



Occupational Therapy to Reduce School Aggression, Restraint, and Seclusion

Schools in recent years have increasingly come to appreciate the importance of prevention efforts for reducing aggression and minimizing the use of restraint and seclusion to cope with student aggression. This trend has emerged as legal advocates have documented the use of restraint and seclusion by schools, categorizing these techniques as *corporal punishment* that can have negative physical and psychological effects on students (LeBel, Nunno, Mohr, & O'Halloran, 2012). As a result, the U.S. Department of Education (n.d.) directed every state to review and, if appropriate, address their restraint and seclusion policies. *Restraint* is defined as physical methods impeding a student's physical movement, and it includes *mechanical* (e.g., equipment like straps) and *physical* (e.g., manual holding) restraints. *Seclusion* is defined as

Strategies and tactics for promoting positive behavior in the classroom through general school and classroom initiatives as well as individual interventions.

John Pagano

involuntary confinement of a student, in which he or she is physically prevented from leaving a designated area (LeBel et al., 2012).

In psychiatric hospitals and residential treatment facilities, occupational therapy to reduce aggression, restraint, and seclusion involves facilitating meaningful occupations, identifying triggers for out-of-control behavior, teaching coping strategies to manage strong feelings, individualizing environmental adaptations, and providing sensory coping rooms (Caldwell et al., 2014; Warner, Spinnaz-

zola, Westcott, Gunn, & Hodgdon, 2014). Through task analysis and collaborative problem solving with clients, occupational therapists provide a unique contribution to team trauma-informed intervention for reducing out-of-control behavior by evaluating a client's unique triggers and utilizing his or her most effective coping strategies (Sutton, Wilson, Van Kessel, & Vanderpyl, 2013).

That same approach also applies in school, where occupational therapy practitioners can help reduce aggression, restraint, and seclusion through school

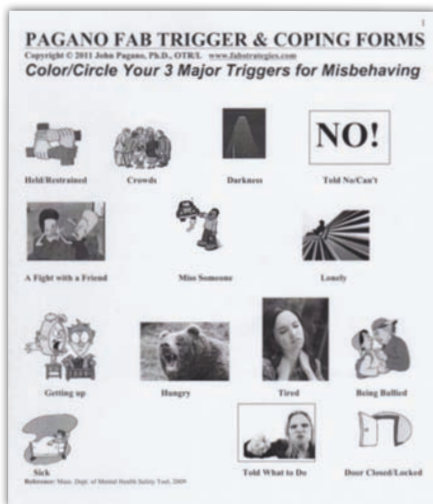


Figure 1. Pictures of Common Trigger and Coping Strategies to Help Students With Special Needs Identify Their Individual Trigger and Coping Strategies.



Figure 2. Example of a School Occupational Therapy Board

and classroom prevention efforts as well as intensive group and individual intervention (Cahill & Pagano, 2015). This article provides an introduction to school-wide and individual interventions, with some resources provided for obtaining additional information.

School and Classroom Prevention Strategies

Behavior and classroom management are the most commonly identified concerns for which teachers request technical assistance (LeBel et al., 2012). At the school and classroom prevention level, occupational therapists evaluate the occupations of students and faculty to help embed self-control strategies in the school culture (Cahill & Pagano, 2015).

Occupational therapists can help school teams reduce student aggression, restraint, and seclusion by adapting classroom management strategies to better address the requirements of students with special needs as well as those who are typical (Simonsen, Sugai, & Negrón, 2008), keeping the interventions in as inclusive an environment as possible. The sidebar on page 15 illustrates integrating evidence-based, school-wide strategies with more intensive strategies to simultaneously teach all students, including those who have special needs.

A specific example of providing prevention in the inclusive classroom, pictured in Figure 1, is the use of pictures of common trigger and coping strategies. These forms

can be included as a component of the occupational therapy evaluation, enabling students and teachers to collaboratively identify the student's most common triggers for out-of-control behavior and most effective coping strategies. After students are able to identify their most common triggers for inappropriate behavior, they can learn to minimize these situations (e.g., asking for a snack or break when they realize they are getting hungry or tired), and better anticipate their need for coping strategies.

Another universal prevention strategy is a school occupational therapy bulletin board, shown in Figure 2. This example invites students and teachers to pause and “feel your feet,” a body awareness mindfulness strategy documented to significantly reduce aggression in students with conduct disorder (Singh et al., 2007). Posting such coping strategy bulletin boards help occupational therapy practitioners embed self-regulation into the school culture.

Occupational therapists can also help teachers and students prevent aggression, restraint, and seclusion through the following steps:

- Recommend strategies that address the social environment and facilitate friendships in the inclusive classroom—for example, direct students who lack understanding about maintaining appropriate personal boundaries with others to first ask, “Is it OK if I touch you?”

- Evaluate and modify the physical environment, such as lowering classroom noise levels or teaching students to adapt by using noise-canceling headphones.
- Provide student-specific consultation for developing individualized adaptive techniques and equipment that increase academic success. Strategic use of adaptive techniques and equipment can reduce frustration tolerance, decreasing the risk for student aggression, restraint, and seclusion. Adaptive techniques (e.g., assignment modifications that reduce the number of math problems assigned while ensuring the concepts are fully addressed) and adaptive equipment (e.g., optimally stable seating close to the teacher) are best developed jointly by the teacher and occupational therapist. Figure 3 on page 15 shows a study carrel that an occupational therapist and teacher developed to help a student reduce his frustration, improve visual attention, and increase independent completion of written assignments.
- Prepare students for upcoming transitions by offering picture charts, schedules, and other visual supports.
- Promote classroom initiatives, such as bullying prevention, by developing visual supports for students with special needs, such as the poster shown in Figure 4, which offers specific coping strategies and rewards for appropriate behavior.

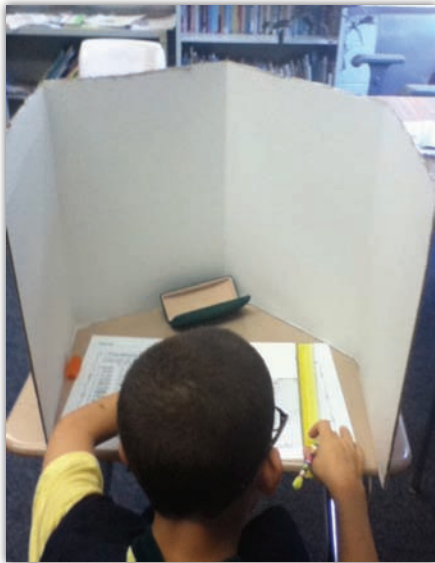


Figure 3. Study Carol Developed by an Occupational Therapist and Teacher

- Help teachers develop a quiet area in the classroom where students can go when they begin noticing their triggers to implement coping strategies for self-calming.
- Adapt an existing school-wide positive behavioral support curriculum by including Simon Says games and

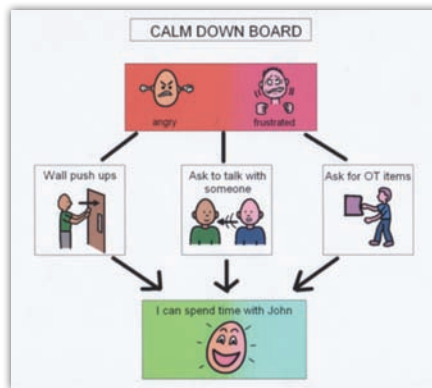


Figure 4. Examples of Visual Supports for Special Needs Students

mindfulness movement activities to accommodate students' needs for kinesthetic learning opportunities (Cahill & Pagano, 2015). For example, Figure 5 shows an adaptation of the Promoting Alternative Thinking Strategies school-wide program (Domitrovich, Cortes, & Greenberg, 2007). In this

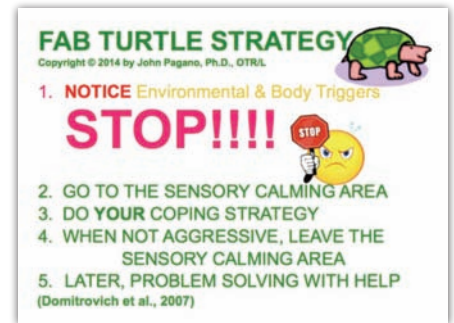


Figure 5.

adaptation of the traditional “turtle” technique (Domitrovich et al., 2007), students are trained to notice individual environmental and body triggers, and (rather than pull their shirt over their head and take three deep breaths) use their individualized coping strategy (e.g., do pushups,

Evidence-Based Class Behavior Strategies

Integrating Special Needs Adaptations

(Simonsen, Sugai, & Negron, 2008)

Create a structured classroom environment with maximal open space, dividers, and minimal distractions.

Cut-out footprints, stop signs, and masking tape can help students remember physical boundaries. Study carrels and optimally stable sitting (symmetrical, neutral pelvis against seat back, 90° angle of thighs, calves, and supported feet) can promote attention. Children who have good balance but difficulty remaining seated can benefit from a Theraband tied on their legs or arms of their chair, Disk-o-Sit cushions, Therapy-ball seats, or by standing.

Maximize students' opportunities to respond in class with small erasable boards they hold up to answer questions.

Teach, review, and post a few major classroom procedures and expectations.

Strategically place visual schedules, social stories, choices, and self-control reminders; prepare before transitions; direct students to choose one activity for a set period before cleaning up and choosing another task; designate a quiet area in the classroom to promote direction following.

Teach responding appropriately to feelings and social skills using positive behavioral support strategies.

Basic positive behavioral support (e.g., turtle technique, character comics, stretching exercises, tense and relax muscles, freeze dance) can be co-led with related services mental health staff, occupational therapists, speech-language pathologists, and physical therapists. For challenging groups, it is especially helpful to use co-leaders; one leads the group while the other supports students with direction following.

Use a sticker chart to reward specific desired behavior.

Differential reinforcement can reward students for avoiding inappropriate, self-injurious, or aggressive behavior. Children who work with multiple staff can construct and use a coping card—a laminated index card listing their behavior goal, reinforcement plan, and pictures of their preferred character and coping strategies.

Provide group reinforcement opportunities for the class to earn special privileges through appropriate behavior.

Additional positive behavioral support activities, mindfulness games, exercise, movement, and muscle breaks (e.g., Giant Steps, Simon Says, pushups) can be earned by the class for safe behaviors during break activities and returning to classwork immediately after breaks.

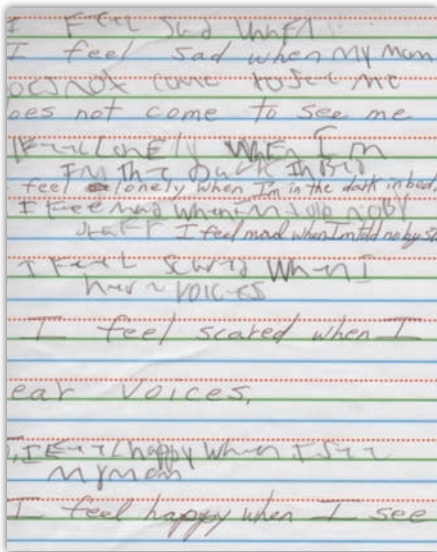


Figure 6.

For More Information

School Mental Health Tool Kit

www.aota.org/Practice/Children-Youth/Mental%20Health/School-Mental-Health

FAB (Functionally Alert Behavior) Strategies to Improve Self-Control

<http://files.eric.ed.gov/fulltext/ED555615.pdf>

Best Practices for Occupational Therapy in Schools

By G. F. Clark & B. Chandler. Bethesda, MD: AOTA Press. (\$89 for members, \$126 for nonmembers. To order, call toll free 877-404-AOTA or shop online at <http://store.aota.org>, and enter order #900344.)

Online Course

Bully Prevention and Friendship Promotion: Occupational Therapy's Role in School Settings

By S. Bazyk, 2014. Bethesda, MD: American Occupational Therapy Association. (Earn 1 AOTA CEU [1 NBCOT PDU, 1 contact hour]. \$10 for members, \$19.95 for nonmembers. To order, call toll free 877-404-AOTA (2682) or shop online at <http://store.aota.org>, and enter order #WA1080.)

Self-Paced Clinical Course

Collaborating for Student Success: A Guide for School-Based Occupational Therapy

By B. Hanft & J. Shepherd 2008. American Occupational Therapy Association. (Earn 2 AOTA CEUs [25 NBCOT PDUs, 20 contact hours]. \$259 for members, \$359 for nonmembers. To order, call toll free 877-404-AOTA (2682) or shop online at <http://store.aota.org>, and enter order #3023.)

put on noise-canceling headphones) in the quiet area to self-calm (Pagano, 2015).

