

All sessions available with 1 registration fee!

Time	Track 1: Student-Focused	Track 2: Educator-Focused
8:45am – 9:00am	Welcome	
9:00am – 10:00am	10 - Flip the Switch! Enhancing Student Motivation and Engagement (1 PDU)	11 - Putting on our People Lens: Lived Experience as Pedagogy (1 PDU)
10:00am – 10:15am	Break	
10:15am – 11:15am	20 - Meeting Students Where They Are: Trauma-Informed Pedagogy (1 PDU)	21 - Tips and Tricks for Transitioning to Teaching (1 PDU)
11:15am - 12:00pm	ZoomSide Chat (Choose One) (no PDUs) 31 - Technology in Teaching 32 - Interprofessional Education 33 - Transitioning to Teaching	
12:00pm – 12:30pm	Off-Screen Break	
12:30pm – 1:30pm	40 - Active Learning in Virtual and In-Person Settings (1 PDU)	41 - Centering Narratives in Foundational Science Courses (1 PDU)
1:30pm – 1:45pm	Break	
1:45pm – 2:45pm	50 - A Learner-Centered Approach to Teaching Adult Physical Rehabilitation (1 PDU)	51 - Incorporating the New Occupational Therapy Practice Framework into Curriculum (1 PDU)
2:45pm – 3:00pm	Break	
3:00pm – 4:00pm	60 - Being the Change: Cultivating an Anti-Racist Classroom (1 PDU)	61 - Navigating Faculty Burnout in OT Higher Education (1 PDU)

VIRTUAL

OTAC 2022 1ST ANNUAL ACADEMIC SYMPOSIUM VIRTUAL · JUNE 24 ·



...inspiring your learning journey



Earn up to 10 PDUs

Why Attend

Enrich your practice and skills as an occupational therapy educator or administrator and discover new evidence-based strategies to meet the needs of your program, classroom, and students.

Who Should Attend

Occupational therapy educators and administrators and those practitioners and students interested in academia or academic administration.

Symposium Committee

- Christy Billock, PhD, OTR/L, DipACLM
- Jerylin (Gigi) Smith, PhD, OTR/L, FAOTA
- Samia Rafeedie, OTD, OTR/L, BCPR, CBIS

Symposium Schedule and Presenters

FRIDAY, JUNE 24

8:45am – 9:00am

Welcome

9:00am – 10:00am

Session 10 - Flip the Switch! Enhancing Student Motivation and Engagement (1 PDU)

Melisa Kaye, EdD, OTR/L

Energize your students and your teaching! The flipped classroom structure moves lecture out of the classroom to prerecorded video and uses classtime for active learning and interaction. The session will present theoretical and how-to information.

Session 11 - Putting on our People Lens: Lived Experience as Pedagogy (1 PDU)

Erin McIntyre, MA, OTD, OTR/L; Sarah Bream, OTD, OTR/L; Celso Delgado, Jr., OTD, OTR/L, BCMH

This presentation will describe the process and outcomes of an innovative pedagogical design that engaged mental-health consumers, experts by experience, to co-lead debriefs with occupational therapy students learning about mental health practice. Qualitative and quantitative outcomes indicated that this course design broadened students' understanding of mental illness and recovery. Attendees will reflect on opportunities to include experts by experience as mentors or instructors in their own practice contexts.

10:00am – 10:15am

Break

10:15am – 11:15am

Session 20 - Meeting Students Where They Are: Trauma-Informed Pedagogy (1 PDU)

Jessica De Brun, MOT, OTD, OTR/L; Erin McIntyre, MA, OTD, OTR/L

This presentation will provide an overview of trauma-informed pedagogy as an essential method of teaching as we facilitate the development of resilient occupational therapy practitioners in the face of global adversity and trauma.

Session 21 - Tips and Tricks for Transitioning to Teaching (1 PDU)

Elena Meng, OTD, OTR/L; Jeni Dulek, OTD, OTR/L

The presenters, an experienced academician and a new educator, aim to share strategies and resources for practitioners transitioning to a teaching role. They will speak to their personal experiences as well as their mentoring relationship.

11:15am – 12:00pm

ZoomSide Chat (Choose from Three Breakout Rooms) (no PDUs)

Session 31 – Technology in Teaching

Moderator: Christy Billock, PhD, OTR/L, DipACLM

Session 32 – Interprofessional Education

Moderator: Jerylin (Gigi) Smith, PhD, OTR/L, FAOTA

Session 33 – Transitioning to Teaching

Moderator: Samia Rafeedie, OTD, OTR/L, BCPR, CBIS

12:00pm – 12:30pm

Lunch – on your own

12:30pm – 1:30pm

Session 40 - Active Learning in Virtual and In-Person Settings (1 PDU)

Chiao-Ju Fang, PhD, OTR/L; Katrina Long, MS, OTR/L; Deborah Bolding, PhD, OTR/L, FAOTA

The session will introduce novice educators to active learning principles and explore strategies that both novice and experienced teachers and practitioners can use to promote active learning in small class, large class, and online settings.

