

2018 CTAPTA Annual Conference Course Descriptions

Keynote Speaker



Sharon Dunn, APTA President

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Track one

Ethical Dilemmas in PT Education and Practice: What is the Process?

Katherine Harris PhD, PT

Multiple

All professions abide by a code of ethics. Since moral development occurs early in one's life, physical therapy educational programs can make significant contributions to moral development, which is necessary, as one becomes a healthcare provider. Identifying and clarifying moral issues becomes paramount in our work with students, patients, clients, and society. With the revision to the Code of Ethics and the "disciplinary action procedural document" the process has changed. Using case studies to discuss ethical principles and work through the process offers clinicians' tools to enhance their ethical decision-making.

1. Identify ethical principles violated in case studies presented
2. Assess the ethical decision making process
3. Interpret an ethical dilemma

Katherine Harris is Chair and Associate Professor of Physical Therapy at Quinnipiac University. She currently teaches the two professional issues courses which include ethics and ethical decision making. Katherine served on the Ethics and Judicial Committee of the APTA 2012-2017 serving as Chair 2016-

2017. She is currently the Chief Delegate for the CTAPTA and a member of the APTA's Special Committee to Review House (of delegates) Documents.

Legislation and PT Practice 2018 and Beyond

Victor Vaughan PT, DPT, MS, Board Certified Orthopedic Clinical Specialist and CTAPTA Federal Affairs Liaison and Matt Hyland, PT, PhD

Updates of legislative and current payment issues and your role in moving the profession forward.

Length with Strength: Manual Therapy and Eccentric Exercise for Patients with Shoulder Pain

Maryclaire Capetta, PT, DPT Laurie Devaney, PT, ATC, MSc
Intermediate

This presentation will include both didactic and laboratory based hands-on instruction in manual techniques to address mobility deficits of the shoulder complex and spine as they relate to shoulder pain and dysfunction. Current evidence for best practice will be presented and serve as the foundation for interventions.

- 1) Participants will explain how movement based diagnosis directs intervention for the shoulder complex
- 2) Participants will discuss implications of level of irritability in directing intervention for the shoulder complex
- 3) Participants will correctly select and perform soft tissue, thrust and non-thrust manipulation, and exercise interventions to improve mobility of the upper quarter for patients with high and low levels of irritability
- 4) Participants will integrate published clinical practice guidelines for the shoulder and cervical spine into clinical scenarios

Maryclaire Capetta, PT, DPT

Maryclaire Capetta is a physical therapist with 11 years of clinical experience. She is currently a faculty member in UConn's DPT program teaching primarily in the musculoskeletal curriculum. She is a Board Certified Orthopaedic Clinical Specialist and Fellow of the American Academy of Orthopaedic Manual Physical Therapists. She is a member of the CTAPTA Board of Directors.

Laurie Devaney, PT, ATC, MSc

Laurie Devaney is a physical therapist with nearly 30 years of clinical experience. She is currently a faculty member in UConn's DPT program, teaching in the musculoskeletal curriculum. She is a Board Certified Orthopaedic Clinical Specialist and Fellow of the American Academy of Orthopaedic Manual Physical Therapists. She is currently a PhD candidate with her primary research focus on injury risk in overhead athletes. She is a co-author of the APTA Orthopaedic Section's current neck pain clinical practice guidelines.

Track 2

Choosing Wisely: Increasing Outcome Measure Use In Your Practice...And Sustaining It

Wendy Romney, PT, PhD, DPT, NCS Michelle Wormley, PT, PhD, CLT Diana Veneri, PT, EdD, NCS
Andrea Oberlander, PT, MOT Pete Grevelding PT, MSPT, NCS

Intermediate

Standardized outcome measures (OM) have been emphasized in physical therapy practice to optimize patient evaluation; however, a lack of regular use of OM exists. Synthesized evidence-based resources, such as Rehabilitation Measures Database™, EDGE Taskforce recommendations and the recently published Outcome Measure Clinical Practice Guidelines exist to help clinicians select and interpret the most appropriate OM for their patients. In order to disseminate this information, knowledge translation (KT) interventions highlight strategies that may improve the use of OM by physical therapists (PT). The purpose of this course is to explore synthesized resources, describe the literature in physical therapy related to KT and quality improvement (QI) and provide examples of implementation of KT-QI initiatives using these resources to increase the use of OM by PTs.