Intensive Occupational Therapy Assessment and Intervention

For more intensive, individualized interventions, the occupational therapy evaluation can consider how functional writing, visual-motor, sensory processing, and other school-related skill difficulties appear to contribute to students' aggression, restraint, and seclusion challenges. Occupational therapists can also collaborate with educational teams to conduct a functional behavioral analysis that identifies the role that setting events (e.g., loud classroom noise levels) have on a student's aggressive behavior, and contribute to a behavioral plan by specifying adaptive techniques and equipment that can reduce aggressive school behavior (Cahill & Pagano, 2015; Champagne, Koomar, & Olson, 2010).

School occupational therapists can also include increasing appropriate on-task learning behavior as part of students' individualized education program (IEP) goals. Occupational therapy sessions to promote appropriate behavior can address the development of emotional regulation strategies (e.g., self-identifying arousal level, environmental triggers, body triggers, and coping strategies). Occupational therapy sessions can also be used to evaluate curriculum modifications (e.g., movement breaks, rest periods, mindfulness activities, adjusting teaching methods to the student's learning style).

Direct school occupational therapy often simultaneously addresses multiple IEP goals, such as improved functional writing, as well as decreasing aggression by writing about distressing feelings. An occupational therapist could use color-lined paper to improve functional writing while simultaneously using partial sentences to encourage the written expression of feelings. Figure 6 is an example of a school occupational therapy intervention done in conjunction with the student's language arts teacher and school social worker to address functional writing skills and the expression of feelings.

Conclusion

A student's ability to behave appropriately is important for school learning tasks, and school occupational therapy practitioners can enhance team efforts to address the very important need to reduce student aggression, working to support broader school and classroom efforts to promote positive behavior, as well as effectively addressing the issue through individual interventions.

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Transitioning From the Clinic to the Classroom

(a.k.a. The School of Hard Knocks)

Nathan Short

“**W**

hat if I just stink at teaching?”

That was my knee-jerk response to a call I received from my former professor, Ruth Ford, EdD, MSBS, OTR/L, who was looking for faculty to start a new OTD program. I had finally settled into an outpatient setting and developed a reasonable level of competence in my area of practice. The idea of moving across the country to essentially begin a new, unfamiliar career path was daunting at best. Yet, it has been almost 2 years since that phone call, and here I sit, having survived my first year, writing about transitioning from a clinical setting into the world of occupational therapy academia with no regrets.

For many of us, the catalyst for pursuing a career in occupational therapy came from a desire to serve others, and during the educational process we developed an

affinity for a particular area of practice. As we progress through our careers and focus on our respective areas of practice, academics may never enter the realm of possibility. But why not? The opportunities are certainly there. According to statistics from the 2013–2014 American Occupational Therapy Association (AOTA) Academic Programs Annual Data Report (AOTA, 2014), there were more than 100 full-time faculty position openings within all master’s and doctoral level occupational therapy programs in the United States during the 2013–2014 academic year.

Inexperience as an Advantage

A common reaction among occupational therapists in clinical settings who are considering a transition to academia is hesitancy due to lack of teaching experience. Although working one-on-one with clients is a much different scenario than group instruction to 30 graduate students who are fact checking your entire lecture courtesy of Google, occupational therapists do act as educators every day, regardless of the clinical setting in which they practice. Whether it is educating clients on a disease process, helping them use adaptive equipment, or helping them re-learn skills lost due to illness or injury, the field of occupational therapy requires teaching skills in order to relate to various personalities on a daily basis.

A recent online article from the *Harvard Business Review* asserts that “inexperience doesn’t equal ineptitude,” and that a lack of experience may also mean you are not entrenched in long-held assumptions about the way things “should” be done (Gulati, 2012). A fresh perspective and new ideas will be welcomed when an open-minded program director and a forward-thinking administration are in place.

Fortunately, an open and inventive environment was present at Huntington

As an individual, you may impact a few thousand clients over the course of a full clinical career.

Now consider the impact you would have by training the next generation of occupational therapists to serve in the same capacity.



University as we prepared to welcome our first class of OTD students. The collaboration of a seasoned but progressive program director and two first-time faculty members, fresh from clinical settings, produced a program that offered local research opportunities; interprofessional education with other local health care programs; a service-learning trip to Haiti; and diverse curricular offerings, including many expert guest lectures. Clinical expertise coupled with an original approach may generate a paradigm shift in preparing the next generation of occupational therapy practitioners.

Lessons From a First-Year Faculty Member

Think back for a moment to the professor who had the deepest impact on you during your occupational therapy education. What attributes did he or she possess that made such a lasting impact on you personally and professionally? Clinical knowledge, professionalism, compassion, and creativity may be among some of your answers. How about perfectionism? It was not on my list either. A misconception I held and that created some anxiety (and a few recurring nightmares) was that I had to have an answer for every question a student might ask, or risk losing my standing as a respected member of the faculty. Nothing could have been further from the truth. Another attribute that should be on the list for the ideal clinician or teacher is humility. The ability to admit that you too are a life-long learner, gaining daily insight from other colleagues and students alike, is a quality that will allow students to relate to you and respect you more as a real person.

Another lesson I learned was to come prepared every day for class, but to leave room for some flexibility. Letting the students drive the discussion to a certain extent, especially during a lecture, can allow ideas to develop so that the lecture takes on a positive life of its own. Some of the richest dialogue occurred when we deviated somewhat from my preconceived ideas of how things should progress. The professor serves to guide the process, but allowing students a degree of influence gives them a sense of ownership over their educational process. Obviously this approach has its limitations; I recall one lecture in patho-

Misconceptions v. Reality



You think,

“I lack teaching experience.”

But in reality,

occupational therapists act as educators every day, and clinicians can bring a fresh perspective to the classroom.



You think,

“I have to have an answer for every question a student might ask.”

But in reality,

the ability to admit that you too are a life-long learner, gaining daily insight from other colleagues and students alike, is a quality that will allow students to relate to you and respect you more as a real person.

physiology that began with discussing swallowing dysfunction and ended with a student demonstrating how she could blow air out of her tear ducts.

Learning to take criticism objectively is also a challenge. In most university settings, students are able to provide anonymous feedback via course evaluations. Used constructively, this feedback can be a valuable tool in fine tuning your curriculum for the next cohort of students. It may also provide a platform for a disgruntled student to take a few jabs—but take it all in stride and keep the big picture in mind. Most students will recognize the effort you are putting forth to give them a valuable educational experience and will overlook minor issues that are often out of your control. Students may challenge you on assignment grades and exam questions as well. Maintaining objectivity in the face of criticism provides opportunities to fur-

ther student learning and enhance critical thinking skills.

Tips for Making the Transition

If a faculty appointment is on the horizon, or you simply want to get some experience as an adjunct or guest lecturer, my initial advice is to compile as many clinical resources as possible. Do not leave the clinic—bring it with you! Documentation samples and templates, client stories, custom orthotics, and other tangible clinical tools go a long way in creating “real-world” scenarios in the classroom. I used actual physician orders that I had received along with client medical history (HIPAA information removed) to create “live” case studies in my adult interventions class. The students bought in to the assignment, as they knew they were dealing with actual clinical situations. Other clinical simulation assignments included ergonomics assessments of university employees, physical agent modality demonstrations, custom orthotics fabrication case studies, and evidence-based practice videos addressing a specific condition.

Another vital component of any transition is connecting with a mentor, either formally or informally. Many unique situations arise when dealing with students and other faculty, and a seasoned, experienced perspective is essential to help navigate the world of academia. Many pitfalls may be avoided as a first-year faculty member by soliciting advice from other experienced faculty and administrators.

A practical consideration in accepting a faculty appointment is leaving clinical practice. After gaining expertise or working toward an area of specialization, the thought of losing touch with clinical practice may not be appealing. A win-win solution is working a clinic day into your faculty contract. This allows you to remain relevant and current on treatment methods and practice as well as provide new client examples and case studies for your students. The program benefits by having active clinicians on the faculty, which is also a positive from a marketing standpoint.

Exponential Rewards

Imagine the most rewarding moments of your career in occupational therapy thus far. Do you imagine a client who was able

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Free Rides

AMBUCS Fosters Occupational Therapy Values Through Scholarships and Tricycle Donations

Andrew Waite

Ellie was 6 years old with muscular dystrophy and could only get around school with the help of an aide pushing her wheelchair.

Reva Reid, OTR/L, Ellie's occupational therapist, wondered whether there might be a better option. Ellie had strong legs. What if there was some kind of tricycle?

Turns out there was. That year, Reid met Joe Copeland, who was manning an exhibitor's table at AOTA's Annual Conference & Expo. Copeland is the executive director of AMBUCS, a nonprofit that, among other projects, specializes in fitting adapted tricycles to people in need. (The program began with a pediatric focus, but it has since expanded to geriatric and veteran populations.)

Copeland explained to Reid that the best way to get a tricycle was to connect with a local AMBUCS chapter. Local chapters hold fundraisers and bike days and often help offset the costs of tricycles for families.

"So I said, 'Well, that's easy, I live in New York. Where is the closest chapter?'" Reid said. "And he said, 'There are no chapters.' I said, 'Joe, I live in New York.' He said, 'Yeah, I heard you, Reva, and there are no chapters.'"

Most people might have stopped there. But not Reid. And she's not alone. Recently, occupational therapists across the country, from New Jersey to California, have started AMBUCS chapters with support from the national, North Carolina-based organization.

This article is not meant to suggest that occupational therapy practitioners who are interested in connecting with AMBUCS must pioneer their own chapter. (For a complete list of chapters, visit www.ambucs.org and find look for the directory in the "Who Are We?" section.) But the therapists who have connected with AMBUCS say the collaboration has been a rewarding experience that has allowed them to help both clients and an organization that has been supporting the profession for more than half a century.

Scholarships

Since 1955, AMBUCS has been awarding tuition scholarships to students in their junior or senior year of a bachelor's program who plan to earn a master's or doctoral degree in a therapy program. To date, more than \$8.3 million in scholarships has been awarded to nearly 15,000 students pursuing degrees in physical therapy, occupational therapy, speech-language pathology, and audiology, according to AMBUCS. More than \$150,000 is awarded annually, with individual awards ranging from \$500 to \$1,500. The scholarships help support AMBUCS' mission of creating mobility and independence for people with disabilities. For more information, visit www.ambucs.org/therapists/scholarship-program/.

Although the scholarships don't come with any obligation, the intent is that recipients eventually partner with AMBUCS. Cynthia S. Bell, PhD, OTR/L, earned an AMBUCS scholarship when she was an undergraduate student at Western Michigan University. About 10 years later, she saw the AMBUCS table at an AOTA conference and connected with Copeland. The conversation eventually led a position on the Amtryke Advisory Board, an interprofessional body that oversees the development of new tricycle designs, among other responsibilities.

"It was a wonderful reunion," Bell says.



PHOTOGRAPH COURTESY OF NATIONAL AMBUCS



Promoting Independence

AMBUCS chapters are involved with many community events and projects that promote independence for people with disabilities—from ramp building to designing accessible playfields. But most well-known is the Amtryke program. Started in 1994, the Amtryke program supplies adapted tricycles to people with disabilities. There are currently 16 models that can be adjusted to meet an individual's body and physical needs. Through donations that support a national wish list, the national AMBUCS office can provide fully funded tricycles. But, with the support of local chapter fundraising as well as contributions from families, tricycles can be delivered more quickly. Local chapters host demo days, during which community members can try and be fitted to a tricycle and learn about funding options.

When Reid hosted her first demo day and fitted Ellie with a bike, she saw why

connecting with AMBUCS was the right decision.

“We are at the bike day, and I am standing next to her mom as Ellie takes the seat in the tricycle. And her mom is digging her fingernails into my arm saying, “Reva, what if this is one more thing I have to tell Ellie she can't do?”

Reid told Ellie's mother to keep breathing. And just then, Ellie started pedaling.

“Half the people in the room were crying. So we got Ellie a bike, and now instead of being pushed through the halls of school in a wheelchair, Ellie rides.”

Though Amtryke was initially created to help children, it has since expanded to adults.

Reid noted an 87 year old who was injured in a bike ride who, thanks to a 21-speed, reclining Amtryke, was able to get back to riding.

Veterans have also become a recent AMBUCS priority.

“I didn't think there was anything that could match the tears of a family as a child rides a bike for the first time,” says Joyce Peet, OTR/L. “But now with the Veteran's Initiative, you see someone who has had that skill and it is given back to them. And you see that the family is able to ride together as a result. It's just as exciting as seeing the kids ride for the first time.”

Occupational therapy practitioners know perhaps more than any professional why an activity like riding a bike can be so important.

“We deal with function. It is not just people's jobs, but it is how people fill their lives and have a good quality of life,” says Alysia Cole, OTR/L, who recently started an AMBUCS chapter in New Jersey. “It is such a childhood staple to be able to ride a bike, and it hits on so many aspects of what therapists do.”

Bell has completed surveys and studies that have proven the benefit of the Amtryke program.

