

www.caot.ca





Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



www.caot.ca



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



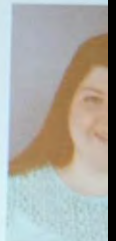
Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

[www.caot.ca](http://www.caot.ca)

EXACT BO  
Conseil d'adm



Yvonne  
Thompson  
Prince Edward  
Island



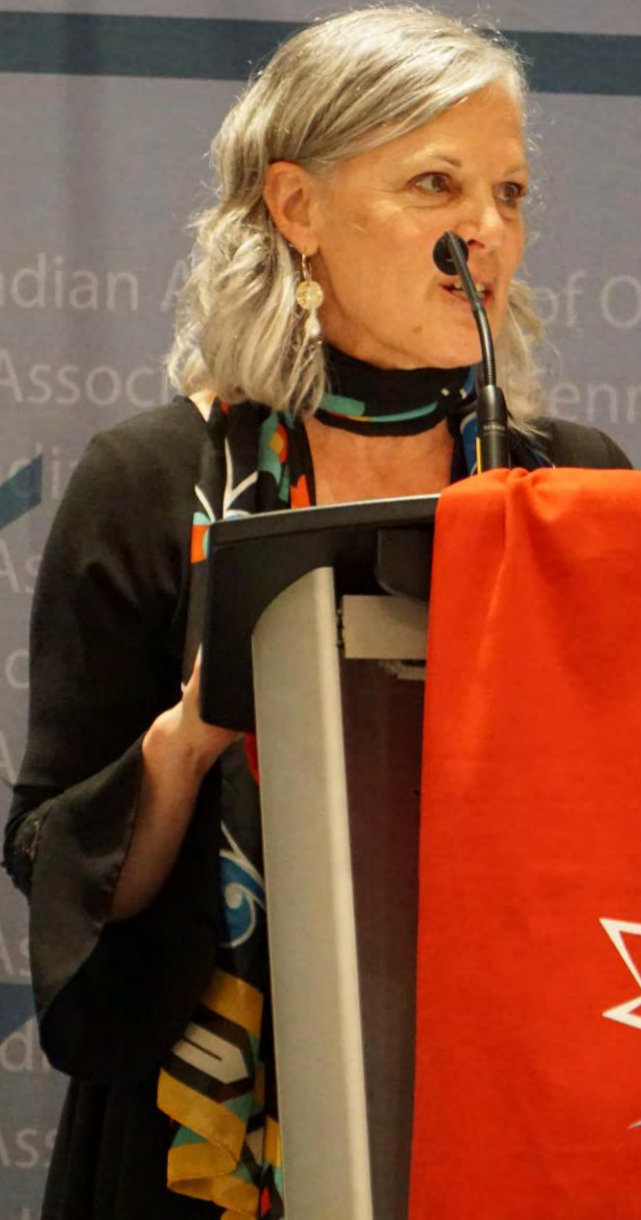
Sarah  
Newfour  
& Labr





# Association canadienne des ergothérapeutes

rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE  
rapeutes ACE Canadian Association of Occupational Therapists CAOT  
al Therapists CAOT Association canadienne des ergothérapeutes ACE



CAOT - ACE

# an Association of Occupational Therapists Association canadienne des ergothérapeutes



apeutes ACE Canadian Assoc  
al Therapists CAOT Association  
apeutes ACE Canadian Assoc  
al Therapists CAOT Association  
apeutes ACE Canadian Assoc  
al Therapists CAOT Association  
apeutes ACE Canadian Assoc  
al Therapists CAOT Association  
apeutes ACE Canadian Assoc  
al Therapists CAOT Association



# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes

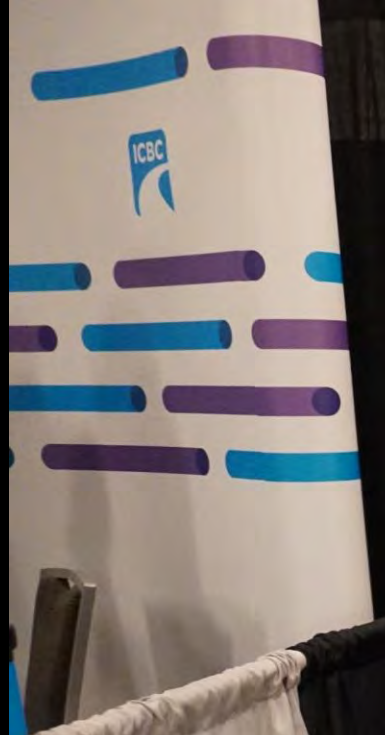
CE



WWW.CAOT.CA



Canadian Association of Occupational Therapists



Signature  
Socks

POWER

ULCER

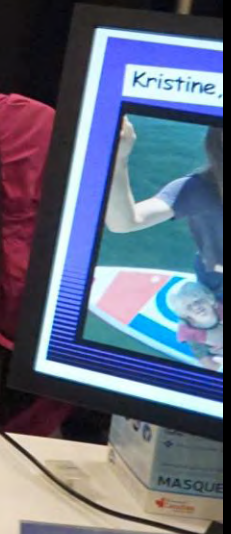
Signature Socks

**Juzo®**

Freedom in Motion

A woman with glasses is standing behind a table covered with a teal and white cloth. The table displays various Juzo socks, including a pair of striped socks on a mannequin foot, a blue basket of white socks, and several pairs of socks in different colors (purple, tan, black, white). There are also informational brochures and a small jar of treats on the table. The table is surrounded by a white fabric barrier.





**EVAC+CHAIR**  
CANADA   
THE WORLD'S NO.1 STAIRWAY EVACUATION CHAIR SINCE 1982  
[www.evac-chair.ca](http://www.evac-chair.ca)

Disaster situations can happen  
anywhere at any time...



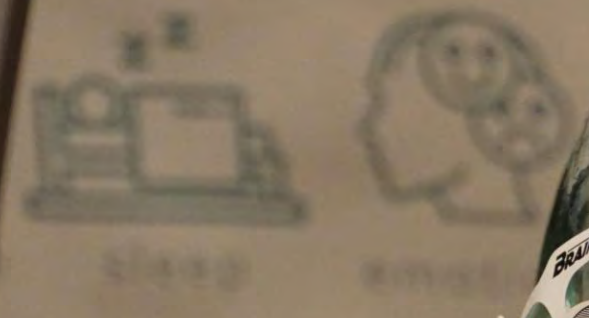
...so how will the mobility impaired  
evacuate in the event of an  
emergency?

- Are you prepared for this type of situation?
- Do you have the right facilities in place?
- Have you had the necessary training?

If the answer to some or all of these questions is no, then Evac+Chair can supply you with the right solution.



ary patients



iscope.com  
550-5508

2  
Single Use Only  
Non-Sterile  
RoHS Compliant  
P/N 50-1000-036

BRAINSCOPE



Electrode Headset



Innovated and  
Created in the USA



Keep  
Tape ABOVE  
Eyebrow



Align  
Nasion  
First

Keep  
Tape ABOVE  
Ear

AP  
HR

BrainScope

Best Flow  
Assessable Results

FDA  
CLASSIFIED

99%  
Sensitivity

98%  
Specificity

31%  
Accuracy

High Confid





A Neil Squire program

to people with disabilities who need assistive technology.  
NeilSquire.com

Neil Squire



Neil Squire

Motion  
Specialties

Motion  
Specialties

NMEDA

NATIONAL MOBILITY  
EQUIPMENT DEALER  
ASSOCIATION

NMEDACANADA.CA

Safety

ANCEM

ASSOCIATION NATIONALE  
DES CONCESSIONNAIRES  
D'ÉQUIPEMENT DE MOBILITÉ

Freedom and control  
at home.