Participants will be able to:

1. Explore synthesized resource databases for use of OM
2. Describe KT-QI practice and research in physical therapy
3. Describe strategies to plan, implement and evaluate KT/QI projects
4. Develop KT-QI action plans

Wendy Romney, PT, PhD, DPT, NCS is a Clinical Associate Professor at Sacred Heart University, teaching courses on physical therapy examination and treatment of patients with neurological disease and dysfunction and medically complex issues. Dr. Romney is earning her PhD from Rutgers University and her thesis work is focused on knowledge translation and improving the use of outcome measures in PT practice. She is a Board Certified Specialist in Neurological Physical Therapy and continues to practice at Gaylord Specialty HealthCare, Wallingford, CT treating patients with neurologic disease and medically complex issues. She was a co-chair of the programming committee for the CT APTA, a member of the SCI EDGE workgroup and KT Taskforce for the Outcome Measure CPG for the Academy of Neurologic Physical Therapy.

Michelle Wormley, PT, PhD, CLT is a graduate of Quinnipiac University (BS '02, MPT '04) and NovaSoutheastern University (PhD '14). She is an Assistant Professor at Sacred Heart University, where teaching responsibilities include structure and function of the neurological system and examination and treatment of patients with neurological involvement and medically complex issues. Michelle's clinical experience as a physical therapist has consisted of treating patients with neurological deficits, as well as practicing as a certified lymphedema therapist since 2009. In addition to her teaching role, Dr. Wormley coordinates the post-professional Continuing Education Program at Sacred Heart.

Diana Veneri PT, EdD, NCS is an assistant professor at Sacred Heart University. Her teaching responsibilities include evidence-based practice. Her clinical practice is focused on adult neurologic rehabilitation. Diana's research interests include physical therapy education, adult neurologic rehabilitation, and prosthetic rehabilitation.

Andrea Oberlander PT, MPT graduated from Quinnipiac University (BS '00, MPT '02). She is a Clinical Assistant Professor at Sacred Heart University, where teaching responsibilities include evaluation of and intervention for patients with neurological and medically complex pathologies. Andrea's clinical experience as a physical therapist has been in inpatient rehabilitation, with a primary focus on the traumatic brain injury population, outpatient pulmonary rehabilitation, and home care settings. She continues to practice in the home care setting and at Gaylord Specialty Healthcare in CT working with neurological and medically complex populations. She is an LSVT BIG certified clinician.

Pete Grevelding graduated from the University of Connecticut with a Master of Science degree in Physical Therapy ('00). Pete is a board certified Neurologic Clinical Specialist and a member of the American Physical Therapy Association and Neurologic Section of the APTA. He is the Director of Therapy Services and Business Development at Gaylord Specialty Healthcare. Pete has experience working in the rehabilitation hospital, long term acute care hospital and outpatient settings. His professional interests include Traumatic Brain injury, Stroke, Concussion management and progressive clinical growth.

Focused Balance And Fall-Risk Assessment For The Geriatric Client

Janine Hatch, PT, DPT, MS, GCS and Leigh Ronald, PT, DPT, LSVT
Intermediate

Maintaining postural control is dependent on the interaction of multiple body systems, environmental factors, and the task. The multifactorial nature of postural control necessitates a more comprehensive detailed assessment than a simple grading of "good/fair/poor" in order to guide data-driven diagnoses and clinical decisions. This course will address the age-related changes that occur in the musculoskeletal and neuromotor systems, as well as in cognition in the geriatric client, and discuss the appropriate selection and interpretation of focused methods of examination of balance and fall risk as an essential basis for development of an effective and functionally relevant plan of care.

1. Understand the motor, sensory, and cognitive contribution to postural control.
2. Select appropriate evidence-based examination measures, including standardized tests.
3. Determine a differential PT diagnosis of factors contributing to balance dysfunction.
4. Implement targeted intervention strategies based on interpretation of examination findings and PT diagnosis.