Session 41 - Centering Narratives in Foundational Science Courses (1 PDU)

Myka Winder, OTD, OTR/L

Storytelling is a unique form of pedagogy that is not traditionally applied in foundational science courses. This presentation will detail the importance and application of storytelling to foundational science courses for occupational therapy.

1:30pm - 1:45pm

Break

1:45pm – 2:45pm

Session 50 - A Learner-Centered Approach to Teaching Adult Physical Rehabilitation (1 PDU)

Samia Rafeedie, OTD, OTR/L, BCPR, CBIS; Allison Chu, OTD, OTR/L; Julie McLaughlin Gray, PhD, OTR/L, FAOTA

Best practice in learner-centered education is incorporated into one physical rehabilitation course and will emphasize the student's role in being responsible for their own learning, establishing a deeper understanding of content, and developing necessary skills for practice.

Session 51 - Incorporating the New Occupational Therapy Practice Framework into Curriculum (1 PDU)

Heather Thomas, PhD, OTR/L

Learn what exciting changes have been made in the 4th edition of the Occupational Therapy Practice Framework and how to incorporate these within your courses, learning activities, and curriculum.

2:45pm – 3:00pm

Break

3:00pm – 4:00pm

Session 60 - Being the Change: Cultivating an Anti-Racist Classroom (1 PDU)

Zipporah Brown, OTD, OTR/L

This presentation will prepare educators to cultivate an anti-racist classroom through education and best practices to further AOTA's Vision 2025 of maximizing health, well-being, and quality of life for all people, populations, and communities (AOTA, 2017).

Session 61 - Navigating Faculty Burnout in OT Higher Education (1 PDU)

Christy Billock, PhD, OTR/L, DipACLM

This session will explore the complexities and contributing factors of faculty burnout in occupational therapy higher education. Grounded in the science and evidence about burnout, participants will gain practical occupational strategies for navigating risk factors to maximize health and well-being.

ABOUT THIS VIRTUAL SYMPOSIUM

- There are two track themes:
 - Track 1 – Student-Focused | Track 2 – Educator Focused
- One registration fee provides access to ALL 13 sessions!
- All sessions will be recorded. Participate virtually on June 24 and then watch all other sessions at your convenience until August 1, 2022.
- Earn up to 10 PDUs.
- PDUs will be entered into your MyOTlicense cloud-based PDU tracking 'filing cabinet' (Must be an OTAC member or MyOTlicense subscriber. This service available only to OT/OTA licensees.)
- **Why OTAC Symposia?** To support OTAC Core Value 7 – Professional Development: To provide quality education and resources to advance the knowledge, skills, and continued competence of occupational therapy practitioners.
- **About OTAC.** OTAC is a nonprofit, 501c6. This means that end-of-year net revenue is retained for operations and benefit of the members and is not distributed to private owners.
- **OTAC Mission Statement.** OTAC is the collective voice that serves, promotes, and supports the profession of occupational therapy and its practitioners.

About Presenters



Christy Billock, PhD, OTR/L, DipACLM, is a professor and founding program director of the developing Occupational Therapy Doctorate (OTD) program at Keck Graduate Institute (KGI). Prior to working at KGI she served as a professor and curriculum coordinator of occupational therapy at West Coast University and was an associate professor at Loma Linda University.

She has a PhD in occupational science from the University of Southern California, where her dissertation focused on women's experience of spirituality in everyday life. She created the Occupational Therapy Spiritual Narrative Assessment (OTSNA) tool.

Billock has taught occupational therapy for 24 years in a broad range of subject areas including neuroscience, lifestyle medicine, geriatrics, rehabilitation, mental health, wellness, and occupational therapy history and theory. Her clinical background is in inpatient rehabilitation. She is passionate about innovation in occupational therapy and growing the profession's role in prevention and wellness. She recently became a Diplomate of the American College of Lifestyle Medicine.

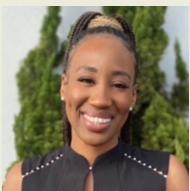


Deborah Bolding, PhD, OTR/L, FAOTA, is an associate professor at San José State University. Her research interests include aging on the go (inclusive of safety and mobility in home, local and global communities), and professional development of occupational therapy students and practitioners.



