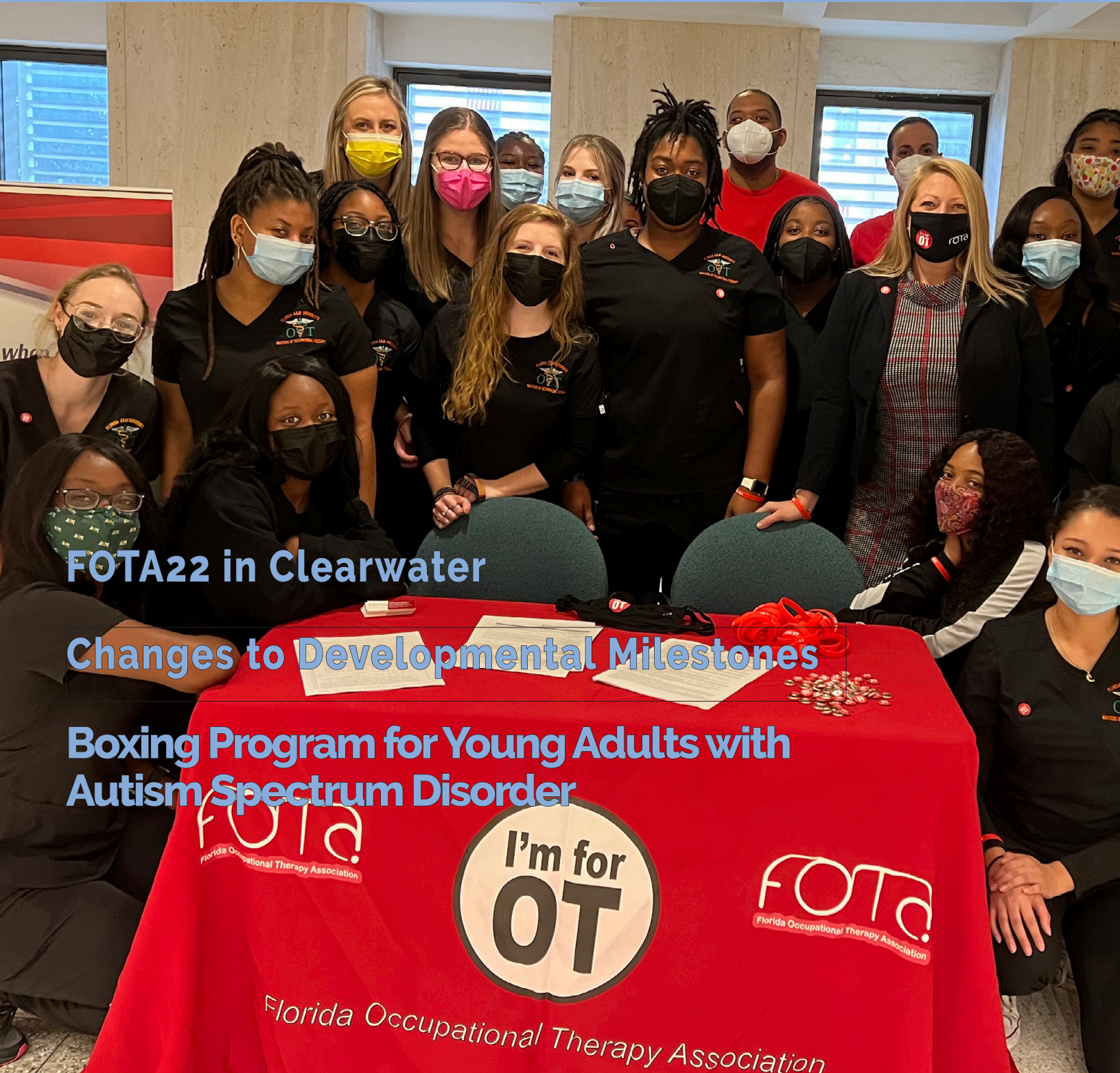


FOCUS Quarterly

Florida Occupational Therapy Association

Summer 2022
Vol. 2 | Issue 3



FOTA22 in Clearwater

Changes to Developmental Milestones

**Boxing Program for Young Adults with
Autism Spectrum Disorder**

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Our volunteer leaders are ever-changing and we try to keep up and give our members access to our volunteer board and team.