Free: 1 800 568 7811  
motionpecialties.ca

Centric Health

Russ Newton  
NMEGA Canada  
EXHIBITOR / EXPOSANT

Lars Taylor  
NMEGA Canada  
EXHIBITOR / EXPOSANT







# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes





# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)

# Association canadienne des ergo

CAOT · ACE



# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



# Association canadienne des ergo

CAOT · ACE



CAOT · ACE

le en ergothérapie

sont vos plus grands  
rs pour l'ergothérapie au  
des dix prochaines  
s?

oi les Canadiens ont-ils  
s besoin en matière  
othérapie pour une  
mentale, physique et  
unautaire optimale





permobil  
Name tag of the woman speaking into the microphone.

permobil  
Name tag of the woman wearing the face mask.







# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes









Guldmann™

ouvoir  
ence en  
thérapie



Hand  
to focu  
quali

Person on the left wearing a black face mask with a logo and glasses. She is wearing a brown cardigan over a black top. She is standing behind a white counter.

Person on the right wearing a white face mask and a white blazer. She is wearing a black apron with the 'permobil' logo. She is standing behind a white counter.

PROMOTING OCCUPATIONAL PARTICIPATION  
COLLABORATIVE RELATIONSHIP FOCUSED OCCUPATIONAL THERAPY  
Nadine Worlage, Olga Kroll

L'ÉRITHÉRAPIE AXÉE SUR LES RELATIONS COLLABORATIVES  
POUR PROMOUVOIR LA PARTICIPATION OCCUPATIONNELLE

permobil

CADT Conference 2022: Hybrid  
Congrès de l'ACE : hybride  
GAYLE  
Restall (she/her)  
University of Manitoba

**CATCH**  
PLATFORM

**WESTECH**  
HEALTH CARE LTD.

**NOVA**  
Activity Chairs for Adults & Kids

Built for Kids and Adults that want to be More Active  
Ask for the TANGO and HIP HOP  
Used by kids every day in schools across Canada

Manual and Electric Versions of the TANGO  
Increase your independence and safety around your home or Office

**WESTECH**  
HEALTH CARE LTD.  
Modular Ramps to Overcome your Barriers

1.844.323.0022 sales@westechhealth.com

excellent systems as **RAMPS**

**WESTECH**  
HEALTH CARE LTD.  
Modular Ramps to Overcome your Barriers

1.844.323.0022 sales@westechhealth.com

**GRILLO**

The gait trainer that evolves with you

Available in front or rear-drive versions present endless possibilities for customization.

Dynamic frame

1.844.323.0022 sales@westechhealth.com







avoir  
ce en  
rapie





Illicit  
Use of Prescription  
Drugs

Engagement in Living:  
Critical perspectives on spirituality,  
rights, and medicine

Remodeler sa vie  
Remodeler sa vie

ACTING  
PROFESSOR

Coping Strategies to  
Promote Occupational  
Engagement and Recovery

Coping Strategies to  
Promote Occupational  
Engagement and Recovery

Engagement in Living:  
Critical perspectives on spirituality,  
rights, and medicine

Engagement in Living:  
Critical perspectives on spirituality,  
rights, and medicine

Remodeler sa vie  
Remodeler sa vie

RECOVERY EDUCATION PROGRAM

Coping Strategies to  
Promote Occupational  
Engagement and Recovery

KELS  
Kohlman Evaluation of  
Living Skills

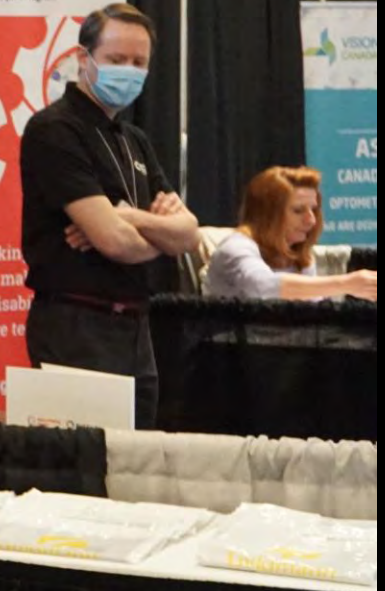
Additional materials on a side table



# Guldmann™



Hands-free  
to focus on  
quality in






General Overview of Product Features

### Minimum Resistance To Stretch

Stretchable, adjustable, smooth elasticity, stretches easily, minimal handling required

