26th

Non-Members: $85.00 early registration, $95.00 after October 26th

Student Members: $35.00 early registration, $45.00 after October 26th

Student Non-Members: $45.00 early registration, $50.00 after October 26th

Full Day Registration Information (6.25 total CEUs) includes Afternoon Dementia Session

OT/OTA Members: $110.00 early registration, $120.00 after October 26th

OT/OTA Non-Members: $120.00 early registration, $150.00 after October 26th

Student Members: $35.00 early registration, $45.00 after October 26th

Student Non-Members: $60.00 early registration, $80.00 after October 26th

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Click HERE to Register