“There are definitely benefits. Physical, ranging from increasing strength and mobility but also balance and coordination. The sense of self-esteem,” she says. In addition, survey results showed improvement in other activities of daily living after being set up with a tricycle. Bell says future studies will examine the causality, but the initial findings are more than encouraging.

How Practitioners Can Get Involved

Occupational therapy practitioners who are interested in AMBUCS have a range of options. Maybe you are primarily interested in helping a client or two obtain a tricycle. This can be as simple as attending a bike day with a client or calling an area AMBUCS chapter or, if no local chapter is nearby, helping add the client to the National Amtryke Wish List.

If you are looking for a more active role but are not interested in starting your own chapter, you could volunteer at a nearby chapter's bike day as one of the professionals who can fit community members to a specific tricycle.

Occupational therapists can determine what model is going to be best for a particular person by matching function to comfort. Is a rear-steering tricycle best, for instance, so a parent can walk behind the child and be in control? Or is a hand cycle better than one controlled with feet?

“That’s where the occupational therapy background can come in,” says Peet.

Or if you’re like Reid, Sonserey Esquival, OTR/L, or others and want to go ahead full bore, talk to Copeland about how to start a chapter of your own.

“There was a lot of work, but for me it was a labor of love,” says Esquival. Copeland helped her with a lot of the paperwork and logistics, and Esquival focused on marketing the new chapter in California. The chapter gave away 22 bikes in the first year with the help of fundraising efforts, such as selling Easter baskets and organizing a football pool. Currently, the chapter is working on organizing a golf tournament.

Esquival says her chapter has adopted the organization’s “shoulders together” motto, a collaborative spirit that could speak for AMBUCS in general.

“It means we know you want a bike, but we have to work together to get it.”

Andrew Waite is the associate editor of *OT Practice*. He can be reached at await@aoa.org.

Careers

Transitioning from the Clinic to the Classroom

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to engage in her favorite occupation as a result of your treatment interventions? Maybe seeing a child reach a developmental milestone that the parents never imagined he would reach? As an individual, you may impact a few thousand clients over the course of a full clinical career. Now consider the impact you would have by training the next generation of occupational therapists to serve in the same capacity.

As with any life transition, there are unknowns and risks involved. Working in a growing field like occupational

therapy, which is consistently ranked in the top tier of health care jobs, minimizes risk to some degree. If you are considering a shift toward an academic setting, a worst-case scenario is that it is not a good fit and you end up back in the clinic. The more likely outcome is that your passion for the field will translate into the classroom, impact the next generation of occupational therapy practitioners, and provide you with further fulfillment in your personal and professional journey.

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To advertise your upcoming event, contact the OT Practice advertising department at 800-877-1383, 301-652-6611, or otpracads@aota.org. Listings are \$99 per insertion and may be up to 15 lines long. Multiple listings may be eligible for discount. Please call for details. Listings in the Calendar section do not signify AOTA endorsement of content, unless otherwise specified.

APP APP-C Look for the AOTA Approved Provider Program (APP) logos on continuing education promotional materials. The APP logo indicates the organization has met the requirements of the full AOTA APP and can award AOTA CEUs to OT relevant courses. The APP-C logo indicates that an individual course has met the APP requirements and has been awarded AOTA CEUs.

OCTOBER

Baltimore, MD

APP Oct 18–19

Irlen Screener's Certification for Visual & Sensory Processing Disorders. Instructor: Shoshana Shamberg, OTR/L, MS, FAOTA. Identify symptoms, learning challenges, & provide targeted interventions for children/adults with sensory processing disorders affecting learning, attention, behavior, reading, math, handwriting, computer work, daily functioning, attention, self-regulation, TBI, strokes, chronic migraines, light sensitivity, vision, & autism. Universal Design, assistive technology, neurobiology, learning strategies. Extensive testing kit & interventions included. **Also in Baltimore, MD, December 13–14, 2015.** Abilities OT Services at www.AOTSS.com and www.irlenvlcmd.com. Internet learning options. Email info@aotss.com. Call 410-358-7269.

NOVEMBER

San Antonio, TX

APP Nov. 2–3

The Impact of Disabilities, Vision, & Aging and their Relationship to Driving. This 2-day seminar has been developed for traffic safety/driver education professionals with limited knowledge of disabilities, as well as for health professionals who wish to apply their knowledge of the different types and levels of disabilities to the driving task. Topics include age-related impairments; acquired, congenital, and developmental disabilities; the driver assessment process; and adaptive driving equipment and vehicle modifications. This course will be held in conjunction with the Driving School Association of the America's annual convention. Contact ADED at 866-672-9466. Visit our Web site at www.aded.net.

DECEMBER

Palm Beach Gardens, FL

APP Dec. 5–13

Lymphedema Management. Certification courses in Complete Decongestive Therapy (135 hours), Lymphedema Management Seminars (31 hours). Coursework includes anatomy, physiology, and pathology of the lymphatic system, basic and advanced techniques of MLD, and bandaging for primary/secondary UE and LE lymphedema (incl. pediatric care) and other conditions. Insurance and billing issues, certification for compression-garment fitting included. Certification course meets LANA requirements. **Also in Palm Beach Gardens, FL, Jan. 16–24.** AOTA Approved Provider. For more information and additional class dates/locations or to order a free brochure, please call 800-863-5935 or visit www.aocls.com.

ONGOING

Online Course

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NEW! Online Course

OT's Contribution to Early Identification: Module 3 – Autism Screening and Cultural Competency in Early Intervention, by Lesly W. James, PhD, OTR/L, FAOTA, Author, and Kris Barnekow, PhD, OTR/L, Course Editor. Module 3 introduces the learner to autism spectrum disorder (ASD), current diagnostic criteria for ASD, and the importance of early identification of ASD. The module examines the role of the occupational therapy practitioner in providing surveillance and screening services to families and children, who may be at risk for autism, and describes the criteria for selecting autism screening tools. Earn .15 CEU (NBCOT 1.88 PDUs/1.5 contact hours). Order #OL43, AOTA Members: \$75.00, Nonmembers: \$99.00. <http://store.aota.org>

NEW! Online Course

Cancer Series - Module 1: Impact of Psychosocial Aspects of Cancer on Occupational Engagement by Kathleen Lyons, ScD, OTR, Author; and Claudine Campbell, MOT, OTR, CLT and Lauro Munoz, MOT, OTR, CHC, Series Editors. This module, the first in AOTA's Cancer Series, addresses three psychosocial challenges (distress, depression, and anxiety) and three psychosocial opportunities (lifestyle changes, spiritual growth, and life completion) that may occur within the context of cancer. Earn .15 CEU (NBCOT 1.88 PDUs/1.5 contact hours). Order #OL50, AOTA Members: \$49.95; Nonmembers: \$64.95. <http://store.aota.org>

Self-Paced Clinical Course

Driving and Community Mobility: Occupational Therapy Strategies Across the Lifespan, edited by Mary Jo McGuire, MS, OTR/L, FAOTA, and Elin Schold Davis, OTR/L, CDRS. Driving and community mobility issues are complex and changes in independence are life-altering. This comprehensive SPCC gathers researchers and clinicians in a team effort to offer expert guidance in this developing practice area. Earn 2 AOTA CEUs (25 NBCOT PDUs/20 contact hours). Order #3031, AOTA Members: \$259, Nonmembers: \$359. <http://store.aota.org/view/?SKU=3031>

CD or Online Format Course

OT Manager Topics, by Denise Chisholm, Penelope Moyers Cleveland, Steven Eyler, Jim Hinojosa, Kristie Kapusta, Shawn Phipps, and Pat Precin. Supplementary content from chapters in *The Occupational Therapy Manager, 5th Edition* with additional applications relevant to selected issues on management. Earn .7 CEU (8.75 NBCOT PDUs/7 contact hours). CD Course: Order #4880, AOTA Members: \$184, Nonmembers: \$277. Online Course: Order #OL4880, AOTA Members: \$174, Nonmembers: \$267. <http://store.aota.org>

CD or Online Format Course

Everyday Ethics: Core Knowledge for Occupational Therapy Practitioners and Educators, 2nd Edition, by AOTA Ethics Commission and presented by Deborah Yarett Slater. Foundation in basic ethics information that gives context and assistance with application to daily practice and rationale for changes in the *Occupational Therapy Code of Ethics and Ethics Standards 2010*. Earn .3 AOTA CEU (3.75 NBCOT PDUs/3 contact hours). CD Course: Order #4846, AOTA Members: \$95, Nonmembers: \$136. Online Course: Order #OL4846, AOTA Members: \$85, Nonmembers: \$126. <http://store.aota.org>

Sensory Integration Certification Program

sponsored by USC/WPS

Los Angeles, CA: Course 3: October 22–26, 2015

Atlanta, GA: Course 4: October 23–27, 2015

Los Angeles, CA: Course 4: December 4–8, 2015

For additional sites and dates, or to register, visit www.wpspublish.com or call 800-648-8857



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D-7476

CD or Online Format Course

Ethics Topic—Duty to Warn: An Ethical Responsibility for All Practitioners, by Deborah Yarett Slater, Staff Liaison to the Ethics Commission. Professional, ethical, and legal responsibilities in the identification of safety issues in ADLs and IADLs as they evaluate and provide intervention to clients. Earn .1 AOTA CEU (1.25 NBCOT PDUs/1 contact hour). CD Course: Order #4882, AOTA Members: \$45, Nonmembers: \$65. Online Course: Order #OL4882, AOTA Members: \$35, Nonmembers: \$55. <http://store.aota.org>

CD or Online Format Course

Ethics Topics—Organizational Ethics: Occupational Therapy Practice in a Complex Health Environment, by Lea Cheyney Brandt. Issues that can influence ethical decision making and strategies for addressing pressure from administration on services in conflict with code of ethics. Earn .1 AOTA CEU (1.25 NBCOT PDUs/1 contact hour). CD Course: Order #4841, AOTA Members: \$45, Nonmembers: \$65. Online Course: Order #OL4841, AOTA Members: \$35, Nonmembers: \$55. <http://store.aota.org>

CD or Online Format Course

Ethics Topics—Moral Distress: Surviving Clinical Chaos, by Lea Cheyney Brandt. Complex nature of today's health care environment and results in increased moral distress for occupational therapy practitioners. Earn .1 AOTA CEU (1.25 NBCOT PDUs/1 contact hour). CD Course: Order #4840, AOTA Members: \$45, Nonmembers: \$65. Online Course: Order #OL4840, AOTA Members: \$35, Nonmembers: \$55. <http://store.aota.org>

CD or Online Format Course

Let's Think Big About Wellness, by Winnie Dunn. Official documents and materials that support OT concept of wellness, interdisciplinary literature, and models from other disciplines. Earn .25 CEU (3.13 NBCOT PDUs/2.5 contact hours). CD Course: Order #4879, AOTA Members: \$75, Nonmembers: \$99. Online Course: Order #OL4879, AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

NEW! Online Course

Health Literacy: Effective Client Communication and Education by Cheryl Miller, DrOT, OTR/L. This clinically relevant interactive course is designed for occupational therapy practitioners who desire effective, meaningful, collaborative, and professional interactions with clients and caregivers in any practice setting. Effective communication is required to help clients achieve desired outcomes and goals. **Mobile Access**—the course is easily viewed on a tablet making your learning portable and providing easy access to resources. Earn .2 CEU (2.5 NBCOT PDUs/2 contact hours). Order #OL362SC. AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

Online Course

AOTA/Dynamic-Essential Skills for Communication in Healthcare Environments by Orit Simhoni, PhD, OTR/L, GCG, NCG. Based on interpersonal communication research and conflict resolution theory, the course offers the foundations of effective communication techniques for practitioners who work in the healthcare environment. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). Order #OL2007. AOTA Member/Nonmember price: \$59.00. Distributed Product. <http://store.aota.org>

OT Continuing Education Opportunities

Online Course

AOTA/Dynamic-Essential for End-of-Life by **Kathleen O. Beauchesne, PhD, MBA, MSW, LCSW-C**. End-of-Life (EOL) care is an essential arena of competence for all health care providers. As research in this area has grown over the years, professionals such as physicians, nurses, social workers and other allied health care professionals can gain competence and confidence in understanding and managing dying patients and their families. Earn .6 AOTA CEU (7.5 NBCOT PDU/6 contact hours). Order #OL3016. Member/Nonmember price: \$171.00. Distributed Product. <http://store.aota.org>

Online Course

AOTA/Dynamic-Documentation Essentials—Medicare Part A in SNFs by **Melissa Cohn Bernstein, OTR/L, FAOTA and Consultant/Subject Matter Expert: Nancy J. Beckley, MS, MBA, CHC**. This intermediate level module is designed to provide a bird's eye overview of the updated regulations, that govern the provision of therapy services and provide insight into how the overall payment system works under the MDS 3.0. Earn .2 AOTA CEU (2.5 NBCOT PDU/2 contact hours). Order #OL30548. Member/Nonmember price \$59.00. Distributed Product. <http://store.aota.org>

Online Course

AOTA/Dynamic-Evidence Based Practice, Part 1 The Basics by **Thomas Cappaert, PhD, ATC, CSCS**. This course is the first in a series and will cover the basic techniques used to apply research evidence to everyday clinical decision making. Earn .3 AOTA CEU (3.75 NBCOT PDU/3 contact hours) Order # OL3070. AOTA Member/Nonmember price: \$88.50. Distributed Product. <http://store.aota.org>.