#### Polyflex II™



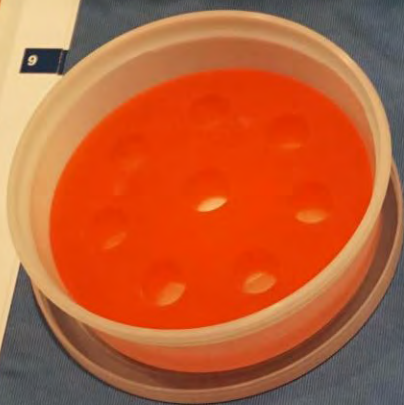
**Minimum Resistance To Stretch**

Stretchable, adjustable, smooth elasticity, stretches easily, minimal handling required

Material	Color	Weight	Stretch
Polyflex II™	Orange	1.2g	150%
Polyflex II™	Green	1.2g	150%
Polyflex II™	Purple	1.2g	150%
Polyflex II™	Black	1.2g	150%

**Overview**

Polyflex II™ is a high-strength, low-stretch, non-toxic, and non-irritating material. It is designed to provide a minimum resistance to stretch, allowing for a wide range of motion while maintaining support and stability. The material is available in four colors: orange, green, purple, and black. Each color represents a different level of resistance, with orange being the lowest and black being the highest. The material is also available in a variety of thicknesses and widths, allowing for customization to meet specific needs. The material is easy to handle and can be stretched easily, making it ideal for use in a variety of applications, including medical braces, athletic gear, and industrial applications.









Abolition is...

- Asking a person to fly under the radar (aka "keep your head down")
- "Downing" police bodies and minds who resist and which are oppressive
- Operating under pain, fear, hostility, exhaustion, etc.
- Defying how (and to whom) legal processes are allocated
- Operating in a state of "being on the edge" of "burning" for a cause or supporting a "good cause" but not advocating the cause or "good" itself
- Denouncing that people prove their humanity

Not a neutral effort to strip away that people prove from humanity. It is a moral and political act to strip away that humanity.





# Mobile technology-based interventions for stroke self-management

Alexandra N. Thompson<sup>1,2,4</sup>, Deirdre R. Dawson<sup>1,2,4</sup>, Jean Michelle Legasto-Mulvale<sup>1,3</sup>, Nivetha Chandran<sup>1</sup>, Chelsea Tanchip<sup>1</sup>, Veronika Niemczyk<sup>5</sup>, Rosalie Wang<sup>1,2,6</sup>, Jill L. Cameron<sup>1,2,6</sup>, & Emily Nalder<sup>1,2,6</sup>

<sup>1</sup>Rehabilitation Sciences Institute, <sup>2</sup>Department of Occupational Science & Occupational Therapy, <sup>3</sup>Department of Physical Therapy, Temerty Faculty of Medicine, University of Toronto, <sup>4</sup>Rotman Research Institute, Baycrest Health Sciences, <sup>5</sup>School of Rehabilitation Science, McMaster University, <sup>6</sup>Toronto Rehabilitation Institute, University Health Network

**INTRODUCTION**  
Stroke self-management support is a type of complex rehabilitation intervention that aims to provide people with knowledge, confidence, and skills to manage their condition post-stroke.

There is growing interest in enhancing stroke self-management support with mobile health (mHealth) technology (e.g., smartphones, apps).

Despite the growing interest, the concept of self-management support lacks clarity in the literature on post-stroke mHealth interventions.