INFO@FLOTA.ORG

From the Editor's Desk



Kristina Kangas, OTD, OTR/L
fota.focus@gmail.com

Hello Everyone

Happy summer FOTA members!

In this edition, we have articles related to the update of childhood milestones and its impact on occupational therapy, as well as the opportunity to participate in an educational project run through the Work-Related Occupations SIS Co-Chairs. This project provides us the opportunity to share how we view work through visual storytelling. In addition, this edition includes the PSC Report to introduce the new SIS Chairs and Co-Chairs, as well as an article regarding Nina Simone. Please don't forget that all FOTA members are able to submit articles to FOCUS Quarterly.

As a reminder, FOTA's Annual Conference is the first weekend of November. Submissions for posters and presentations are currently being reviewed. I hope everyone is taking some time to enjoy the sunny weather while spending time with friends and family. Until next time!

Kind Regards,

Kristina Kangas, OTD, OTR/L

To submit an article for a future issue of FOCUS, please contact our editor Kristina Kangas with your submission.

Deadline for the Fall issue is Sept 15 2022.

All photos and articles published in FOCUS are considered property of Florida Occupational Therapy Association and may be republished on our website and social media.

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From the President



Debora Oliveira, Ph.D., OTR/L

It is the time of the year when we have one thing on our mind at FOTA. Conference! This year, we are having a hybrid conference with Nova Southeastern in Tampa as the host. I have been so impressed with the diversity and quality of submitted presentations, from student and professional posters to short courses and workshops. Mark your calendar now for November 4 and 5 to attend either live or virtually. You will not be disappointed.

Our membership team has been busy getting the word out about FOTA on social media via student clips and Tic Toc. They also held a Zoom information session for new therapists in Florida. Spread the word that FOTA is here to advocate for our practitioners and clients!

In September I will be “on the hill” for the American Occupational Therapy Association Hill Day. This virtual hill day provides the opportunity for us to meet with our representatives and senators to promote what is most

important for our profession and the clients we serve. Stay tuned for when we have our own Hill Day in Tallahassee. We can make a difference.

I hope to see you at conference this November. Also, every month we have had outstanding presentations on FOTA Connect. Our members can earn one CEU for each FOTA Connect. A fun and easy way to learn and earn.

Don't forget to visit our website. We are currently accepting nominations for our many awards. This is a great way to show appreciation to the many volunteers and leaders in occupational therapy.

Consider volunteering! Share with coworkers and therapy friends why being a member in FOTA is a good investment.

See you in November!

Deb

FOTA 22 Annual Conference & Expo
November 5-6, 2022



Keynote Speaker Carol Lambdin-Pattavina



The Solution is Rooted in the Problem: Healing Disconnection By Fostering Community

From a lingering pandemic to frequent and devastating mass shootings to significant climate change and beyond, our global health and wellness is being challenged and potentially compromised daily. We often seek answers by adopting a granular view of the issue at hand. Pulling back to acknowledge connections results in seeing that community – the lack and restoration thereof – may just be the common denominator as both problem and solution.

Dr. Carol Lambdin-Pattavina (she/her/hers) is an Assistant Professor in the Department of OT at UNE and has been a licensed OT for over 22 years. Her area of expertise centers around psychiatric labels given to adolescents and adults with a focus on the lasting impact of complex trauma. Dr. Lambdin-Pattavina's clinical work focuses on communities and those who live in marginalized bodies by supporting service users to craft a life of their design through the use of occupation.

FOTA 22

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November 5-6, 2022

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Recent changes to developmental milestone guidelines



Joanne Flanagan, ScD, OTR/L



Jennifer Martinc, OTD, OTR/L

Recently the Centers for Disease Control and Prevention (CDC) and the American Academy of Pediatrics (AAP) revised the developmental surveillance milestone checklist. The milestones had not been revised since they first were developed in 2004 (Zubler et al., 2022). These milestones are typically used as a developmental surveillance tool, and are a part of CDC program called, Learn the Signs. Act Early. (Zubler et al., 2022). This program was developed to help parents and early childhood professionals (ECP) become aware of typical development, in addition to developmental delays and disabilities, like autism spectrum disorder (ASD), while also including developmental activities to help promote optimal development.