Sarah Bream, OTD, OTR/L, is associate professor of clinical occupational therapy, the director of the Post-Professional Doctorate of Occupational Therapy (OTD) Program, and an associate chair at the USC Chan Division of Occupational Science and Occupational Therapy. Bream has been an occupational therapy practitioner for 26 years, with clinical expertise and

administration within community-based mental health. Professional service on behalf of OTAC includes serving two terms as regional director; committee chair of the Occupational Therapy Centennial Float (2011-2017); Practice, Ethics, and Reimbursement Committee; and currently serving as co-chair for the Western Regional Occupational Therapy Spring Symposium 2023.



Zipporah Brown, OTD, OTR/L, is an occupational therapy practitioner and assistant professor whose work has focused extensively on the overall health and wellness of marginalized populations, fostering access to engagement in meaningful occupation in various community-based settings. Brown's passion for inclusion and equity began far before

her occupational therapy journey and continues to evolve. As a resident, her doctorate focused on increasing quality of life for two unique marginalized populations. She went on to be co-founder and president of the first student run DEI (diversity, equity, and inclusion) organization at USC; present nationally and internationally regarding strategies to increase DEI; be selected as an OTAC Ad Hoc DEI Committee member; contribute to holistic admission processes and beyond. Brown currently has a holistic wellness private practice and is contributing to the curriculum development of a new OTD program.



Allison Chu, OTD, OTR/L, currently serves as associate clinical professor of occupational therapy at the USC Chan Division of Occupational Science and Occupational Therapy. She teaches a variety of courses in the master's degree program, including the adult physical disability immersion, occupation-based adult neurorehabilitation, therapeutic use of

self, and communication skills for effective practice. She has over 20 years of experience as an occupational therapy practitioner and has worked in both pediatric and adult rehab settings, most notably at Rancho Los Amigos National Rehabilitation Center for the majority of her clinical career. She has worked across the continuum of care including acute care, inpatient, and outpatient services. At Rancho, Chu was instrumental in creating the occupational therapy program for the Acute Stroke and Neurology Service, leading the Stroke Outpatient Day Rehab program, and overseeing the development of a hospital-wide patient education program for clients recovering from stroke. Most notably, she designed and implemented "Live Your Best Life," an occupational therapy intervention informed by Lifestyle Redesign®, to assist stroke survivors with developing healthy habits and routines. Chu pioneered this program at Rancho for which she created modules, recruited patients, and trialed this approach with the stroke population for her doctoral project. She later served as a consultant to help expand the development of additional Lifestyle Redesign® programming in outpatient services for other populations at Rancho.



Jessica De Brun, MOT, OTD, OTR/L, is an assistant professor of occupational therapy at the University of St. Augustine for Health Sciences. She has a wide variety of experience as a mental health occupational therapy practitioner working in emerging practice, and community-based pediatric and adult mental health services. Her clinical practice experience

includes pediatric trauma intervention centers, domestic violence shelters, substance use and recovery services, local school districts, and regional centers. De Brun's scholarly interests have focused on emerging practice, program development, trauma-informed education, secondary trauma and burnout, early childhood trauma, the maternal-child co-occupational experience, and occupational justice. She has served as a fieldwork educator in various emerging practice and community-based settings including mental health programming for children, survivors of domestic violence, and individuals with co-occurring mental health and substance use disorders. De Brun serves as chair of the Occupational Therapy Association of California's Nominations Committee.



Celso Delgado, Jr., OTD, OTR/L, BCMH, is an associate professor of clinical occupational therapy in the USC Chan Division of Occupational Science and Occupational Therapy. His practice expertise includes community-based mental health, in particular full service partnership (FSP) services that provide care to persons labeled with psychiatric disabilities in

California. He has worked as an occupational therapy practitioner in the FSP programs at Occupational Therapy Training Program (Torrance, Calif.) and at Children's Hospital Los Angeles serving children and transitional age youth. He is currently an instructor of a mental health practice immersion course for students in the occupational therapy entry-level professional program at USC. In addition, he provides

About Presenters

fieldwork education and doctoral level mentorship to graduate students placed at community-based mental health settings and psychiatric hospitals in Los Angeles County for their fieldwork or residencies. Delgado is Board Certified in Mental Health by the American Occupational Therapy Association.