**OBJECTIVES**  
1. To identify and describe the types of post-stroke mHealth interventions evaluated using randomized controlled trial design.  
2. To determine whether such interventions align with well-accepted conceptualizations (theory and taxonomy) of self-management support.

**METHODS**  
**Methodology** Scoping Review<sup>1</sup>  
**Databases** Seven databases were searched  
**Search terms** stroke AND mHealth  
**Inclusion criteria** Studies evaluating post-stroke mHealth interventions using an RCT design  
**Screening** Titles/abstracts and full texts were screened in duplicate by 2 reviewers  
**Verification** Data were verified by a 2<sup>nd</sup> reviewer  
**Analysis** Descriptive statistics and content analysis

**RESULTS**  
8,730 records were screened, of which, 24 studies (22 unique interventions) were included.

**Table 1** Intervention Characteristics

What (type)	Intervention Characteristics	Interventions Coded (n=22)
	Physical exercise (n=9), activities of daily living training (n=3), hypertension/blood pressure control (n=3), medication adherence (n=2), stroke education (n=2), linguistic exercise (n=2), weight management (n=1)	17
What (technology)	Mobile phones/smartphones (n=14), tablets (n=8), wearable sensors (n=3), wireless monitoring devices (n=3), laptops (n=1)	16
Who (provided)	Researchers (n=8), occupational therapists (n=7), other (n=14)	15

**Table 2** Alignment with Theory<sup>1</sup>

Top 5 Most Common Variables	Interventions Coded (n=22)
Forming a patient/professional relationship	21
Decision making	17
Performance mastery	17
Medical self-management	15
Social persuasion	10

**CONCLUSIONS**  
The intervention range of focus, none focused on cognition.

As a whole, the interventions align well with the management interventions, 90% of the 22 interventions addressed 33 variables).

Future research should focus on being more multidisciplinary in scale.

**REFERENCES**  
<sup>1</sup>Lorig, et al. (2001) *Medical Care*, 39(1), 1-10  
<sup>2</sup>Pearce, et al. (2010) *Serv Res Policy Pract*, 1(1), 1-10  
<sup>3</sup>Levac, et al. (2012) *Qual Health Res*, 22(5), 69-81





**UBC**

**Reflection on professionalism: Retrospective review of health professional student reflections**

Dorota Dryden<sup>1</sup>, Tal Jarvi<sup>2</sup>, Sue Murphy<sup>3</sup>, Sebastian Farsa<sup>4</sup>

<sup>1</sup>Department of Educational Studies and the Institute of Learning, University of British Columbia; <sup>2</sup>Department of Medical Education, University of British Columbia; <sup>3</sup>Department of Educational Studies, University of British Columbia; <sup>4</sup>Department of Educational Studies, University of British Columbia

---

**INTRODUCTION**

Reflection is a key component of professional development and is essential for the development of professional identity and competence. This study explored the experiences of health professional students in reflection and the impact of reflection on their professional development.

**AIMS**

The study aimed to explore the experiences of health professional students in reflection and the impact of reflection on their professional development. The study also aimed to explore the impact of reflection on the development of professional identity and competence.

**PURPOSE**

The purpose of the study was to explore the experiences of health professional students in reflection and the impact of reflection on their professional development. The study also aimed to explore the impact of reflection on the development of professional identity and competence.

**METHODS**

The study used a retrospective review of student reflections. The study included 100 health professional students who had completed a reflection assignment. The study used a thematic analysis approach to analyze the data.

**RESULTS**

The study found that health professional students experienced reflection as a valuable learning experience. The study also found that reflection had a positive impact on the development of professional identity and competence.

**CONCLUSIONS**

The study concluded that reflection is a valuable learning experience for health professional students. The study also concluded that reflection has a positive impact on the development of professional identity and competence.