The previous milestone checklists used 50th percentile, or median-age, milestones meaning only 50% of children were expected to achieve this milestone by a specific age. This often led to a wait-and-see approach, resulting in a delay in diagnosis and intervention. The updated developmental milestones now use behaviors in which 75% or more of children can be expected to achieve by that expected age. These revisions are based on data, developmental resources, and clinical expertise, and the hope is that children at a higher risk for delays will be identified sooner and thus receive intervention sooner (Schering, 2022; Zubler et al., 2022). The updated milestones and resources were provided to parents and caregivers from a variety of racial groups, educational backgrounds, and socioeconomic status to determine how easy the information was to understand and use (Zubler et al., 2022). Changes to the developmental surveillance milestone checklist include (American Occupational Therapy Association [AOTA], 2022; Zubler et al., 2022):

- Adding checklists so they coincide with every well child visit from 2 months to 5 years
- Adding social and emotional milestones which may be indicators of autism spectrum disorder
- Using plain language instead of vague language when describing certain milestones
- Deleting duplicate milestones
- Not including some developmental milestones, such as crawling, which is a complex skill that should be assessed by health care professionals, such as occupational therapists
- Adding open-ended questions to use in discussion with families so that there can be a dialogue between the health care provider and the parent about the child's development
- Updating and adding developmental activities

The developmental checklists do not replace the need for formal development screening and evaluation using validated tools by qualified health care professionals (Zubler et al., 2022). Occupational therapy practitioners can play a unique role in developmental surveillance, early identification, and early intervention (AOTA, 2022). With our expertise in evaluating the whole child, including the quality of child interactions with others and objects in their environment during early childhood occupations, we may detect early signs of neurodevelopmental impairment (Flanagan et al., 2012; Flanagan et al., 2016; Gower et al., 2019). In addition to using the Learn the Signs. Act Early. developmental surveillance checklist, occupational therapy practitioners can use AOTA's Occupational Profile Template as a guide during the occupational therapy process when screening and evaluating young children and their families (AOTA, 2020; AOTA, 2022). This template may

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help us to:

- Identify strengths and weaknesses about the child's development and concerns about engagement in occupations
- Identify what is meaningful to the child
- Identify environmental and personal factors, performance patterns, and body structures and functions that may support or limit engagement in occupations or development

The earlier we can identify developmental delays, the earlier we can intervene to minimize disabilities and improve participation in early childhood occupations.

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Annual Conference & Expo
November 5-6, 2022

Nominations
Open

FOTA22 AWARDS



FOTA22 Awards & Recognition

Awards will be presented at the FOTA Annual Membership Meeting to be held during the FOTA annual conference. The application for nominations will be accepted via submission of the award nomination form.

**Nominations expire :
September 15, 2022**

Awards:

- Honorary Membership in FOTA
- Louise Samson Leadership Award
- David D Clark OT Award of Excellence
- David D Clark OTA Award of Excellence
- FOTA Award of Recognition
- FOTA Award of Appreciation

Want to nominate someone for an award that does not fit in any of the categories? Do not worry, you can select "other" on the nomination form and write in a potential category. Please provide full description and explanation.

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A Group Boxing Program for Young Adults with Autism Spectrum Disorder

Alexandria Levy-Bennett OT-S, AdventHealth University &
Chia-Wei Fan Ph.D., OTR/L, AdventHealth University
Department of Occupational Therapy, Orlando, Florida

Research has indicated that young adults with autism spectrum disorder (ASD) are at risk for health disparities because they are less physically active than their neurotypical developing counterparts (Arnell et al., 2018; Buchanan et al., 2017; Jozkowski & Cermak, 2020; Shedlock et al., 2016). An increased risk for health conditions might lower participants' quality of life (QOL). Five AdventHealth University Orlando Campus students initiated a four-week program for young adults with ASD. The study was a pre-experimental pilot study to investigate whether participating in boxing and home exercise programs (HEP) over four weeks affected coordination, balance, and endurance.