Janine received a Bachelor's degree in Physical Therapy from New York University, and MS and DPT degrees from MGH-IHP with concentrations in balance disorders in the elderly and clinical management of vestibular disorders. Janine is currently an Assistant Clinical Professor at Sacred Heart University, a certified Vestibular Rehabilitation Specialist, and board-certified Geriatric Certified Specialist, with experience managing geriatric clients across the spectrum of settings and conditions. She has authored a

number of publications and is a reviewer for several peer-reviewed journals, including the Journal of Geriatric Physical Therapy and the American Journal for Physical Medicine and Rehabilitation.

Leigh received her Bachelor's degree in Community Health Education from University of Maine at Farmington and Doctorate of Physical Therapy from Sacred Heart University. She is a physical therapist at The Carolton Chronic and Convalescent Hospital, where she works with a geriatric and neurologic patient mix in an outpatient setting, however, she has experience across the continuum of care. She is LSVT Big Certified and is currently pursuing the designation of Certified Exercise Expert for Aging Adults. Leigh also serves as an adjunct faculty member at Sacred Heart University.

Track 3

Physical Therapy in Connecticut Schools- Best Practices and Resources

Deborah Bubela, PhD, PT, PCS Sharon Anderson, PT, C/NDT Molly Grabowski, PT, DPT, C/NDT
Susan Moriarty, PT, DPT

Multiple

This 3-hour educational session will serve as an introduction to the recently revised draft of the CT School-based Physical Therapy Guidelines. Through a combination of lecture, group discussion, and case scenarios therapists will become acquainted with the guidelines and apply the guidelines to elements of physical therapy practice within the school setting. Members of the audience will be encouraged to provide feedback about the guidelines during the session and as a follow-up to the session.

By the end of the session, participants will be able to:

- Become acquainted with the draft of the recently revised CT's School-based Physical Therapy Guidelines;
- Compare and contrast therapy services in medically based and school based settings;
- Identify federal and state legislation that pertains to the provision of physical therapy services in educational settings as outlined in the guidelines;
- Identify resources that are available to guide physical therapy practices in school settings; and
- Apply legislation and physical therapy practice guidelines to various activities associated with the delivery of physical therapy practice in educational settings.

All of the speakers are physical therapists with decades of experience practicing in educational settings. Members of the group have pursued credentialing in specialized areas and higher degrees relating to physical therapy. The group has worked over several months as part of the Pediatric Special Interest Group to update and revise guidelines for school-based physical therapy practice in Connecticut with the intention of assisting educational stakeholders, including those therapists practicing in educational settings.

Maximizing Function In Children With CP Using The Segmental Approach For Trunk Control

Sandy Saavedra, MS, PT, Ph.D Timothy Geier, SPT Lauren Shortell, SPT, Joe Mickelson, SPT
Intermediate

We will address the foundational concepts of the Segmental Assessment of Trunk Control (SATCo) including setup, levels of control, and corresponding hand placements. Combining SATCo with theories discussing open and closed chain kinematics will explain compensatory strategies, how to prevent them and how this affects the reliability and validity across clinicians. Practical experience given during this session will help clinicians apply these concepts to their clinical setting. Finally, examples of the segmental approach will be shown of positional devices for a child's everyday life in school, at home, and during recreation.

1. Demonstrate proper technique for pelvic strapping and manual support for administration of the Segmental Assessment of Trunk Control (SATCo).
2. Identify common SATCo tester errors using video examples.
3. Use the concepts of open and closed kinetic chains to discriminate between adequate and inadequate segmental support for function.
4. Recognize the impact of a segmental approach on participation and function, how does this impact their life within the house/community.
5. Discuss barriers and facilitators for administering the SATCo in various clinical settings.

Sandra Saavedra, Associate Professor at University of Hartford, is a pediatric researcher with 22 years clinical experience. Dr. Saavedra received her MS in Physical Therapy from University of Southern California, her PhD in Human Physiology from University of Oregon and completed postdoctoral research at University of Michigan. Her cerebral palsy research team will present the concepts behind her NIH funded studies that explore a segmental approach to understanding how trunk control develops in typical infants and how it is constrained in children with moderate-to-severe motor impairment.