**KEYWORDS**

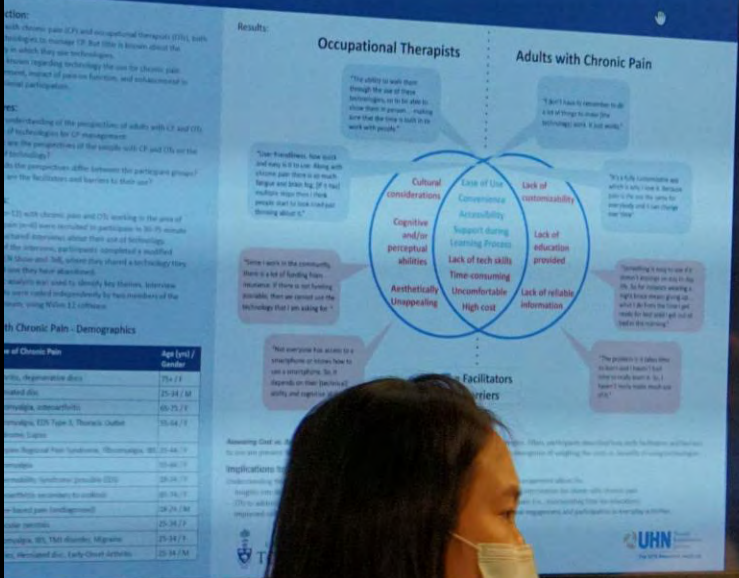
Reflection, Professionalism, Health Professional Students, Professional Identity, Competence



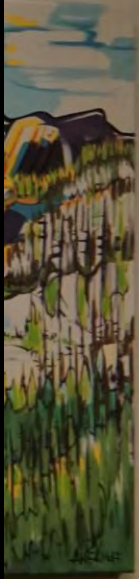
## How chronic pain patients and occupational therapists use technology

Sam<sup>1</sup>, E. Newton<sup>1</sup>, K. Lothiaphing<sup>1</sup>, T. Wong<sup>1</sup>, A. Jeyapragash<sup>1</sup>, T. Gunaseelan<sup>1</sup>, S. Desai<sup>2</sup>, and A. Astell<sup>3</sup>

<sup>1</sup>Department of Occupational Science and Occupational Therapy, University of Toronto, Toronto, ON, Canada  
<sup>2</sup>Industrial and Technological Systems Lab, York University, Toronto, ON, Canada  
<sup>3</sup>Research Institute, University Health Network, Toronto, ON, Canada









McWilliam  
NBSOT

**SPEAKER**  
CONFERENCE

**THERAPEUTIC USE OF SELF IN OCCUPATIONAL THERAPY EDUCATION**  
Nancy Bryant, MSW, MEd, MHA, COT, COTW, COTR, COTL, COTM, COTN, COTP, COTQ, COTR, COTL, COTM, COTN, COTP, COTQ  
Steph W. Doherty, PhD, COT, COTW, COTR, COTL, COTM, COTN, COTP, COTQ

**OBJECTIVE**  
The purpose of this study was to explore the therapeutic use of self in occupational therapy education.

**BACKGROUND**  
The therapeutic use of self is a core concept in occupational therapy. It is the use of the therapist's self as a therapeutic agent to help clients achieve their goals.


**THE GAP**  
There is a need for more research on the therapeutic use of self in occupational therapy education.

**METHOD**  
A qualitative study was conducted with 10 occupational therapists. Data were collected through interviews and focus groups.

**RESULTS**  
The results of the study indicate that occupational therapists use a variety of strategies to implement the therapeutic use of self in their education.

**CONCLUSIONS**  
The study highlights the importance of the therapeutic use of self in occupational therapy education and provides insights into the strategies used by occupational therapists.