Flyers, including the inclusion and exclusion criteria, the study's purpose, and contact information, were distributed through the Autism Society of Greater Orlando. This convenience sampling method yielded a total of four willing young adults.

The intervention was hosted by a professional boxing instructor in a local gym. The weekly, one-hour sessions consisted of a warmup activity, the boxing program, and a HEP demonstration. Participants were instructed to complete the HEP for at least ten minutes three times a week and to record the time they spent practicing at home. The HEP included ten bodyweight squats, 25 jumping jacks, three sets of ten-second single leg stand, and three sets of two-minute shadowboxing.

The participants' coordination, balance, and endurance were measured before and after the four-week intervention to measure the effects of the boxing class

and HEP. Tasks in subtests 4 and 5 of the Bruininks-Oseretsky Test of Motor Proficiency Second Edition (BOT-2) were used to evaluate coordination and balance, including jumping jacks, pivoting fingers, and tapping one's fingers, feet in opposing directions, and trunk control in a variety of postures and base of supports (Bruininks, 1978). To measure endurance, participants were instructed to complete 25 jumping jacks consecutively. Additionally, a self-report Likert scale survey was administered to measure participants' perception of their improvement in endurance, balance, coordination, boxing skills, and benefits from participating in the program.

The quantitative results of the study showed that participants' balance and coordination were significantly improved, but endurance did not. However, the qualitative response from the survey showed that all participants felt that the boxing intervention encouraged more physical activity and helped them improve some aspects of their physical capabilities.

Despite its limitations (e.g., limited sample size due to the constrain of COVID-19, lack of long-term follow-up, etc.), this study suggests that young adults with ASD can improve the quality of their lives by being physically active, especially in group sports. A group boxing experience for young adults with ASD can positively influence their physical activity, and fostering group exercise for the ASD population has potential benefits.

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Join us for FOTA CONNECT

FOTA CONNECT is a way to connect with our members, fellow OT/OTA practitioners, students, educators and the general public to discuss and learn about Occupational Therapy related topics.



The image shows a promotional graphic for a FOTA CONNECT webinar. At the top, the FOTA CONNECT logo is displayed in blue and orange. Below the logo, a circular badge says "FOTA CONNECT Join us for free WEBINARS". The main announcement is for a Wednesday session on August 17 from 7 PM to 8 PM. The title of the session is "Wheelchair Management 101: An Introduction to Wheelchair Seating and Mobility", presented by Dr. Kristian Llaca. A brief description of the course follows, stating it is an entry-level course for PTs, PTAs, OTs, and COTAs focusing on proper seating, positioning, and wheelchair equipment management.

FOTA CONNECT

Find out the full description, objectives and abstract for each session by clicking the link above.

Click on the individual photos to register for the session.

These sessions are for members only!!

FOTA Connect series is booked through 2022. If you are interested in presenting, please considering [submitting a proposal for FOTA22](#) in November at NOVA Southeastern University.

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What is Assistive Technology?

Assistive technology is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of individuals who have disabilities and older adults.

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Reframing how we picture work: Visual storytelling



Jessica Nakos, MOT, OTR



Regina Bonyng, OTR/L CWEC, CEAS

A picture is worth a thousand words is a well known phrase that was linked to the use of pictures in newspapers and other publicity practices in the early 1900s (Shehata, 2016). This idea is now intimately woven into the fabric of western society through all the media sources and personal technological platforms. The pictures we choose to take, share, and respond to reflect our culture and represent us as occupational beings (Wells et al., 2016; Wilcock & Hocking, 2015). These representations of us individually and collectively are utilized as a research methodology via photo elicitation, which provides new knowledge while often also evoking memories and unexplored emotions (Bugos et al., 2014; Harper, 2002; Richard & Lahman, 2015).

There is much room within the profession of occupational therapy for integration of media to enhance our evidence base, for example the use of visual storytelling and reflections of everyday engagement in meaningful occupations (Fritz & Lysack, 2014; Polo et al., 2020; Vänskä et al., 2020). The American Occupational Therapy Association (AOTA) (2020) espouses the critical role context has on the meaning, satisfaction, and overall quality of access and engagement in occupations. Yet, how often do we include, discuss, and reflect on the complex contextual elements captured within pictures, as it can be considered a snapshot of the occupational experiences within a particular time and place. One innovative and creative way to capture and share these occupational stories is through the visual storytelling of photos.