Online Course

AOTA/Dynamic-Evidence Based Practice, Part 2 Critical Appraisal of Meta-Analysis & Systematic Review Papers by **Thomas Cappaert, PhD, ATC, CSCS**. This course is the second in a series and will

cover the techniques used to critically appraise research evidence in the form of meta-analysis and systematic review articles. Earn .2 AOTA CEU (2.50 NBCOT PDU/2 contact hours). Order# OL3071. AOTA Member/Nonmember price: \$88.50. Distributed Product. <http://store.aota.org>

Online Course

AOTA/Dynamic-Evidence Based Practice, Part 3 Critical Appraisal Techniques by **Thomas Cappaert, PhD, ATC, CSCS**. This course is the third in a series and will cover the techniques used to critically appraise research evidence in the form of articles reporting. Earn .3 AOTA CEU (3.75 NBCOT PDU/3 contact hours). Order #OL3072. AOTA Member/Nonmember price: \$88.50. Distributed Product. <http://store.aota.org>

NEW! Special Interest Topics

Special Interest Topic #1: Models of Practice for Increasing Self-Awareness by **Caitlin Synovec, OTR/L; Courtney Dauwalder, OTD, OTR/L, MFA; and Christine Berg, PhD, OTR/L, FAOTA**. Continuing education courses based on Special Interest Quarterly articles that are published 4 times per year by each of the AOTA Special Interest Sections. Each Special Interest Topic is comprised of 2 thematically connected quarterly articles selected for their insight and immediate applicability to practice. AOTA CEUs, contact hours, and NBCOT PDUs are earned after successful completion of the accompanying exam. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #CESIT01 AOTA Members: \$24.99, Nonmembers: \$29.99. <http://store.aota.org>

ASSESSMENT & EVALUATION

Self-Paced Clinical Course

Occupational Therapy and Home Modification: Promoting Safety and Supporting Participation, edited by **Margaret Christenson and Carla Chase**. Education on home modification for OT professionals and

an overview of evaluation and intervention and detailed descriptions of assessment tools. Earn 2 AOTA CEUs (25 NBCOT PDU/20 contact hours). Order #3029, AOTA Members: \$259, Nonmembers: \$359. <http://store.aota.org/view/?SKU=3029>

CD or Online Format Course

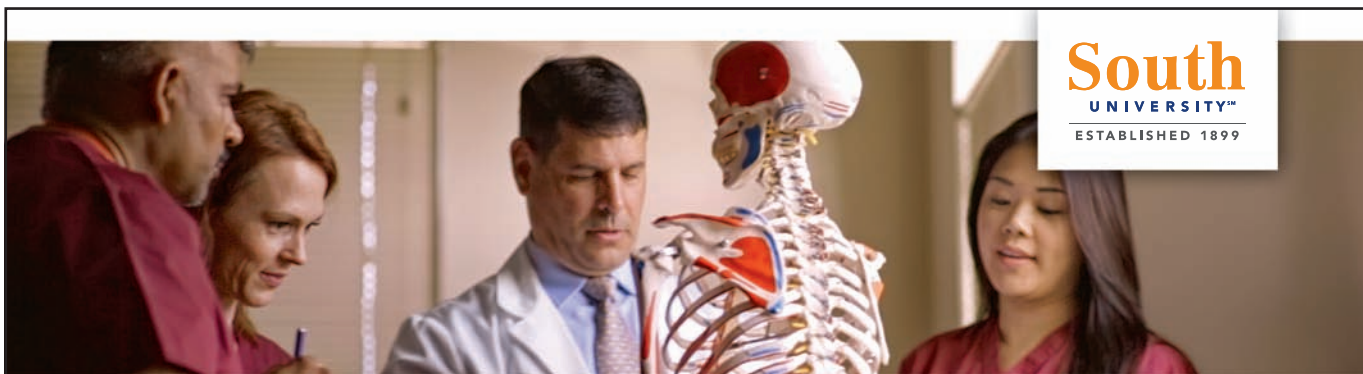
The Short Child Occupational Profile (SCOPE), by **Patricia Bowyer, Hany Ngo, and Jessica Kramer**. Introduction of SCOPE assessment tool and description of documenting child motivation for occupations, habits and roles, skills, and environmental supports and barriers. Earn .6 AOTA CEU (7.5 NBCOT PDU/6 contact hours). CD Course: Order #4847, AOTA Members: \$219, Nonmembers: \$299. Online Course: Order #OL4847, AOTA Members: \$209, Nonmembers: \$289. <http://store.aota.org>

CD or Online Format Course

Strategic Evidence-Based Interviewing in Occupational Therapy, presented by **Renée R. Taylor**. Structured, semi-structured, and general clinical interviewing and set of norms and communication strategies that can maximize accurate, relevant, and detailed information. Earn .2 AOTA CEU (2.5 NBCOT PDU/2 contact hours). CD Course: Order #4844, AOTA Members: \$75, Nonmembers: \$99. Online Course: Order #OL4844, AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

CD or Online Format Course

Model of Human Occupation Screening Tool (MOHOST): Theory, Content, and Purpose, by **Gar y Kielhofner, Lisa Castle, Supriya Sen, and Sarah Skinner**. Information from observation, interview, chart review, and proxy reports to complete the MOHOST occupation-focused assessment tool. Earn .4 AOTA CEU (5 NBCOT PDU/4 contact hours). CD Course: Order #4838, AOTA Members: \$125, Nonmembers: \$180. Online Course: Order #OL4838, AOTA Members: \$115, Nonmembers: \$170. <http://store.aota.org>



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D-7425



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D-7479

BRAIN & COGNITION

CD or Online Format Course

Using the Occupational Therapy Practice Guidelines for Adults with Alzheimer's Disease and Related Disorders (ADRD) to Enhance Your Practice, by **Patricia Schaber**. Evidence-based perspective in defining the process and nature, frequency, and duration of interventions and case studies of adults at different stages of Alzheimer's disease. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). CD Course: Order #4883, Member Price: \$75, Nonmember Price: \$99. Online Course: Order #OL4883, AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

ADED Approved CD or Online Format Course

Determining Capacity to Drive for Drivers with Dementia Using Research, Ethics, and Professional Reasoning: The Responsibility of All Occupational Therapists, by **Linda A. Hunt**. Required professional reasoning and ethics for making final recommendations about the capacity for older adults with dementia to drive or not. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). CD Course: Order #4842, AOTA Members: \$75, Nonmembers: \$99. Online Course: Order #OL4842, AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

CHILDREN & YOUTH

Online Course

NEW! AOTA 2015 Institute: A Paradigm Shift for Treatment and Research in Sensory Processing Disorder by **Lucy Jane Miller, PhD, OTR/L, Sarah A. Schoen, PhD, OTR/L, Karin Buitendag, MA, OTR/L, Stephen Camarata, PhD, Lisa P. Orter, MOT, OTR/L, Stephanie Capshaw, OTD, OTR/L**. This institute presented at the 2015 AOTA Annual Conference and Expo is delivered in eight short segments and advances practice and research for children with Sensory Processing Disorder.

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Self-Paced Clinical Course

Early Childhood: Occupational Therapy Services for Children Birth to Five, edited by **Barbara E. Chandler**.

Federal legislation in OT practice and public awareness strategies on expertise in transitioning early childhood development into occupational engagement in natural environments. Earn 2 AOTA CEUs (25 NBCOT PDUs/20 contact hours). Order #3026, AOTA Members: \$259, Nonmembers: \$359. <http://store.aota.org/view/?SKU=3026>

Self-Paced Clinical Course

Collaborating for Student Success: A Guide for School-Based Occupational Therapy, edited by **Barbara Hanft and Jayne Shepherd**. OT collaborative practice with education teams using professional knowledge and interpersonal skills to blend hands-on services for students and system supports for families and educators. Earn 2 AOTA CEUs (25 NBCOT PDUs/20 contact hours). Order #3023, AOTA Members: \$259, Nonmembers: \$359. <http://store.aota.org/view/?SKU=3023>

CD or Online Format Course

Autism Topics Part I: Relationship Building, Evaluation Strategies, and Sensory Integration and Praxis, edited by **Renee Watling**. Content from *Autism, 3rd Edition* to expand OT practice with children through building the intentional relationship, using evaluation strategies, addressing sensory integration challenges, and planning intervention for praxis. Earn .6 CEU (7.5 NBCOT PDUs/6 contact hours). CD Course: Order #4848, AOTA Members: \$219, Nonmembers: \$299. Online Course: Order #OL4848, AOTA Members: \$209, Nonmembers: \$289. <http://store.aota.org>

CD or Online Format Course

Autism Topics Part II: Occupational Therapy Service Provision in an Educational Context, edited by **Renee Watling**. Second in 3-part CE series with content from *Autism, 3rd Edition* addressing OT practice within public school systems and early intervention through elementary years and transition process. Earn .6 CEU (7.5 NBCOT PDUs/6 contact hours). CD Course: Order #4881, AOTA Members: \$219, Nonmembers: \$299. Online Course: Order #OL4881, AOTA Members: \$209, Nonmembers: \$289. <http://store.aota.org>

CD or Online Format Course

Autism Topics Part III: Addressing Play and Playfulness When Intervening With Children With an Autism Spectrum Disorder, edited by **Renee Watling**. Third of 3-part series with content from *Autism, 3rd Edition*. Provides topics—Core Concepts, Formal and Informal Assessments, Intervention Planning, and Tying It All Together—to incorporate the occupation of play into both evaluations and interventions with children with autism spectrum disorders. Earn .6 CEU (7.5 NBCOT PDUs/6 contact hours). CD Course: Order #4884, AOTA Members: \$219, Nonmembers: \$299. Online Course: Order #OL4884, AOTA Members: \$209, Nonmembers: \$289. <http://store.aota.org>

CD or Online Format Course

Young Adults on the Autism Spectrum: Life After IDEA, by **Lisa Crabtree and Janet DeLany**. Critical issues of autism in adulthood and knowledge and tools

to advocate health and community participation of young adults and adults on the autism spectrum. Earn .3 AOTA CEU (3.75 NBCOT PDUs/3 contact hours). CD Course: Order #4878, AOTA Members: \$95, Nonmembers: \$136. Online Course: Order #OL4878, AOTA Members: \$85, Nonmembers: \$126. <http://store.aota.org>

ADED Approved CD or Online Format Course

Creating Successful Transitions to Community Mobility Independence for Adolescents: Addressing the Needs of Students With Cognitive, Social and Behavioral Limitations, by **Miriam Monahan and Kimberly Patten**. Community mobility skill development for youth with diagnoses that challenge cognitive and social skills, such as autism spectrum and attention deficit disorder. Earn .7 AOTA CEU (8.75 NBCOT PDUs/7 contact hours). CD Course: Order #4833, AOTA Members: \$98, Nonmembers: \$140. Online Course: Order #OL4833, AOTA Members: \$88, Nonmembers: \$130. <http://store.aota.org>

ADED Approved CD or Online Format Course

Driving Assessment and Training Techniques: Addressing the Needs of Students With Cognitive and Social Limitations Behind the Wheel, by **Miriam Monahan**. Critical issues related to driving assessment and training with highlights of skills deficits, methods and tools that address driving skills, assessment techniques, and intervention techniques. Earn 1 AOTA CEU (12.5 NBCOT PDUs/10 contact hours). CD Course: Order #4837, AOTA Members: \$169, Nonmembers: \$244. Online Course: Order #OL4837, AOTA Members: \$159, Nonmembers: \$234. <http://store.aota.org>

CD or Online Format Course

Sensory Processing Concepts and Applications in Practice, by **Winnie Dunn**. Core concepts of sensory processing based on Dunn's Model of Sensory Processing and comparison with other sensory based approaches with evidence reviews for best practice assessment and intervention methods. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). CD Course: Order #4834, AOTA Members: \$75, Nonmembers: \$99. Online Course: Order #OL4834, AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

CD or Online Format Course

Response to Intervention (RTI) for At Risk Learners: Advocating for Occupational Therapy's Role in General Education, by **Gloria Frolek Clark and Jean Polichino**. Core components of RTI, the role of occupational therapists at each tier, case studies, and highlighted opportunities for OT within RTI frameworks in public education. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). CD Course: Order #4876, AOTA Members: \$68, Nonmembers: \$97. Online Course: Order #OL4876, AOTA Members: \$58, Nonmembers: \$87. <http://store.aota.org>