Jeni Dulek, OTD, OTR/L, is currently an assistant professor in the School of Occupational Therapy at Pacific University in Hillsboro, Oregon, where she teaches courses on occupational therapy foundations and the teaching-learning process. She currently serves as a mentor in AOTA's New Educator Mentorship Program and was selected

to serve on ACOTE's Roster of Accreditation Evaluators beginning in 2023. She holds a BS in occupational therapy, a post-professional OTD with an emphasis in education, and an MS in instructional design and technology. Dulek practiced in a variety of psychosocial settings for 14 years prior to moving to a full-time teaching role in 2014. In her teaching, she focuses on inspiring students to deliver holistic, client-centered, occupation-based therapy through creativity, networking, and lifelong learning. She is especially proud of feedback she once received from a student, who said, "I would not love OT as much as I do if it were not for you."



Chiao-Ju Fang, PhD, OTR/L, is an assistant professor at San José State University. Fang has practiced in hospitals, schools, and early intervention to serve children and adolescents with cognitive, emotional, and behavioral disabilities both in Taiwan and the United States. Her research interests cover several areas, such as outcomes measurement for cross-cultural research and advanced technologies using robots and smart homes.



Julie McLaughlin Gray, PhD, OTR/L, FAOTA, is a professor of clinical occupational therapy at the USC Chan Division of Occupational Science and Occupational Therapy and currently serves as the associate chair for curriculum and faculty and director of the USC Chan China Initiative. As associate chair, Gray currently oversees all educational

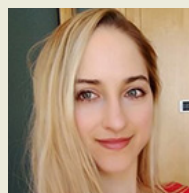
programs in the Division, including a minor program in occupational science; bachelor's to master's, professional master's, post-professional master's, and post-professional doctorate programs in occupational therapy, and a PhD program in occupational science, and is responsible for supporting all curriculum development and academic program evaluation. She has nearly 30 years of experience in higher education, with expertise in pedagogy, curriculum, accreditation, and academic leadership. She is current chair of the AOTA Academic Leadership Council (ALC) for OT programs and represents the ALC on the AOTA Commission on Education (COE). As director of the Chan China Initiative, Gray oversees a collaboration between USC and Peking University Health Science Center (PUHSC) on a dual degree program consisting of a master's in occupational therapy at PUHSC and an occupational therapy clinical doctorate (OTD) at USC, including mentoring of inaugural faculty as well as two PhD students in occupational science. Gray's publications within occupational therapy and occupational science address dynamic systems and occupation, a definition of the concept of occupation, occupation-centered practice and the relevance of the International Classification of Functioning, Disability and Health to occupational therapy and occupational

science. She was named a Fellow of the American Occupational Therapy Association in 2015.



Melisa Kaye, EdD, OTR/L, earned a bachelor's and post-professional Master of Science in occupational therapy at San José State University and a doctorate of education with concentrations on learning and instruction and educational technology at the University of San Francisco. Kaye is an assistant professor of occupational therapy at San José State

University in California. Her research interests include multimedia learning theory, innovation in pedagogy, and enhancing healthcare education with technology. Additional research interests include sensory integration, trauma-informed care, and children's development of cognitive and perceptual skills. Kaye has practiced pediatric occupational therapy for over 20 years. She is the founder of Firefly Center: Therapy Services for Children in Burlingame, California. She is passionate about partnering with children and their families and focuses on work with children who have socioeconomic and family vulnerability factors that threaten their development. She is committed to helping level the playing field for all children.



Katrina Long, MS, OTR/L, is an assistant professor at San José State University. Long's clinical and research interests include neurorehabilitation, and behavioral interventions that facilitate and optimize the formation of health-promoting habits and routines as part of an effective self-management program. She was awarded the 2021 American Occupational

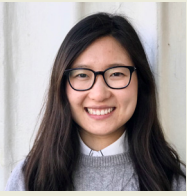
Therapy Foundation (AOTF) and The Michael J. Fox Foundation (MJFF) Intervention Research Grant for her study on Pre-Active Parkinson's Disease: A Randomized Control Trial Pilot Study to Improve Self-Management of Physical Activity Routines in Adults with Early-Stage Parkinson's Disease.



Erin McIntyre, MA, OTD, OTR/L, (she/her) is an assistant professor of occupational therapy at the University of St. Augustine for Health Sciences, San Marcos campus. McIntyre completed BS, MA, and post-professional OTD degrees in occupational therapy at the University of Southern California. Her career has focused on working with adults labelled

with serious mental illness in a range of service settings, both inpatient and community-based, nationally and in the United Kingdom, where she spent six years working in London. McIntyre's primary practice interest is working with adults experiencing psychosis in community-based mental health settings. Her scholarly work has focused on occupational therapy's role in trauma-informed education, secondary trauma, the experience of hoarding disorder, psychosis as a human experience, and the inclusion of experts by experience in academic settings. She is the author or co-author of several book chapters related to mental health occupational therapy practice, including the recent update of Bruce & Borg's Psychosocial Frames of Reference (2015). She has served as a fieldwork educator in various mental health emerging practice settings, including a variety of services for individuals experiencing homelessness, as well as substance use and recovery settings. McIntyre co-facilitates the AOTA Psychosis Community of Practice, and also serves as the OTAC representative for the California Coalition for Mental Health.