The Work-Related Occupations SIS co-chairs are excited to invite you to participate in a FOTA visual storytelling educational project. This educational conversation-starter is open to all practicing and non-practicing occupational therapists, occupational therapy assistants, and occupational therapy students. Please note, this is not part of any research study. This is a scholarly and journalistic exercise intended to generate a conversation about collected photographs and reflections from occupational therapy students and practitioners without an intent to generalize to other individuals.

We would like to know your visual story of paid or unpaid work, and how work has impacted and/or influenced you over this past year. As you reflect on and consider whether you will participate and whether you want to submit a picture that has already been taken, or take a new picture, also reflect on what elements are influencing your decision-making process. Why are you selecting the picture(s) you are? How does that picture connect to ideas of work, and how does it reflect to others what work may mean to you? Does the picture represent typical social understandings of paid work, or are you seeking to

expand the boundaries of work by including a picture representing unpaid work?

Below you will find a link to a photo release consent form. In order to submit, please follow these instructions:

- Complete and submit the consent form, then
- Email us a photo with a description of what your photo(s) means to you, and how it impacts you as an occupational being.
- The picture(s) must be sent in a JPEG, PNG, or PDF file.
- Email your photo description and picture(s) to both rbonyngent@gmail.com and jnakos@usa.edu for inclusion in an upcoming FOCUS publication to share your visual story.

We look forward to seeing your visual story of work and what work means or doesn't mean to you. Please reach out if you have further questions. The photos and descriptions we receive may be included in a subsequent FOCUS Quarterly publication. Picture inclusion will be based on receipt of the photo release consent via the link above, number of pictures received, quality of the description and reflection of meaning, and article submission guidelines regarding number and space restrictions for the article submission itself. Regina and I look forward to many submissions and to providing space and time to reflect on your ideas and pictures of work.

Consent form link: <https://www.surveymonkey.com/r/J8NHICYD>

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<https://ot.phhp.ufl.edu/sandra-edwards-colloquium/>

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Viewing Nina Simone as an Occupational Being:

In search of meaning in the process of doing, being, becoming & belonging.



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Abstract

Nina Simone, born as Eunice Kathleen Waymon in Tryon, North Carolina was a classically trained pianist destined to play Bach, Beethoven, Mozart and the like. However, the trajectory of her life journey would take her away from that path into a career as a singer, songwriter, pianist, and civil rights activist. The music she created and performed cut across multiple genres including folk, gospel, blues, jazz, rhythm and blues, and pop, if not all. Each song was influenced and showed traces of her classical piano training from childhood, and was reflective of the geopolitical and cultural context of that time. I did not know about Nina Simone until 1997 and only became aware because my spouse was fervently fond of her music. What caught my attention back then was how the timbre of her singing voice wove in and out of her piano accompaniment infused with forays into baroque and romantic rhythms at the same time. That was my limited experience until I saw the movie, inspired by a 1970 essay by Maya Angelou that asked the question, “What happened, Miss Simone.” In doing that, I witnessed her personal and professional life in much more detail – some poetic, some disturbing but a life well lived by a gifted and talented individual experienced within the context of her times. Many times speaking the anguish of domestic abuse, unrequited love, and racial prejudice. My original intent in writing this article was to share glimpses of doing, being, becoming and belonging of her life trajectory while extracting meaningful illustrations of occupational science constructs such as, occupational development and co-occupations of her early life as a musician accompanied with the occupational disruption, justice, engagement, resilience justice, and systemic racism she underwent through the evolution of her life and career with the domestic and racial inequities of the times. I am still doing that, but all within the confines of the documentary by Liz Garbus, but also in the popular published literature about her life. Hopefully, the article will be easy to read and taken as a story told rather than a scholarly or a movie industry review – an article that tells the story of a life well lived, and a legacy of music from the High Princess of Soul. Nina Simone, like all of us, is a human who is an occupational being, after all.