CD or Online Format Course

Staying Updated in School-Based Practice, by **Yvonne Swinth and Mary Muehlenhaupt**. Information and strategies on issues, trends and knowledge related to services for children and youth in public schools with topics on IDEA 2004, NCLB, and Section 504 of the Rehabilitation Act. Earn .15 AOTA CEU (1.88 NBCOT PDUs/1.5 contact hours). CD Course: Order #4835, AOTA Members: \$45, Nonmembers: \$64. Online Course: Order #OL4835, AOTA Members: \$35, Nonmembers: \$54. <http://store.aota.org>

CEonCD™

The New IDEA Regulations: What Do They Mean to Your School-Based and EI Practice?, by **Leslie L. Jackson and Tim Nanof**. Purpose and impact of 2004 reauthorization of IDEA and Part B regulations on school-based and early intervention practice. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). Order #4825, AOTA Members: \$49, Nonmembers: \$69. <http://store.aota.org>

CEonCD™

Occupational Therapy and Transition Services, by **Kristin S. Conaboy, Susan M. Nochajski, Sandra Scheffkind, and Judith Schooner**. Importance of addressing transition needs as part of a student's IEP and the key

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role of the occupational therapy practitioner as a potential collaborative member of the transition team. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #4828, AOTA Members: \$34, Nonmembers: \$49. <http://store.aota.org>

CE Chapters Now Available

Best Practices for Occupational Therapy in Schools, edited by Gloria Frolek Clark and Barbara E. Chandler. Online CE Chapters are designed for school-based occupational therapy practitioners as targeted, effective learning activities. Download specific chapters and associated CE activities. Over 20 chapters to choose from...and more to come! Earn up to .15 AOTA CEUs (1.88 PDUs/ 1.5 contact hours) per chapter. www.aota.org/CE_Chapters

Online Course

AOTA 2015 Institute: A Paradigm Shift for Treatment and Research in Sensory Processing Disorder by Lucy Jane Miller, PhD, OTR/L, Sarah A. Schoen, PhD, OTR/L, Karin Buitendag, MA, OTR/L, Stephen Camarata, PhD, Lisa Porter, MOT, OTR/L, Stephanie Capshaw, OTD, OTR/L. This institute presented at the 2015 AOTA Annual Conference and Expo is delivered in eight short segments and advances practice and research for children with Sensory Processing Disorder. Earn .35 AOTA CEU (3.75 NBCOT PDU/3.5 contact hour). Order #WA0415. AOTA Members: \$134.00, Nonmembers: \$149.00. <http://store.aota.org>

Online Course

Early Identification Practices: A Framework for Occupational Therapists presented by Kris Barnekow. This course (Module 1 of a 4-part series) is designed especially for occupational therapists working with young children. The course explains the skills necessary to effectively conduct screening, surveillance and other activities that identify developmental, educational, medical, psychosocial and behavioral risk factors. As an occupational therapist working in early intervention, community settings or school settings with young children, this course provides valuable information to more effectively observe, evaluate, communicate and advocate for the needs of young children and their families. Earn .15 AOTA CEU (1.88 NBCOT PDUs/ 1.5 contact hours). Order #OL41SC1. AOTA Members: \$75, Nonmembers: \$99. <http://store.aota.org>

NEW! Special Interest Topics

Special Interest Topic #2: Intervention Models for School Age Youth by Sarah A. Schoen, PhD, OTR; Lucy Jane Miller, PhD, OTR; Shannon Hampton; Meira L. Orentlicher, PhD, OTR/L; Dottie Handley-More, MS, OTR/L; Rachel Ehrenberg; Malka Frenkel; and Leah Markowitz. Continuing education courses based on Special Interest *Quarterly* articles that are published 4 times per year by each of the AOTA Special Interest Sections. Each Special Interest Topic is comprised of 2 thematically connected quarterly articles selected for their insight and immediate applicability to practice. AOTA CEUs, contact hours, and NBCOT PDUs are earned after successful completion of the accompanying exam. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #CESIT02 AOTA Members: \$24.99, Nonmembers: \$29.99. <http://store.aota.org>

NEW! Special Interest Topics

Special Interest Topic #5: Enhancing Wellness in Children Through Sensory Based Approaches by Angela Hanscom, MOT, OTR/L; Sarah A. Schoen, PhD, OTR; and Tracy Murman Stackhouse, MA, OTR. Continuing education courses based on Special Interest *Quarterly* articles that are published 4 times per year by each of the AOTA Special Interest Sections. Each Special Interest Topic is comprised of 2 thematically connected quarterly articles selected for their insight and immediate applicability to practice. AOTA CEUs, contact hours, and NBCOT PDUs are earned after successful completion of the accompanying exam. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #CESIT05 AOTA Members: \$24.99, Nonmembers: \$29.99. <http://store.aota.org>

NEW! Special Interest Topics

Special Interest Topic #6: Nurturing and Communicating With Children With Disabilities by Jennifer Nash, PhD, MOT, OTR/L, CEIM; Keli Mu, PhD, OTR/L; Anna Domina, OTD, OTR/L; Jacy VerMaas-Lee, MA, OTR/L; and Amy Tyler Krings, MS, CCC-SLP. Continuing education courses based on Special Interest *Quarterly* articles that are published 4 times per year by each of the AOTA Special Interest Sections. Each Special Interest Topic is comprised of 2 thematically connected quarterly articles selected for their insight and immediate applicability to practice. AOTA CEUs, contact hours, and NBCOT PDUs are earned after successful completion of the accompanying exam. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #CESIT06 AOTA Members: \$24.99, Nonmembers: \$29.99. <http://store.aota.org>

MENTAL HEALTH

Self-Paced Clinical Course

Mental Health Promotion, Prevention, and Intervention With Children and Youth: A Guiding Framework for Occupational Therapy, edited by Susan Bazyk. Framework on the role of OT in mental health interventions for children that can be applied in all pediatric practice settings. Earn 2 AOTA CEUs (25 NBCOT PDUs/20 contact hours). Order #3030, AOTA Members: \$259, Nonmembers: \$359. <http://store.aota.org/view/?SKU=3030>

Self-Paced Clinical Course

Occupational Therapy in Mental Health: Considerations for Advanced Practice, edited by Marian Kavanagh Scheinholtz. Comprehensive discussion of recent advances and trends in mental health practice, including theories, standards of practice, and evidence as they apply to OT with content from federal and non-government entities. Earn 2 AOTA CEUs (25 NBCOT PDUs/20 contact hours). Order #3027, AOTA Members: \$259, Nonmembers: \$359. <http://store.aota.org/view/?SKU=3027>

NEW! Online Course

Using the Occupational Therapy Practice Guidelines for Adults With Serious Mental Illness by Catana Brown, PhD, OTR, FAOTA. This course facilitates the use of the practice guidelines by presenting content in a multimedia format and highlights important concepts for occupational therapy practice with adults with serious mental illness. **Mobile Access**—the online course is easily viewed on a tablet making your learning portable and facilitating on-the-job access to resources. Earn .2 AOTA CEUs (2.5 PDUs/2 contact hours). Order #OL4886. AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

PRODUCTIVE AGING

Online Course

Understanding Low Vision, adapted from work of Roy Gordon Cole, OD, FAAO, Yu-Pin Hsu, EdD, OT, SCLV, and Gordon Rovins, MS, CEAC. This course provides occupational therapists with a basic understanding of low vision. It reviews the anatomy of the eye, common eye diseases, the process of low vision care, and the psychosocial and physical adjustments to low vision. Earn 2.5 contact hours. Order #OL37SC1. AOTA Members: \$85, Nonmembers: \$110. <http://store.aota.org>

Online Course

Selecting Low Vision Devices, adapted from work of Roy Gordon Cole, OD, FAAO, Yu-Pin Hsu, EdD, OT, SCLV, and Gordon Rovins, MS, CEAC. This course provides knowledge of basic optical principles on which low vision systems are based. Occupational therapists will learn how to instruct clients on the use and care of low vision devices to facilitate optimum occupational performance. Earn 2 contact hours. Order #OL37SC2. AOTA Members: \$75, Nonmembers: \$99. <http://store.aota.org>



Post-professional Doctor of Occupational Therapy

Advance your education
without interrupting your
career!

Affordable
4 Semester Program
Primarily Online
Regionally Accredited
Learn More!



Online Course

Modifying the Environment for Low Vision, adapted from work of Roy Gordon Cole, OD, FAAO, Yu-Pin Hsu, EdD, OT, SCLV, and Gordon Rovins, MS, CEAC. This course provides knowledge and strategies that occupational therapists can use to evaluate and modify environments to facilitate occupational performance for clients with low vision. Types of lighting, glare reduction, contrast enhancement, and environmental accessibility guidelines are addressed. Earn 1.5 contact hours. Order #OL37SC3. AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

Online Course

Improving Performance for Low Vision, adapted from work of Roy Gordon Cole, OD, FAAO, Yu-Pin Hsu, EdD, OT, SCLV, and Gordon Rovins, MS, CEAC. This course provides instruction on compensatory techniques and adaptive devices that occupational therapists can use to address activities of daily living and instrumental activities of daily living for individuals with low vision. Detailed examples and case studies are provided to demonstrate how to develop and implement compensatory techniques and adaptive devices to maximize occupational performance. Earn 2 contact hours. Order #OL37SC4. AOTA Members: \$75, Nonmembers: \$99. <http://store.aota.org>

Online Course

Low Vision in Older Adults: Foundations for Rehabilitation, 2nd Edition, by Roy Gordon Cole, OD, FAAO, Yu-Pin Hsu, EdD, OT, SCLV, and Gordon Rovins, MS, CEAC. Advancements in the field of low vision and skills necessary to provide effective client care as part of a vision rehabilitation team. Highlights include support tools, case examples, photos and anatomical images, and mobile access. Earn .8 CEU (10 NBCOT PDUs/8 contact hours). Order #OL37, AOTA Members: \$265, Nonmembers: \$345. <http://store.aota.org/view/?SKU=OL37>

OT Continuing Education Opportunities

Self-Paced Clinical Course

Strategies to Advance Gerontology Excellence: Promoting Best Practice in Occupational Therapy, edited by Susan Coppola, Sharon J. Elliott, and Pamela E. Toto. Core best practice methodology with older adults, approaches to and prevention of occupational problems, health conditions that affect participation, and practice in cross-cutting and emerging areas. Earn 3 AOTA CEUs (37.5 NBCOT PDUs/30 contact hours). Order #3024, AOTA Members: \$245, Nonmembers: \$345. <http://store.aota.org/view/?SKU=3024>

Self-Paced Clinical Course

Low Vision: Occupational Therapy Evaluation and Intervention With Older Adults, Revised Edition, 2008, edited by Mary Warren. Support for professional competency through AOTA Specialty Certification in Low Vision Rehabilitation (SCLV) with information on evaluation and lessons related to psychosocial issues and low vision, eye conditions that cause low vision in adults, and basic optics and optical devices. Earn 2 AOTA CEUs (25 NBCOT PDUs/20 contact hours). Order #3025, AOTA Members: \$259, Nonmembers: \$359. <http://store.aota.org/view/?SKU=3025>

CD or Online Format Course

An Occupation-Based Approach in Postacute Care to Support Productive Aging, by Denise Chisholm, Cathy Dolhi, and Jodi L. Schreiber. Occupation-based practice with a focus on postacute care practice settings for older adults and strategies for integrating occupation throughout the OT process to maximize clinical application. Earn .6 AOTA CEU (7.5 NBCOT PDUs/6 contact hours). CD Course: Order #4875, AOTA Members: \$219, Nonmembers: \$299. Online Course: Order #OL4875, AOTA Members: \$209, Nonmembers: \$289. <http://store.aota.org>

CD or Online Format Course

Skilled Nursing Facilities 101, by Christine Kroll and Nancy Richman. Importance of documentation, requirements for different payers, significance of managing productivity, understanding billing considerations, and maintaining ethical practice standards. Earn .3 AOTA CEU (3.75 NBCOT PDUs/3 contact hours). CD Course: Order #4843, AOTA Members: \$115, Nonmembers: \$164. Online Course: Order #OL4843, AOTA Members: \$105, Nonmembers: \$154. <http://store.aota.org>

CD or Online Format Course

Seating and Positioning for Productive Aging: An Occupation-Based Approach, by Felicia Chew and Vickie Pierman. Manual wheelchair mobility through review of seating and positioning from evaluation to outcome with a concentration on interventions applicable to a variety of settings. Earn .4 AOTA CEU (5 NBCOT PDUs/4 contact hours). CD Course: Order #4831, AOTA Members: \$97, Nonmembers: \$138. Online Course: Order #OL4831, AOTA Members: \$87, Nonmembers: \$128. <http://store.aota.org>