**KEYWORDS**  
Therapeutic use of self, occupational therapy education, qualitative research.



3



**UdS Université de Sherbrooke**

## Ageing of people with intellectual disability : Potential roles of occupational therapists

Charlotte Cyr<sup>1</sup>, Ansha Bankira<sup>2</sup>, Jean-François Cardinal<sup>3</sup>, Sabrina Lanthier<sup>1</sup>, Camille Luzzon<sup>1</sup>, Marie-Joëlle Vézina<sup>1</sup> and Camille Gauthier-Boudreau<sup>1</sup>

<sup>1</sup>Université de Sherbrooke, <sup>2</sup>Université de Moncton, <sup>3</sup>Centre de Recherche en Santé de Sherbrooke, 111 701, Boulevard de la Santé, Sherbrooke, QC J1H 5N4, Canada

**INTRODUCTION**

- In the last decade, research has been done with more challenges associated with the aging of people with intellectual disability (ID).
- A lack of support for people with ID during their aging process is a concern for researchers, clinicians and the general public.
- While significant support needs emerge from clinical practice, a lack of knowledge about the needs of people with ID and support strategies to ensure their needs during their aging process is a concern.
- During the transition, support for the acceptance of adult roles and engagement in meaningful occupations for people with ID and their families is essential to promote their quality of life and well-being. It is thus important to investigate the support needs of people with ID during their aging process.

**OBJECTIVES**

This study aimed to:

1. Explore current roles of occupational therapists in supporting people with ID through the transition of adulthood, including transition and post-transition.
2. Explore barriers to support the development of occupation therapy practice for people with ID across life transitions.

**METHODS**

1. Qualitative research methodology using semi-structured interviews.
2. Data were analyzed using thematic analysis and grounded theory.

**RESULTS**

Over the 100 studies identified, 41 have been selected, 6 focus on transition, 39 on transition and 10 on aging during their research design.

**Only one study targets occupational therapy.**

Country	Themes	Publication year
Canada	Transition	2015
Canada	Transition	2017
Canada	Transition	2017
Canada	Transition	2017
Canada	Transition	2017
Canada	Transition	2017
Canada	Transition	2017
Canada	Transition	2017
Canada	Transition	2017
Canada	Transition	2017

**Change agent**

- Improve living of professionals to promote collaboration, communication and engagement of the people with ID.
- Provide mechanisms: changes to adjust roles and programs to the needs of people with ID and their families through their transition.

**Expert in Enabling Occupation**

- Assessment
- Quality of life
- Understanding of death
- Changes in behavior

**Intervention**

- Provide individual support to people with ID in times of difficult events or during significant occupational changes.
- Foster and maintain communication.
- Support optimal communication.
- Develop autonomy of people with ID.
- Promote self-determination in occupational therapy process.

**Communicator**

- Adapt communication strategies to the needs of people with ID.
- Support people with ID and their families with harmony and empathy.

**Scholarly practitioner**

- Develop adapted tools for people with ID tools for transition planning and supporting active engagement.
- Create practical guides to support occupational therapy practice for people with ID.

**DISCUSSION**

- The exploration of potential roles of occupational therapy in supporting people with ID during their aging process offers important insights.
- Assessment of occupational therapists in these transitions is priority, dependent to their role.

**CONCLUSION**

- Many studies tend to point in order to optimally meet the needs of people with ID at all ages.
- A focus on the lack of accessible information on the best practices and on the role of occupational therapists during these transitions associated with aging.
- Explore the needs of occupational therapists working with people with ID through different life transitions they will have to experience.
- Document best practices to support assessment, intervention and follow-up of people with ID in order to promote a personalized approach based on self-determination, active engagement in meaningful occupations, and quality of life.

**KEYWORDS**

Ageing, Intellectual disability, Occupational therapy, Transition, Quality of life, Well-being, Support, Transition planning, Self-determination, Active engagement, Meaningful occupations, Quality of life.