Keywords: *documentary, human as occupational being, occupational justice, occupational disruption, occupational engagement, occupational resilience, occupational development, social justice, systemic racism, police brutality, collective conscience, talent, advocacy*

Snip its

Viewing Nina Simone as an occupational being provides an intimate way of understanding the life journey of a gifted and talented human being within the geopolitical and

cultural context of her time, while speaking of the anguish of domestic abuse, unrequited love, and racial prejudice. Watch the movie! #what happened, miss simone

Introduction

Because humans weave in and out of daily occupations, what they do influences what they end up being, and what social connections they make. Doing, being, becoming and belonging are embedded in the stories they live and talk about.

When analyzed and disseminated appropriately, the narratives are powerful data that can be utilized by occupational scientists and occupational therapy practitioners as data for occupation-based research (Wicks & Whiteford, 2003). These occupational science core concepts have evolved since it was first used by Fidler and Fidler (1978) and expanded by Wilcock (2001) and Hitch et al. (2014). The intersection of occupational science as a basic science and occupational therapy as an applied science is evident in the proliferation of vocabulary initially associated with occupational science into the practice of occupational therapy, now embedded in the occupational therapy framework (American Occupational Therapy Association, 2020). The document explicitly recognizes the positive relationship between occupation and health; it asserts the recognition of the occupational nature of humans as occupational beings.

My original intent in writing this article was to share glimpses of the doing, being, becoming and belonging of a life trajectory, as featured in a documentary film titled, *What happened, Miss Simone?* (McFaline, 2016). In reviewing the film my plan was to extract meaningful illustrations of occupational science constructs such as occupational development and co-occupations in Nina Simone's early life as a musician. I wanted to



take samples from her biographical documentary that illustrated occupational disruption, justice, engagement, resilience, and justice, but also the systemic racism that pervaded her life and career, peppered with the domestic and racial inequities of the times (Miller & Dingwall, 1997). While doing that, I viewed the documentary by Liz Garbus using an occupational science lens and was able to see Nina Simone as an occupational being (Scott, 2017).

The Documentary and Occupational Science Constructs

The movie started with a throwback to a concert after she returned from a self-imposed exile in Liberia – she had command of the audience and had them spellbound by her message but especially by her own Bach-like piano rendition of the Christmas carol *Old King Wenceslas*. The movie proceeds to throwbacks to her life with humble beginnings in a small southern town where her musical prowess started and blossomed with a little help from a piano teacher and a patron who recognized her talent. Even then she was cognizant that there is a limit as to how far she could go with her music because of the color of her skin. As she came of age, she moved to New York seeking admission to the Curtis Institute, a prestigious music school, but was turned down. To support her private piano lessons,

and later her family who relocated to Philadelphia, she agreed to sing jazz at a bar and grill. She did this despite knowing that her preacher grandmother would disapprove of her singing “the Devil’s music.” So, as a disguise she adopted the stage name Nina Simone from the Spanish word *niña*, or little girl, and Simone from Simone Signoret, a French actress. Her occupational development took a drastic turn from classical pianist to jazz performer to occupational justice activist. Before that drastic turn she spent most of her formative years learning the piano with very little time for typical childhood occupational development. Resorting to jazz for survival she demonstrated occupational resilience that would result in popularity as a performer and a recording artist. As she gained popularity, Nina married Andrew Stroud, who later became her business manager and father to their daughter Lisa. He has been documented to abuse Nina both psychologically and physically (Light & Garbus, 2015). During a decade of civil rights unrest between 1964-1974, Nina became very passionate activist and changed

record distributors more than once. Her song “Mississippi Goddam” would be an anthem of her civil rights message. This was around the time when she stated that the song harmed her career. This was also the time when the egregious domestic abuse from her husband worsened. One thing led to another, and she ended up leaving the United States and the rest is history. Hopefully, the article will be easy to read and taken as a story told rather than a scholarly or a movie industry review – an article that tells the story of a life well lived, and a legacy of music from the High Priestess of Soul.