Online Course

Falls Module I—Falls Among Community-Dwelling Older Adults: Overview, Evaluation, and Assessments, by Elizabeth W. Peterson and Roberta Newton. First module in 3-part series on fall prevention to support OTs in providing evidence-based fall prevention services to older adults at risk for falling or that seek preventive services with sections on prevalence, consequences, and evaluation of fall risk. Earn .6 AOTA CEU (7.5 NBCOT PDUs/6 contact hours). Order #OL34, AOTA Members: \$159, Nonmembers: \$236. <http://store.aota.org/view/?SKU=OL34>

NEW! Special Interest Topics

Special Interest Topic #3: Enhancing Quality of Life for Older Adults by Cristina Michetti, OTR/L; Joanne Gallagher Worthley, EdD, OTR/L, CAPS; Laura Caron-Parker, OTR/L; and Sharon Nichols, CTRS/L. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact

hour). Continuing education courses based on Special Interest *Quarterly* articles that are published 4 times per year by each of the AOTA Special Interest Sections. Each Special Interest Topic is comprised of 2 thematically connected quarterly articles selected for their insight and immediate applicability to practice. AOTA CEUs, contact hours, and NBCOT PDUs are earned after successful completion of the accompanying exam. Order #CESIT03 AOTA Members: \$24.99, Nonmembers: \$29.99. <http://store.aota.org>

NEW! Special Interest Topics

Special Interest Topic #4: Reducing Depression in Older Adults by Jessica Crowe, OTD, OTR/L, and Linda M. Olson, PhD, OTR/L. Continuing education courses based on Special Interest *Quarterly* articles that are published 4 times per year by each of the AOTA Special Interest Sections. Each Special Interest Topic is comprised of 2 thematically connected quarterly articles selected for their insight and immediate applicability to practice. AOTA CEUs, contact hours, and NBCOT PDUs are earned after successful completion of the accompanying exam. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #CESIT04 AOTA Members: \$24.99, Nonmembers: \$29.99. <http://store.aota.org>

REHABILITATION, DISABILITY, & PARTICIPATION

AJOT CE!

Interventions for People With ALS by Marian Arbesman, PhD, OTR/L and Kendra Sheard, OTR/L. Learn about tested treatment strategies by reading AJOT articles in your area of practice. In this course, the results of a systematic review of 14 studies on occupational therapy-related interventions for people with amyotrophic lateral sclerosis (ALS) are described. The implications for practice, education, and research are discussed. Earn .1 AOTA CEU (1.25 NBCOT PDUs/1 contact hour). Order #CEAJOT01, AOTA Members: \$20.99, Nonmembers: \$20.49. <http://store.aota.org>

AJOT CE!

Update on Productive Aging Research in AJOT by Mariana D'Amico, EdD, OTR/L, BCP, CIMI. Learn about tested treatment strategies by reading AJOT articles in your area of practice. In this course, you will learn to identify effective interventions for aging productively with and without disability. Earn .1 AOTA CEU (1.25 NBCOT PDUs/1 contact hour). Order #CEAJOT02, AOTA Members: \$20.99, Nonmembers: \$20.49. <http://store.aota.org>

Webinars

Assistive Technology. AOTA and the Assistive Technology Industry Association (ATIA), an AOTA approved provider of continuing education, are pleased to present a new series of online webinars presented by leading experts in the assistive technology (AT) field. Experienced practitioners and non-specialized practitioners who want to expand their AT knowledgebase will find these webinars an essential component of their professional development. Each 1-hour or 1.5-hour webinar offers unique information about an AT topic that practitioners will find invaluable when working with clients requiring technology to support participation in desired occupations. Earn up to 1.5 contact hours. \$49 each for members and nonmembers. Visit <http://store.aota.org> and type in "assistive technology" in the search box.

Self-Paced Clinical Course

Dysphagia Care and Related Feeding Concerns for Adults, 2nd Edition, edited by Wendy Avery. Up-to-date resource in dysphagia care written from an occupational therapy perspective for OTs at entry and intermediate skill levels. Earn 1.5 AOTA CEUs (18.75 NBCOT PDUs/15 contact hours). Order #3028, AOTA Members: \$199, Nonmembers: \$299. <http://store.aota.org/view/?SKU=3028>

DVD

Treatment Strategies in Acute Care of Stroke Survivors (Course 1). By J. Davis, 2013. Port Townsend, WA: International Clinical Educators. (Earn 1.5 AOTA CEUs [18.75 NBCOT PDUs, 15 contact hours]. \$225 for members, \$285 for nonmembers. To order, call toll free 877-404-AOTA or shop online at <http://store.aota.org> and enter order #4867.)

DVD

Teaching Independence: A Therapeutic Approach to Stroke Rehabilitation (Course 2). By J. Davis, 2013. Port Townsend, WA: International Clinical Educators. (Earn 1.5 AOTA CEUs [18.75 NBCOT PDUs, 15 contact hours]. \$225 for members, \$285 for nonmembers. To order, call toll free 877-404-AOTA or shop online at <http://store.aota.org> and enter order #4866.)

DVD

Functional Treatment Ideas and Strategies in Adult Hemiplegia (Course 3). By J. Davis, 2013. Port Townsend, WA: International Clinical Educators. (Earn 1.5 AOTA CEUs [18.75 NBCOT PDUs, 15 contact hours]. \$225 for members, \$285 for nonmembers. To order, call toll free 877-404-AOTA or shop online at <http://store.aota.org> and enter order #4865.)

Online Course

AOTA/Dynamic Learning-Seating & Positioning Communication Devices by Nancy Carroll Gravelly, M.A.H.S. & Melissa Cohn Bernstein, OTR/L, FAOTA. This course gives a general overview of the kinds of communication equipment that will be of general interest to both adults and children and resources available for adapting this kind of equipment for wheelchair use. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #OL4003, AOTA Members/Nonmembers: \$29.50. Distributed Product. <http://store.aota.org>

CD or Online Format Course

Occupational Therapy's Unique Contributions to Cancer Rehabilitation, by Claudine Campbell, Jennifer Hughes, and Lauro Munoz. Addresses the role of occupational therapy in cancer rehabilitation, an emerging area of practice. Course includes four lessons with a final case study that walks a client through the specific cancer paradigms discussed in the lessons. Earn .4 AOTA CEU (5 NBCOT PDUs/4 contact hours). CD Course: Order #4849, AOTA Members: \$140, Nonmembers: \$199. Online Course: Order #OL4849, AOTA Members: \$130, Nonmembers: \$189. <http://store.aota.org>

CD or Online Format Course

Hand Rehabilitation: A Client-Centered and Occupation-Based Approach, by Debbie Amini. Occupation-based intervention to enhance hand rehabilitation protocols without sacrificing productivity or detracting from the concurrent client factor focus. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). CD Course: Order #4832, AOTA Members: \$75, Nonmembers: \$99. Online Course: Order #OL4832, AOTA Members: \$65, Nonmembers: \$89. <http://store.aota.org>

CD or Online Format Course

Occupation-Focused Intervention Strategies for Clients With Fibromyalgia and Fatiguing Conditions, by Renee R. Taylor. Evidence-based strategies for managing fibromyalgia and other fatiguing conditions, such as chronic fatigue syndrome, with interdisciplinary professional approaches and collaboration with other professionals. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). CD Course: Order #4839, AOTA Members: \$65, Nonmembers: \$93. Online Course: Order #OL4839, AOTA Members: \$55, Nonmembers: \$83. <http://store.aota.org>

CD or Online Format Course

Pain, Fear, and Avoidance: Therapeutic Use of Self With Difficult Occupational Therapy Populations, by Renee R. Taylor. Examines strategies for managing client pain, fear, and avoidance in OT practice with six distinct modes of interacting based on the author's con-

OT Continuing Education Opportunities

ceptual practice model. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). CD Course: Order #4836, AOTA Members: \$59, Nonmembers: \$84. Online Course: Order #OL4836, AOTA Members: \$49, Nonmembers: \$74. <http://store.aota.org>

WORK AND INDUSTRY

NEW! Online Course

Preparing for ICD-10 Implementation Webcast by Sharmila Sandhu, JD & Elaine Craddy Adams, OTR/L. The long awaited transition from ICD-9 to ICD-10 is scheduled to occur on October 1, 2015. This webcast presentation provides legislative and regulatory background information about transition, and reviews basic information about ICD-10 as well as additional coding basics. Considerations in preparing your workplace for the transition as well as how to choose and document ICD-10 codes are also discussed. Earn: .1 CEUs, 1 Contact Hour and 1.25 PDUs. Order #OL4894. AOTA Members: \$24.99, Nonmembers: \$34.99. <http://store.aota.org>

NEW! Distinct Value

Demonstrating the Distinct Value of Occupational Therapy—Module 1: An Overview by Amy Lamb, OTD, OTR/L, FAOTA. Join Dr. Amy Lamb as she provides an overview of the Distinct Value priority of AOTA. You will learn how this priority and the Distinct Value statement were informed by historical and current

leaders within the profession. You will also learn how health care changes in America due to the Affordable Care Act are creating opportunities for the profession as well as calling us to action to more accurately articulate our distinct contribution to the health and well-being of those we serve. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #OL4891. AOTA Members: \$24.95, Nonmembers: \$35.95. <http://store.aota.org>

NEW! Distinct Value

Demonstrating the Distinct Value of Occupational Therapy - Module 2: Infusing the Distinct Value into Occupational Therapy Practice and Documentation by Amy Lamb, OTD, OTR/L, FAOTA. This second module of the two-part distinct value series provides a review of the Distinct Value priority of AOTA and its historical underpinnings. In this module you will learn how to articulate the distinct value statement as well as how the priority will help the profession in achieving the centennial vision. In addition, Dr. Lamb will offer strategies for communicating the distinct value of OT through daily documentation and explain why this is so critical in an era of changing healthcare systems. Earn .1 AOTA CEU (1.25 NBCOT PDU/1 contact hour). Order #OL4892. AOTA Members: \$24.95, Nonmembers: \$35.95. <http://store.aota.org>

Online Course

AOTA/Dynamic Learning—Essential for End-of-Life by Kathleen O. Beauchesne, PhD, MBA, MSW, LCSW-C. End-of-Life (EOL) care is an essential arena of competence for all health care providers. As research in this area has grown over the years, professionals such as physicians, nurses, social workers and other allied health care professionals can gain competence and confidence in understanding and managing dying patients and their families. Earn .6 AOTA CEU (7.5 NBCOT PDUs/6 contact hours) Order # OL3016. AOTA Members/Nonmembers: \$171.00. Distributed Product. <http://store.aota.org>

Online Course

AOTA/Dynamic Learning—Documentation Essentials—Medicare Part A in SNFs by Melissa Cohn Bernstein, OTR/L, FAOTA and Consultant/Subject Matter Expert: Nancy J. Beckley, MS, MBA, CHC. This intermediate level module is designed to provide a bird's eye overview of the updated regulations that govern the provision of therapy services and provide insight into how the overall payment system works under the MDS 3.0, specifically reimbursement under Medicare A, including required RUGS-IV assessments, and how therapy services are delivered and captured for Medicare A beneficiaries. Earn .2 AOTA CEU (2.5 NBCOT PDUs/2 contact hours). Order #OL3058. AOTA Members/Nonmembers: \$59.00. Distributed Product. <http://store.aota.org>

OT Employment Opportunities

Faculty

DEPARTMENT OF OCCUPATIONAL THERAPY

Steinhardt School of Culture, Education, and Human Development

Two Positions:

- Assistant Professor, Tenure-Track, Occupational Therapy
- Associate Professor, Tenured/Tenure-Track, Occupational Therapy

New York University (NYU), founded in 1831, is located in the Greenwich Village neighborhood of New York City, a world-class city famous not only for its size, but also for its cultural opportunities and financial leadership. Ranked 10th in the nation, the Department of Occupational Therapy is one of the oldest, largest occupational therapy departments in the United States. The combined resources of the city, the university and the department incorporate an incomparable learning environment for professional and personal growth. NYU's dynamic Global Network University includes NYU Abu Dhabi, NYU Shanghai and international programs and academic centers around the world.

Responsibilities: Applicant must have an active agenda of research and publication; graduate teaching, and the ability to advise doctoral dissertation research. Other responsibilities include participation in faculty meetings, committees and other service appropriate to a university faculty member.

Qualifications: An earned research doctorate (PhD, ScD) and a record of scholarship and teaching experience related to occupational therapy. Applicant must be eligible for the New York State license in Occupational Therapy upon hire.

New York University is an equal opportunity employer. NYU does not discriminate due to race, color, creed, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, unemployment status or any other legally protected basis, and to the extent permitted by law. Qualified candidates of diverse ethnic and racial backgrounds are encouraged to apply for vacant positions at all levels.