Third year physical therapy doctoral students at the University of Hartford

Parkinson Wellness Recovery - PWR! Moves

Allison Breakey, PT, DPT Megan Rood, MSPT

Basic

This course includes a lab and lecture component on the principles of PWR! Moves created by Dr. Becky Farley. Parkinson Wellness Recovery or PWR! Moves is a treatment approach for patients with Parkinson's Disease built upon strategies that are focused on high amplitude movements for optimal function and brain health while driving neuroplasticity. This approach encompasses 4 foundational movement patterns to target symptoms typically noted in patients with PD. Upon completion of this course, clinicians will be educated on the foundation and research supporting PWR! Moves and will be

prepared to incorporate the basic PWR! Moves principles into practice. This course does NOT include PWR! Moves Therapist Certification.

1. Encompass didactic knowledge on the basic principles of PWR! Moves.
2. Experience hands on practice of PWR! Moves with lab component
3. Understand how to incorporate the Basic 4 moves into clinical practice
4. Gain knowledge in how to become a PWR! Moves Certified Therapist

Megan Rood, MSPT, graduated from Northeastern University in 2005 and has been working in the outpatient neurological setting for >10 years. She is LSVT BIG and PWR Certified to treat Parkinson's Disease. She is also a Certified Stroke Rehabilitation Specialist through the American Heart Association. She has developed the Safe Steps Balance and Fall Prevention program for Hartford HealthCare and has presented this nationally.

Allison Breakey, PT, DPT graduated from Sacred Heart University in 2017 and is currently working at Backus Outpatient Care Center in Norwich, CT. Allison treats a wide variety of patients in the outpatient center including geriatric, athletic, orthopedic, neurologic, chronic pain, and medically complex populations. She recently earned her certification as a PWR! Moves therapist and has a special interest in working with patients with neurologic conditions.

Facilitating Clinical Reasoning: Effective Mentorship of Novice Clinicians and Students

Beverly D. Fein PT, DPT, EdD Kristin Schweizer PT, DPT
Intermediate

Effective mentoring is a critical skill for managers, senior clinicians and clinical instructors. This short course will utilize the description of the expert practitioner as a model for best practice to examine the development of clinical reasoning in novice clinicians and students. Methods for identifying gaps in knowledge and skills will be explored. Specific strategies for developing appropriate learning experiences in novice to expert clinicians will include the use of questioning and reflection. Participants will practice applying these tools to facilitate the development of clinical decision-making and professional growth.

1. Differentiate between novice and expert clinical reasoning processes
2. Evaluate the role of mentorship in the professional development of clinicians
3. Describe methods for structuring learning experiences to develop clinical reasoning
4. Analyze the use of questioning to enhance learning
5. Integrate the use of key teaching strategies for clinician or student development including:
 - Use of questioning
 - Reflection including self-assessment feedback

Beverly D. Fein PT, DPT, EdD earned her BS in Physical Therapy from the University of Pennsylvania, MS from Temple University, EdD in Educational Leadership from the University of Bridgeport and tDPT from MGH Institute. She is Clinical Associate Professor of Physical Therapy and Director of Clinical Education at Sacred Heart University in Fairfield, CT where she teaches physical therapy management of patients with medically complex disorders/acute care as well as teaching development of therapeutic relationships, cultural competence, psychosocial issues in health care. Her publications and presentations include such topics as problem based learning and communication skills, interprofessional education and specialized teaching techniques; she has served as a curriculum consultant in physical therapy and for other disciplines. Dr. Fein is a Credentialed Trainer for the both the APTA Basic and Advanced Credentialed Clinical Instructor Programs. She is the Chair of the Academy of Acute Care Physical Therapy's Task Force on Residencies and Fellowships and serves on the Academy's Acute Care Education Committee.