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Correction to FOTA21 Conference Program

The FOTA 2021 program Course titled:

Occupational Therapy: Our Role in Suicide Prevention in the Military and Veteran Populations.
Pamela Kasyan-Howe OTD, OTR/L, Rosemarie Reitman OTDS, Kristin Domville Dr OT

Stated: According to AOTA, suicide in US military and veteran population is an epidemic. OT’s evaluate and treat veterans/active military in all practice settings. OT has a role to prevent or minimize suicide risks. This short course advances the practice by responding to AOTA’s call to action through education on this serious mental health issue and by identifying evidence informed interventions.

The article referenced is <https://pubmed.ncbi.nlm.nih.gov/28809646>

The corrected statement should have read:

Occupational Therapy: Our Role in Suicide Prevention in the Military and Veteran Populations

Pamela Kasyan-Howe OTD, OTR/L, Rosemarie Reitman OTDS, Kristin Domville Dr OT

Stated: According to Kashiwa (2017), suicide in US military and “veteran population is an epidemic.” OT’s evaluate and treat veterans/ active military in all practice settings. OT has a role to prevent or minimize suicide risks. This short course advances the practice by responding to Kashiwa (2017) call to action through education on this serious mental health issue and by identifying evidence informed interventions.



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The revolving door: Passing the baton of SIS leadership



Ricardo C. Carrásco, PhD, OTR/L, FAOTA

Introduction & PSC Structure

The Practice Standing Committee (PSC) is one FOTA's Standing Committees. The PSC coordinator along with other standing committee coordinators work in conjunction with FOTA officers to implement goals stated in their job responsibilities and the current strategic plan (link to organizational chart). The PSC comprises the PSC Coordinator and 15 special interest sections (SIS), namely: Developmental Disabilities, Education, Fieldwork Education and Doctoral Capstone, Education, Gerontology, Health Promotion and Wellness, Mental Health, Occupational Science, Physical Dysfunction, Research, School Systems and Early Intervention, Sensory Integration, Technology, Administration and Management, and Work Programs.

Each SIS has its own Chair, and sometimes Co-Chair(s), with specific roles and responsibilities, all of which report to the PSC Coordinator. Like other standing committee coordinators, the PSC Coordinator represents SIS Chairs during board meetings. The PSC receives periodic reports from SIS Chairs and collaborates with the Association Coordinator and the FOCUS Quarterly Editor to ensure a smooth flow of article submissions and conference proposals, as well as prompt responses to queries from SIS constituency and any other tasks that may be necessary. FOTA is fortunate to have a cadre of dedicated and knowledgeable SIS Chairs, and I would like to say kudos to all for a job well done. Through this article, I also wish to say goodbye and thank the Chairs who are departing, and welcome those who are entering the revolving door of SIS leadership.

Jennifer Castelli, OTD, OTR/L, CHT Gerontology SIS

Jennifer Castelli, OTD, OTR/L, CHT is the new Co-Chair of the Gerontology SIS. She is the Academic Fieldwork



Jennifer Castelli, OTD, OTR/L, CHT

Coordinator for Gannon University and works as certified hand therapist providing upper extremity rehabilitation. She also serves at the executive level for administration work in Florida. She has worked as a travelling therapist with a major company that took her to several southeastern states providing evaluation and treatment of musculoskeletal, neurologic, traumatic and progressive

conditions in long term care. In addition to certification in hand therapy, Dr. Castelli is also certified in mental health first aid. She received her post professional Doctor of Occupational Therapy from Rocky Mountain University of Health Professions and her Bachelor of Science in Occupational Therapy from the University of North Dakota. Her scholarship includes several local and national

presentations, in addition to a publication on the use of a temperament test to increase HEP adherence.

Sujata Martins, MS, OTR/L, CD Health Promotions & Wellness SIS

Sujata Martins, MS, OTR/L, FAOTA is joining Barbara Ingram-Rice as Co-Chair of Health Promotion and Wellness SIS. Sujata is



Sujata Martins, MS, OTR/L, CD

an occupational therapist who specializes in pelvic health and strives to provide trauma-informed, gender-affirming, and evidence-based care to her clients. She uses a strong foundation of manual therapy and mental health intervention as she guides her clients with compassion during recovery. Pregnancy, chronic pain conditions, and sexual dysfunction are her areas of expertise. She has her Master of Science in Occupational Therapy from the University at Buffalo and her Bachelor of Science in Occupational Therapy from the Maharashtra University of Health Sciences in India. She holds a Maternal Mental Health Professional Certificate from Postpartum Support International and has continued training in pelvic rehabilitation since 2019. She has practiced in several states including New York, Connecticut, Iowa, and Florida. She has served as doctoral capstone consultant and continues to be a primary clinical investigator for case-controlled studies on pelvic floor education during pregnancy on the birth outcomes of primiparous mothers.