About Presenters



Elena Meng, OTD, OTR/L, is an assistant professor of clinical occupational therapy in the USC Chan Division of Occupational Science and Occupational Therapy. She works with the USC Chan China Initiative and supports the development of a dual-degree program in occupational therapy between the Peking University Health Science Center and USC

Chan. Meng has also practiced in pediatrics and currently teaches in the pediatric immersion course in the Division. She has lived in China, Canada, and the U.S. She earned a Bachelor of Science and a Master of Science in occupational therapy from McGill University, and a post-professional Occupational Therapy Doctorate from USC.

Samia Rafeedie, OTD, OTR/L, BCPR, CBIS, is the director of the Professional Program in Occupational Therapy at the University of Southern California (USC) and associate professor of clinical occupational therapy. She has been on the faculty since 2008 and has primarily taught adult physical rehabilitation and kinesiology. Rafeedie has been an occupational therapy practitioner for 21 years, with additional practice interests in productive aging and geriatrics, pedagogy and higher education, mentorship, and volunteerism. She currently serves as chair of the OTAC Political Action Committee.



Jerylin (Gigi) Smith, PhD, OTR/L, FAOTA, has been an occupational therapy practitioner for 40 years. She received her bachelor's degree and post professional master's degree in occupational therapy from San José State University, and earned her PhD in health sciences from Touro University International. Smith is an associate professor and chair of the Occupational Therapy Department at San José State University where she also acts as a faculty advisor for student research projects. She is also the graduate admissions coordinator and advisor for the Occupational Therapy Program. She sits on multiple committees at the university, college, and departmental levels. Smith has written several chapters in well-respected occupational therapy textbooks. She has lectured locally, nationally, and internationally on various topics, but most extensively on occupational therapy's role in dysphagia intervention. Smith has been an active member of both AOTA and OTAC since the time she was a student, serving on many different committees and in various leadership roles. She is currently the OTAC vice president. Clinical experience includes working with adults with neurological disorders in a variety of practice settings and with children 0-3 years old in early intervention home care.



Heather Thomas, PhD, OTR/L, is currently a professor at Western University of Health Sciences in Oregon and was previously the founding program director of the OTD program. She has been working in occupational therapy education for 18 years. She has presented at international, national, and state conferences, and was involved in providing occupational therapy services in Haiti after the devastating earthquake in 2010. She has served in a variety of leadership positions within the Occupational Therapy Association of California, Los Angeles OT Leadership Forum, Los Angeles City Council, and the American Occupational Therapy Association. She currently serves as a regional director for the Occupational Therapy Association of Oregon and on the Board of Directors for Re-building Together. She is the author of the top selling activity analysis textbook "Occupation-Based Activity Analysis" which is used across the world. Her practice background includes working in acute rehabilitation and acute settings, with those who have sustained traumatic and progressive neurological disorders.



Myka Winder, OTD, OTR/L, is a clinical faculty member at USC USC Chan Division of Occupational Science and Occupational Therapy who double majored in English (creative writing emphasis) and neuroscience while in college at USC. This background led her to infuse narrative into several science courses she currently teaches. Winder's clinical background is primarily in Lifestyle Redesign®. She currently teaches in prerequisite courses and courses in the professional program.

Symposium Disclaimer

This Symposium is sponsored by OTAC for the purpose of professional development. The material presented is not intended to represent the only or the best methods appropriate for the occupational therapy and/or medical condition or professional development issues being discussed, but rather is intended to present the opinions of the presenters, which may be helpful to other health care professionals at arriving at their own conclusions and consequent application. Attendees participating in this professional development education program do so with the full knowledge that they waive any claim they may have against OTAC and its representatives for reliance on any information presented during this educational event.

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All sessions will be recorded with access available until August 1, 2022.

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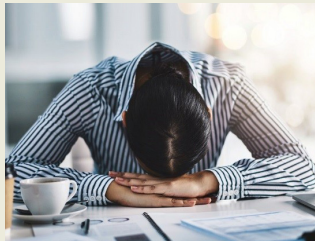
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otaonline.org/education/academic-symposium