To Apply: Please apply online with a letter of interest highlighting qualifications, curriculum vitae, three letters of reference, and at least two samples of peer reviewed publications. The three letters of reference should be submitted online directly to the committee by the referees.

For the Assistant Professor Position, please access the following link:
www.nyuopsearch.com/applicants/Central?quickFind=52612

For the Associate Professor Position please access the following link:
www.nyuopsearch.com/applicants/Central?quickFind=52611

Review of applications will begin November 15, 2015 and continue until the position is filled.

Further information about the position can be obtained from: **Yael Goverover, Ph.D., OTR, Chair of the Search Committee, New York University, Steinhardt School of Culture, Education, and Human Development, Department of Occupational Therapy, Pless Hall, 82 Washington Square East, 6th Floor, New York, NY 10003, email: yg243@nyu.edu. Ph: 212-998-5845.**



NYU | STEINHARDT

EOE/Minorities/Females/Vet/Disabled

F-7480

Faculty



Jefferson College
of Health Sciences
at CARILION CLINIC

Founding Director
Doctorate in
Occupational Therapy Program

Jefferson College of Health Sciences, a highly respected independent health sciences college in Roanoke, Virginia, seeks an experienced administrator to become the Founding Director of its Doctorate of Occupational Therapy program. **Applications and nominations are now being accepting, with an expected hire date of January 2016.**

The Program: Jefferson College plans to accept its first doctoral class in fall 2016. The Director's primary responsibilities the first year will be to hire new faculty members for the doctoral program, work with the Marketing and Enrollment Management departments to promote the program and recruit students, and guide the implementation of the first-year coursework.

The DOT will be a five-semester, 39-credit-hour, part-time, online program. Specialties will be offered in occupational therapy for children, leadership, and education. The program is designed currently as a post-professional degree, accepting up to 15 students per cohort year. The curriculum has been written for easy transition to an entry-level DOT program later. The new program has been approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Requirements: Candidates must have a doctoral degree from a regionally accredited institution in a related field, such as education or psychology, along with the ability to be licensed as an Occupational Therapist in the Commonwealth of Virginia. A minimum of eight years of documented experience in the field of occupational therapy is required, including: clinical practice as an occupational therapist; administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting; scholarship as defined by E.L. Boyer in his 1990 publication "Scholarship Reconsidered"; and at least three years of experience in a full-time academic appointment with teaching responsibilities at the post-baccalaureate level.

To Apply: Application packet must include a letter of interest, resume, and contact information for five professional references. Submit applications to: JCHS-OT@myersmrae.com For best consideration, submit application materials by **October 22, 2015**.

COMPLETE INFORMATION IS AVAILABLE IN THE SEARCH PROFILE AT:
<http://tinyurl.com/JCHS-MyersMcRae>

JCHS does not discriminate against employees, students, or applicants on the basis of race, sex, disability, age, veteran status, national origin, religion, political affiliation, or sexual orientation.



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478-330-6222 | <http://www.myersmrae.com>

F-7464

Faculty

JOB ANNOUNCEMENT

F-7473

San José State University ♦ Department of Occupational Therapy
Assistant Professor (Tenure-track) in Physical Disabilities and Rehabilitation JOID: 23416

Primary responsibility will be to teach physical disabilities and rehabilitation course and contribute to program and curriculum development. Occupational therapist with PhD or equivalent doctorate required (clinical doctorate not eligible for appointment). Prefer at least 5 years clinical practice in rehabilitation across the continuum from acute-care to long-term rehabilitation, to outpatient, to home-based and community intervention for adults with physical disabilities. Teaching experience preferred. Expertise with one or more of the following areas is desired: neuro-rehabilitation, hand therapy, cognitive rehabilitation, and adaptive technologies. For further details please see <http://www.sjsu.edu/facultyaffairs/unit3/tenuretrack/Employment/index.html>

A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position. SJSU is an Affirmative Action/ Equal Opportunity committed to the core values of inclusion, civility, and respect for each individual.

Please apply by November 5, 2015 at apply.interfolio.com/31005 Position will remain open until filled.

For questions about this position please contact: Lynne Andonian, PhD, OTR/L
email: lynne.andonian@sjsu.edu

Faculty



Come Join our Team

Faculty Opportunity
Available in
The Department of
Occupational Therapy

Assistant Professor
(Tenure Track)

To learn more about this opportunity
and how to apply, please visit

apply.interfolio.com/30982

Duquesne University was founded in 1878 by its sponsoring religious community, the Congregation of the Holy Spirit. Duquesne University is Catholic in mission and ecumenical in spirit. Motivated by its Catholic identity, Duquesne values equality of opportunity both as an educational institution and as an employer.

F-7462

Faculty



Wesley College is seeking a full-time Academic Fieldwork Coordinator/ Assistant Professor of the Graduate Program in Occupational Therapy responsible for the program's compliance with the standards identified by ACOTE®. Master's Degree in Occupational Therapy, active license as an Occupational Therapist or current eligibility for licensure in the State of Delaware and Initial NBCOT certification required. Five years of prior clinical experience and prior academic or fieldwork supervisor experience preferred.

Resume and cover letter to
HROffice@wesley.edu.

EOE, M/F/D/V

F-7466

NOW RECRUITING FOR POSITIONS IN OTA PROGRAMS!

Due to extensive growth, Brown Mackie Colleges is now recruiting for several Campus-based positions within our Occupational Therapy Assistant Program!

Brown Mackie College-Oklahoma City is seeking **OTA Adjunct Faculty** with a specialty in *Mental Health*.

Candidates must be a currently licensed COTA and a Bachelor's or OT with experience in a mental health setting. Two years' experience teaching preferably in a post-secondary or college institution is strongly preferred along with a membership in a professional association tied to area of instruction.

Brown Mackie College-Dallas is seeking a **Fieldwork Coordinator** and **Faculty** specializing in *Pediatrics* and *Mental Health* for their Occupational Therapy Assistant Program.

Qualified Faculty will be a COTA/L, OTR/L or OT/L . An Associate's degree in the field of OTA and Bachelor's degree in a field related to the classes to be taught or Master's degree in the field of OT is required. 3-5 years of experience as an OT or an OTA and two years' experience in instruction or formalized education process, preferably in a post-secondary or college institution. Currently licensed or credentialed occupational therapists or occupational therapy assistant and membership in a professional association tied to area of instruction preferred.

Fieldwork Coordinators should possess an Associate's degree in the field of OTA Assistant and Bachelor's degree in a field related to the classes to be taught or a Bachelor's degree or Master's degree in the field of Occupational Therapy.

Brown Mackie College Salina is recruiting for a Fieldwork Coordinator for their Occupational Therapy Assistant Program. Position requirements are a Bachelor's degree and a COTA certification.

Brown Mackie College -Tulsa is recruiting for a Fieldwork Coordinator and Adjunct with a specialty in Mental Health and Pediatrics for their OTA Program.

Position requirements are a Bachelor's degree and a COTA certification for the FWC.

Faculty must be a currently licensed COTA and a Bachelor's or OT with experience in a mental health setting. Two years' experience teaching preferably in a post-secondary or college institution is strongly preferred along with a membership in a professional association tied to area of instruction.

Brown Mackie College Merrillville is recruiting for OTA Adjunct Faculty. Bachelor's degree required. Applicant must be a certified Occupational Therapist Registered (OTR) or Certified Occupational Therapy Assistant (OTA).

Three years' experience in the field of OT is required. Experience in instruction or formalized education process, preferably in a post-secondary or college institution. Applicant must hold a license in the state of Indiana.

Join our team! Brown Mackie College is a highly regarded provider of associate and bachelor degree programs in applied business and science. We offer a competitive salary and excellent working environment along with a generous benefit package that includes health, dental and vision insurance, vacation and holidays and tuition support for you and your dependents.

Interested candidates should submit resumes to: <http://edmc.hua.hrsmart.com/ats/kiosk.php?kiosk=5>.

Faculty



**University of
New Hampshire**

Occupational Therapy Academic Fieldwork Coordinator

We seek an energetic and innovative Occupational Therapist to become our Academic Fieldwork Coordinator to facilitate fieldwork education in the occupational therapy curriculum. The Occupational Therapy Department's scholarly, enriching environment actively promotes quality occupation-based occupational therapy education. The position is a 9-month academic year appointment with additional compensated summer responsibilities.

We welcome applications from candidates with the following:

- A Master's degree in occupational therapy; Doctoral degree preferred
- At least 5 years of clinical occupational therapy practice experience
- Experience as a fieldwork/clinical educators and/or teaching
- NBCOT certification and eligible for NH licensure

Responsibilities include:

- Facilitating and establishing fieldwork opportunities between the Department and the occupational therapy community regionally, nationally, and internationally
- Traveling regionally to fieldwork sites
- Matching students with clinical education placement
- Supporting clinical educator and student dyads during fieldwork
- Teaching undergraduate and graduate courses
- Supervising fieldwork administrative assistant
- Contributing to ongoing curriculum development, and supporting departmental operational procedures
- Assuming Departmental, College, and University service activities

For more information please contact:

- Lou Ann Griswold, PhD, OTR/L, FAOTA, Search Committee Chair, 603.862.3416, louann.griswold@unh.edu

Application: Apply online at <https://jobs.usnh.edu> to receive full consideration for this position. Under **search positions**, put in **0903213** under posting number. To receive full consideration for this position, in addition to completing the required on-line application form, please be prepared to submit: resume, cover letter and contact information for three (3) professional references. In addition, provide three (3) professional letters of reference to be emailed to louann.griswold@unh.edu.

Applications will be reviewed beginning October 15, 2015. Anticipated start date for the position is January 2016 or earlier.

The University seeks excellence through diversity among its administrators, faculty, staff, and students. The University prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Application by members of all underrepresented groups is encouraged.

F-7472

Faculty



**UNIVERSITY OF
NEW ENGLAND**

Portland, Maine

Occupational Therapy Program Director

The OT program director (PD) is involved in teaching and oversees the operations of the Master of Science in Occupational Therapy Program. In addition, the expectation is that a doctoral program in occupational therapy at the University will be explored in the near future. The PD works closely with the dean of the Westbrook College of Health Professions to carry out the departmental, college, and university strategic plans. The PD is responsible for both providing and supporting excellence in teaching, scholarship, service, and administration.

Qualifications: A doctoral degree in OT or a related field. Initially certified OT who is registered with the NBCOT, Inc. and who is licensed, or eligible for licensure, in the state of Maine. A minimum of 8 years of documented experience in the field of OT, including clinical practice and documented administrative experience; documented involvement in scholarship as defined by Boyer (i.e., scholarship of discovery, integration, application, teaching, and engagement); and at least 3 years of full-time teaching experience at an accredited postsecondary institution of education.

Application Process: Screening of applicants will begin immediately and will continue until the position is filled. Preferred starting date is May or June 2016. Candidates should send a curriculum vitae and letter of interest to careers@une.edu. Please include JOB ID 935 in the subject line of your application.

The University of New England is an Equal Opportunity/Affirmative Action employer and welcomes female and minority candidates.

F-7467

South

Occupational Therapist needed by Kindred Rehab Services in Desoto, TX to provide full-range of therapy services, including assessment, treatment planning & therapeutic interventions. Reqs Master's or foreign equiv in Occupational Therapy or related field, & State of Texas Occupational Therapy license, or eligible for licensure in Texas. To apply, mail resume to N. Brewer, Kindred Rehab Services, Inc., 680 South Fourth St., Louisville, KY 40202.

S-7475

South

Kindred Rehab Services, Inc. d/b/a RehabCare is currently recruiting for an Occupational Therapist in Dallas, TX and Desoto, TX. This position will cover 3 facilities in Dallas and 1 facility in Desoto, TX. Must possess a State of Texas OT license.

To apply, mail resume to:
N. Brewer, RehabCare
680 South 4th Street
Louisville, KY 40202

S-7468

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W-6037

International

Northern Mariana Islands—Occupational Therapist

Occupational Therapist needed for immediate employment in the Commonwealth of the Northern Mariana Islands. Benefits include a competitive salary with \$8,000 pay differential, 190-day work schedule per year, \$3,000 one-time sign up incentive, air fare for employee and up to 3 dependents, and no state taxes. Benefits also include turquoise blue water and white sandy beaches in a culturally diverse community. For more details, please contact: Donna M. Flores, P.O. Box 501370 CK, Saipan, MP 96950, Tel: 670-237-3015 Email: donna.flores@cnmipss.org CNMI PSS Website: www.cnmipss.org

Faculty

Director, School of Occupational Therapy

Texas Woman's University (TWU) is seeking a qualified individual to lead one of the largest occupational therapy programs in the nation. The School of Occupational Therapy is a nationally ranked, accredited program in the College of Health Sciences. TWU has a long history of offering entry-level and advanced degrees, including Master of Occupational Therapy (MOT), Post-Professional OTD, and PhD in Occupational Therapy degrees. TWU is a publicly funded co-educational institution that is classified as a Doctoral/Research-Intensive University by the Carnegie Foundation.