Track 5

Diagnosis and Treatment of Movement System Impairments at the Ankle-Foot Complex

David Cameron, PT, PhD, OCS.
Intermediate

This Clinical Education Session will present recent evidence informing the diagnosis and treatment of movement system impairments of the ankle-foot complex. Pathological conditions at the ankle-foot complex are common and may result in substantial impairments, activity limitations and participation restrictions. These conditions often present a significant challenge to physical therapists. The Session will begin with a brief review of ankle-foot structure and function including prevalent variations of structure and function, followed by current best evidence for ankle-foot assessment in the context of movement system. Presentation of several highly prevalent ankle-foot conditions will follow, with discussion of pathophysiology, and recent, best available evidence for management of these conditions.

1. Describe the osseous, articular, muscular and neurovascular anatomy of the ankle-foot complex
2. Describe "normal" function of the ankle-foot complex, primarily in weight-bearing
3. Describe prevalent movement system diagnoses for ankle-foot region
4. Describe elements of movement system diagnoses for ankle-foot region
5. Describe evidence-based interventions for movement system ankle-foot diagnoses.

Dr. David Cameron, PT., PhD, OCS is Clinical Associate Professor of Physical Therapy at Sacred Heart University. He teaches at Sacred Heart University in the Doctoral Program in Physical Therapy. He has taught human anatomy, kinesiology as well as Evaluation and Intervention of Musculoskeletal Disorders. He currently teaches Examination and Documentation. His area of interest is in developing and advancement of the Human Movement System. Dr. Cameron graduated from University of Connecticut with a Bachelors degree in Physical Therapy (1983) and with a Masters in Sport Biomechanics (1995). He completed his PhD in pathokinesiology at New York University in 2007.

Why Do I Still Hurt? Understanding and Managing the Pain Experience

Jason Myerson PT, DPT, DMT, OCS, FAAOMPT, CMTPT

Multiple

Pain is a common occurrence that all individuals experience at one point in their lifetime. Pain has numerous qualities and may affect many aspects of a person's life. Not all individuals react to a pain experience the same way. This 3 hour course is designed to update the participant on the latest evidence utilizing neurobiology and neurophysiology and clinical application of therapeutic neuroscience education (TNE) for participants in pain. TNE has been shown to reduce pain, increase function, reduce fear and catastrophization, and improve movement and change cognitions and brain activation during pain experiences. This course utilizes a Case Based approach to discuss the concepts of nociceptive pain, referred pain, and peripheral and central sensitization for patients with acute, sub-acute and chronic pain. In addition, this course will help guide the participant utilizing outcomes measures to recognize individuals who may be at risk for developing chronic pain. Lastly, evidence informed treatment interventions will be discussed to manage individuals with various pain experiences.

1. Define and explain the therapeutic neuroscience education for an individuals' pain experience
2. Discuss the latest evidence of neurobiology and neurophysiology for an individuals' pain experience
3. Apply therapeutic neuroscience education to clinical practice with the use of at least one metaphor or analogy
4. Identify 2 or more factors that may identify individuals whom may be at risk for developing chronic pain
5. Design an intervention plan for an individual with chronic pain patient based neurophysiological reasoning behind the treatment

Jason Myerson PT, DPT is a physical therapist for Select Physical Therapy in Shelton, CT. Jason is a 2005 graduate of Quinnipiac University with his Masters in Physical Therapy. He went on to complete Manual Therapy Residency and Fellowship training through the Ola Grimsby Institute in 2011 and 2012. Through the OGI he achieved a Doctorate in Manual Therapy in 2012 and became a Fellow of the American Academy of Orthopedic Manual Physical Therapists in 2013. He also is a board certified Orthopedic Clinical Specialist in 2013 and certified in Dry Needling through Myopain Seminars in 2014. He serves as adjunct faculty in the Department of Physical Therapy at Quinnipiac University. He serves as faculty with Institute of Advanced Musculoskeletal Treatments (IAMT) and Select Physical Therapy instructing weekend continued education courses and well as manual therapy (COMT) and Dry Needling certification courses.

Track 6

PT/ PTA Team

This panel will include PT/PTA teams from various setting discussing *communication, regulations and specializations* and much more. Please join this interactive course.

Student and New Professional

We will start this session with a Town Hall Meeting including Sharon Dunn, Mike Gans and Heather Jennings. This is a line up that the National Student Conclave will be jealous of. #bettertogether

Ending with another dynamic discussion from new professionals and their path into the profession. The do's, don'ts and the maybes.