Shane Tong, OTD, MBA, OTR/L
Mental Health SIS

Shane Tong, OTD, MBA, OTR/L

Shane Tong, OTD, MBA, OTR/L, is a self-motivated and team-oriented occupational therapist, business professional, and military veteran who seeks organizational leadership in order to advocate for and advance the reach of occupational therapy. He served for

the U.S. Navy as a Hospital Corpsman Second Class on the USS Nimitz and was deployed in Bahrain and Afghanistan. Dr. Tong graduated with a Doctor of Occupational Therapy degree from the University of St. Augustine in Health Sciences, Master of Business Administration from the University of Louisville, and a Bachelor of Science in Kinesiology from the University of Kentucky. Dr. Tong currently works at the James A. Haley Veterans' Hospital where he conducts evaluations, assessments, and treatment for complex brain injury, polytrauma, and spinal cord injury with an interdisciplinary team. He completed a one-year AOTA accredited physical rehabilitation fellowship at the same institution. His doctoral capstone was on creating a sustainable model for a student pro bono clinic. His work history includes employment as a professional sales representative for Astrellas Mybertiq, Versicare®, Call Points: Urologists, Primary Care Physicians.



Jose Rafols, OTD, MHSA, OTR/L, BCT, CEAS
Technology SIS

Jose Rafols, OTD, MHSA, OTR/L, BCT, CEAS has stepped up to serve as the Technology SIS Chair, taking the place of Rick Davenport, PhD, OTR/L. He has come in ready for action with a session scheduled for FOTA Connect titled *Telehealth Triple*

Jose Rafols, OTD, MHSA, OTR/L, BCT, CEAS

Threat: Purposeful Integration of Telehealth Platforms within the OT Practice Landscape. His practice background is in physical disabilities, upper extremities, rehabilitation, home health, and administration. He brings with him teaching and academic administration experience, and was active duty in the U.S. Army Medical Specialist Corps. His post professional Doctor of Occupational Therapy degree came from Creighton University. He also has a Masters in Health Service Administration from Barry University, and a Bachelor of Science in Occupational Therapy from East Carolina University. He is pursuing his Doctor of Education from the University of St. Augustine for Health Science with a specialty track in healthcare leadership, with a proposed graduation date of September 2022. He has many presentations and some publications on record and has consistently presented during FOTA conferences.



FOTA Board Election Announcement

Earlier this year we held an election for 2 board positions; President Elect & Secretary. We are pleased to announce the President Debora Oliveira has joined us for her 2nd term and former treasurer Jordan Powers is our new secretary.

We want to express our sincere gratitude to our thank outgoing Secretary Kayla Collins for her fantastic term with the FOTA Board. Board service is one of the toughest volunteer roles and you took this on with grace, dedication and seriousness. Thank you!

We also want to thank Jordan Powers for her superior work as Treasurer and we are so grateful to you and your husband for your dedication and mastery of excel spreadsheets! You have made a huge impact and left a legacy!

Additionally, Kristin Domville was previously elected to Treasurer elect, however, was unable to fulfill the role. The FOTA Board appointed Nichel Brunder as Treasurer

If you are interested in a volunteer position with FOTA, please contact our Volunteer Chair Marsha Shuford at mbdshu@gmail.com.



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Do not use the H200 Wireless/L300 Go system in patients with any electrical implant (e.g., pacemaker or defibrillator). Do not apply electrode over an area of a metal implant, a cancerous lesion is present or suspected, or where there is a fracture/dislocation. Some users may experience skin irritation at the stimulation site. Use caution in patients with heart problems or epilepsy. Full prescribing information can be found in product labeling or at www.bioness.com/Safety_and_Risk_Information.php.

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