The MOT Programs include full-time programs in Denton, Dallas, and Houston, as well as the COTA-to-MOT Bridge Program in Denton. The school is seeking a visionary Director who will (1) foster a climate of intellectual vitality and excellence; (2) support faculty in Denton, Dallas, and Houston in their teaching, scholarship, and service activities; and (3) effectively represent the School of Occupational Therapy locally, nationally, and internationally. The Director will work closely with Associate Directors located at each campus and with the Dean of the College of Health Sciences in Denton.

Required Qualifications:

- An earned academic doctorate
- Eligibility for licensure as an occupational therapist in the State of Texas

Desired Qualifications:

- A distinguished record of research, funding, and publication
- A demonstrated record of teaching and service
- A minimum 2 years of academic leadership and interprofessional collaboration
- Ability to communicate effectively.
- Experience in fiscal planning and budgeting
- A minimum of 8 years of occupational therapy practice experience



TWU occupies a notable position in higher education as the nation's largest university primarily for women. With an enrollment of more than 15,000 students, TWU operates three campuses: Dallas, Houston, and the main campus in Denton, located 40 miles north of the Dallas/Fort Worth (DFW) area. The School of Occupational Therapy in Dallas and Houston are located in urban medical settings. Each campus has close ties to academic, medical, and the community facilities in the greater Houston and Dallas area, which contribute to a rich and diverse environment for research, access to excellence in clinical practice, and exciting teaching opportunities. The DFW metroplex has world-class museums, orchestras, and opera, ballet, and theater companies, as well as an array of professional and collegiate sports venues. Denton, the home of two major universities, is a progressive, charming community with diverse culture and exceptional venues for music and the arts.

Inquiries and questions can be addressed to Dr. Ann Medley, Chair, Occupational Therapy Director Search Committee, at smedley@twu.edu or 214-689-7726. TWU is an EOE – M, F, Disabled Veterans employer.

F-7463

Faculty

PROGRAM DIRECTOR / DIVISION CHIEF

Applicants are invited to apply for a full-time 12-month faculty position (rank and track dependent on qualifications) for our innovative entry-level master's degree program at the University of New Mexico (<http://ot.unm.edu/>). We currently have nine core faculty positions, three administrative staff, and a diverse student body (30 students per class). Responsibilities will include leadership and administration of the program, including curriculum development, budget and fiscal management, facilities/academic reports and records management, serving as professional liaison with the university and national/local communities, recruiting and supervising personnel, teaching courses at the graduate level, graduate student thesis/project advising and research mentoring, committee work, and scholarly and service activity.

The UNM Occupational Therapy Graduate Program is located in the culturally rich city of Albuquerque, which lies in the high desert ecosystem in central New Mexico. The city straddles the Rio Grande River and is bordered by the Sandia Mountains to the east and a string of five inactive volcanoes to the west. A number of Native American reservations and pueblos exist near the city. In addition to the world-renowned Albuquerque International Balloon Fiesta, Albuquerque boasts easy access to skiing and countless hiking and biking trails. Nearby Santa Fe is a mecca for the arts. UNM is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UNM Occupational Therapy Graduate Program has been accredited since its inception in 1993, and has current accreditation through 2022.

Minimum Qualifications as of 8/1/15:

- Earned doctorate (PhD or equivalent)
- Credentials for appointment at the rank of Associate Professor or Professor;
- At least 4 years of full-time faculty experience
- Four years of occupational therapy clinical experience
- Eligibility for licensure as an occupational therapist in the state of New Mexico

Preferred Qualifications:

- Evidence of organizational and/or professional leadership
- Experience in program administration and management
- Evidence of teaching and/or curriculum development experience and effectiveness
- Evidence of scholarly activity
- Success in obtaining research and/or programmatic funding

Starting Date: Summer 2016. For best consideration, applications must be received by 08/31/2015; however, the position will remain open until filled. A complete application must contain a cover letter, CV, and three references. This position is subject to criminal records screening in accordance with New Mexico law and clearance by the New Mexico Department of Health is required as a condition of employment.



Occupational Therapy Graduate Program
UNIVERSITY OF NEW MEXICO
Health Sciences Center/School of Medicine

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer and Educator. For complete details of this position or to apply, please visit this website: <https://unmjobs.unm.edu/> Please reference Posting Number: #0831409

UNM's confidentiality policy ("Recruitment and Hiring," Policy #3210), which includes information about public disclosure of documents submitted by applicants, is located at <http://www.unm.edu/~ubppm>. For additional information, you may contact search committee chair Dr. Betsy VanLeit, who can be contacted at bvanleit@salud.unm.edu; or call 505-272-1753. UNM offers a competitive salary with excellent benefits and continuing education opportunities. UNM is an Equal Opportunity / Affirmative Action Employer and Educator. This position may be subject to criminal screening in accordance with NM Law.

F-7438

Faculty

VIRGINIA COMMONWEALTH UNIVERSITY



VCU Department of Occupational Therapy

Tenure-Track and Academic Fieldwork Coordinator Positions

VCU's Department of Occupational Therapy in the School of Allied Health Professions welcomes applications for three 12-month positions. Faculty will join a department with a 72-year history of excellence.

2 TENURE-TRACK POSITIONS: (position numbers F39910 & F59250)

REQUIRED QUALIFICATIONS: Earned research doctorate; ability to complement and expand existing expertise in the department; *Assistant Professors* must have an established research agenda and clear potential for external funding; *Associate and Full Professors* must have a developed scholarly/research portfolio with evidence of external funding.

Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU.

PREFERRED QUALIFICATIONS: History of grant-funded research; at least 3 years of experience in practice and/or academic settings.

RESPONSIBILITIES: Conduct research in alignment with mission of Department of OT and VCU; teach and advise graduate students; contribute to service and community engagement missions of the department, school, university and OT profession; strong written and interpersonal communication skills; commitment to working with diverse faculty, staff, and students at VCU.

ACADEMIC FIELDWORK POSITION: (non-tenured, position number F40150)

REQUIRED QUALIFICATIONS: Licensure or eligibility for licensure as an occupational therapist in Virginia; earned doctoral degree or near completion of doctorate; at least 3 years of experience in practice, including supervision of FWI and FW II students; strong organizational and communication skills.

PREFERRED QUALIFICATIONS: Teaching/academic experience; commitment to student learning and success; demonstrated ability to work with diverse faculty, staff, and students at VCU.

RESPONSIBILITIES: Placing, monitoring and supporting students in fieldwork; developing collegial relationships in the Department, University and community; participating in Department teaching, student advising, service and scholarship.



E-7470

PLEASE APPLY ONLINE at:
<https://www.vcujobs.com>

QUESTIONS MAY BE DIRECTED to:
 Dr. Jodi Teitelman, Search Committee Chair at: jlteitel@vcu.edu

MORE INFORMATION CAN BE FOUND at:
<http://sahp.vcu.edu/occu>

Virginia Commonwealth University is an equal opportunity, affirmative action university providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation, or disability.

Faculty



Boston University College of Health & Rehabilitation Sciences: Sargent College

Faculty Director for Interprofessional Education and Practice

The College of Health and Rehabilitation Sciences: Sargent College at Boston University is seeking a dynamic clinical faculty member to develop and direct interprofessional learning and practice opportunities for our students. The director's responsibilities will include developing an interprofessional education (IPE) curriculum for Sargent College; establishing and strengthening connections among professional programs within the College and across the University; coordinating interprofessional education activities within the College with interprofessional practice experiences in settings across the city; assisting programs to implement IPE activities that meet the appropriate accreditation standards; and identifying and implementing instructional technology and communication mechanisms that will optimally support these educational experiences. Additional responsibilities may include advising students and teaching in the director's area of clinical expertise.

The College of Health and Rehabilitation Sciences: Sargent College is a vibrant academic and research community. The College offers outstanding professional programs in Athletic Training, Nutrition, Physical Therapy, Occupational Therapy, and Speech-Language Pathology. The College is recognized for its strong tradition of excellence in professional education, active student and faculty involvement in national and international professional activities, and research that contributes to improving the health and well-being of individuals and society.

Candidates must have an earned doctoral degree (OTD, DPT, PhD or equivalent), current certification in their field of professional preparation, and eligibility for Massachusetts licensure, if appropriate. A minimum of four years of experience in any area of clinical practice is required. The ideal candidate will have experience with interprofessional education and/or practice and possess strong team-building and communication skills.

The appointment begins in Fall 2016, for an initial term of 2 years, renewable. This is a 9-month appointment. The appointment will be at the rank of Clinical Associate Professor, non-tenured, with the appointment Department to be determined by the person's clinical background. Salary is commensurate with experience.

Interested candidates should send a letter of interest, curriculum vitae, and contact information for three references to: **Ellen S. Cohn**, ScD, OTR/L, FAOTA, (ecohn@bu.edu), Search Committee Chair, Department of Occupational Therapy, BU College of Health and Rehabilitation Sciences: Sargent College, 635 Commonwealth Avenue, Boston, MA 02215.

Review of applications will commence upon receipt, and will continue until the position is filled. For more information, please visit <http://www.bu.edu/sargent/>. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRAA Federal Contractor.

F-7483

NEW from AOTA!



AOTA 2015 Institute: A Paradigm Shift for Treatment and Research in Sensory Processing Disorder

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This Institute presented at the 2015 AOT A Annual Conference and Expo is delivered in eight short segments and advances practice and research for children with Sensory Processing Disorder. A novel treatment approach is presented that is family focused, relationship and regulation based, and addresses outcomes related to improved participation in daily life. Research methods discussed focuses on the use of single subject designs compared to randomized controlled trials. These key areas are examined: an overview of SPD; validity of diagnosis; identification and synthesis of assessment findings; treatment using the STAR Treatment Model; research related to SPD treatment reflective supervision; and application to school-based practice.

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One of the most common calls fielded by fire departments has nothing to do with a roaring blaze. It doesn't even have to do with cats in trees.

It is responding to an older adult who has fallen.

For more on fall prevention, see www.aota.org/Practice/Productive-Aging/Falls.

Ruth Ramsey (pictured below), EdD, OTR/L, and her Dominican University of California students have been studying the potential benefits of occupational therapy practitioners teaching fall prevention strategies to first responders. Some of their work has been published in *Physical & Occupational Therapy in Geriatrics* (<http://dx.doi.org/10.3109/02703181.2014.978432>). Ramsey and *OT Practice* Associate Editor Andrew Waite recently discussed the topic.



Waite: How did this project come about?

Ramsey: I am active on a county-wide falls prevention task force, and one of the other members of the task force is the battalion chief and director

of fire and emergency services. At one meeting, he said that the number one call firefighters get is about people who have fallen. And the firefighters were baffled and frustrated, because many of the calls are repeat fallers at assisted living facilities, and the staff are often unwilling or unable to address it. So he was interested in trying to get a handle on it, and I told him it might make for a good capstone project for my students. They could do some research on it and look at some ideas to start solving the problem. This was about 3 years ago.

Waite: Part of the project involved students teaching fall prevention strategies to first responders?

Ramsey: One group of students developed an educational presentation that was given to all the first responders in this one district. It was a 2-hour presentation focusing on issues of older adults in general, communicating effectively with older adults, especially during a fall incident. And it also gave the first responders some basic information about fall prevention and resources in the community for people who have fallen, which of course included occupational therapy. The goal is to reduce the demand on first responders by preventing falls. The lights are going on all over the county with first responders, regarding falls, but I think getting health professionals and first responders together is a fairly new idea, and there is an opportunity for us as occupational therapists to share our knowledge and skills in this area.

Waite: How do you envision that collaboration occurring?

Ramsey: I don't know that we have an ideal model, but I think there are a lot of roles for us. Obviously, consultation is one. Program development is another. Direct service is another. We have talked about a next step being going out and doing home safety evaluations with first responders, so they can learn to identify some environmental risks for falls. I see no reason why a local home health agency that hires occupational therapists couldn't start partnering with local first responders to identify fall risks together. But I think we need a systems change, because we have all this information but it's in silos. First responders collect all this data, and emergency rooms collect data, and county health departments collect data, but no one shares it with anyone else. So it is not really known in the community that the person who keeps falling needs more than the fire department coming out and picking them up every time it happens. We need to teach fall prevention in the same way the fire fighters teach fire prevention. Many OTs are getting certified in various fall prevention programs. They can offer to teach these lessons to local fire departments.

Waite: How can occupational therapy practitioners help foster that collaboration?

Ramsey: Get on falls prevention task forces. Get on committees on aging. And really engage with the other members. Most communities welcome collaboration with health professionals. They are more than happy to engage with us, so it takes a willingness to get out there and bash around for a while and ask how you might be able to help. 🙌

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