Rationale	Approach	Goals	Outcomes
<p>Individuals with developmental disabilities often experience social skills deficits that can impact their quality of life and ability to live independently. This program is designed to address these needs through a structured, evidence-based approach.</p>	<p>The program utilizes a combination of direct instruction, role-playing, and social stories to teach and reinforce social skills. It is delivered in a small group format to allow for practice and feedback.</p>	<ul style="list-style-type: none"><li>Improve understanding of social cues and norms.</li><li>Enhance communication skills, including listening and speaking.</li><li>Develop problem-solving and conflict resolution skills.</li><li>Build self-confidence and self-advocacy skills.</li></ul>	<p>Participants will demonstrate improved social skills, leading to increased social participation, better relationships, and greater independence in the community.</p>

BLACK TUSK & TANTALUS MEETING ROOMS





Honouring the memory of the  
exceptional Muriel Driver

Commemorons l'exceptionnelle  
Muriel Driver

## Muriel Driver Memorial Lecture Discours commémoratif Muriel Driver



Canadian Association of Occupational Therapists • Association canadienne des ergothérapeutes





# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



on of Occupational Therapists  
dienne des ergothérapeutes

Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE  
Association of Occupational Therapists CAOT  
Association canadienne des ergothérapeutes ACE





# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



www.caot.ca



# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

[www.caot.ca](http://www.caot.ca)





# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



Association of Occupational Therapists  
Association canadienne des ergothérapeutes



# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



www.caot.ca



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

*(Faint background text on the banner, including names and titles of individuals involved in the event.)*

www.caot.ca





# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



# Association canadienne des ergothérapeutes



CAOT - ACE

Canadian Association of Occupational Therapists  
Association canadienne de ergothérapeutes

[www.caot.ca](http://www.caot.ca)

# adienne des ergothérapeutes







DON'T GET BENT  
OUT OF SHAPE

POOR  
SEATING  
= PAIN

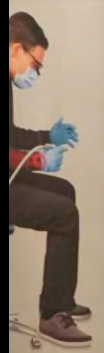


ERGONOMIC SUPPORT  
FOR HEALTHCARE  
PROFESSIONALS

POOR  
SEATING  
= PAIN



OMIC SUPPORT  
HEALTHCARE  
PROFESSIONALS



POOR SEATING  
= PAIN



**PERFORMANCE HEALTH™**

Global leader in rehab  
recovery and sports performance



**PERFORMANCE HEALTH™**

FEEL GOOD. PERFORM BETTER. LIVE YOUR BEST.



Home Safety  
SPECIALIST

 **SAFETY CHAIR**  
Experts in safe evacuation

EVERY  
ONE  
OUT




Be Safe. Live Well  
[www.agesafecanada.ca](http://www.agesafecanada.ca)

Skip the Lift

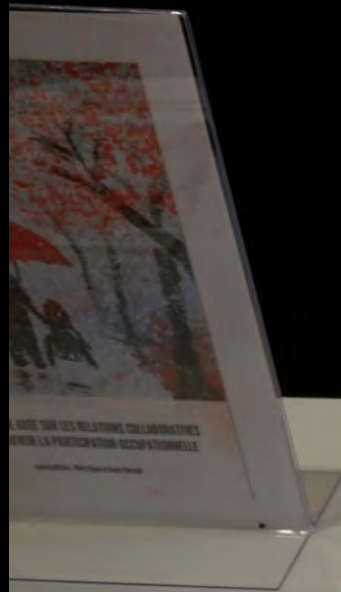
USE

THE

STAIRS

Assistep  Canada

GIVE IT A TRY!





**iScope**  
CONCUSSION & PAIN CLINICS

**CONCUSSION  
IS NO LONGER  
INVISIBLE**



**iScope**  
CONCUSSION & PAIN CLINICS

**CONCUSSION  
IS NO LONGER  
INVISIBLE**

Our specialized  
interdisciplinary  
approach  
is committed to  
concussion, pain  
management, and  
treatment of  
emotional health  
under one  
roof.



**iScope**  
CONCUSSION & PAIN CLINICS

**CONCUSSION  
IS NO LONGER  
INVISIBLE**



**iScope**  
CONCUSSION & PAIN CLINICS

**Join our team**



Dr. [Name]

[Name]

[Name]

[Name]

[Name]



**Re-imagining the self: Art workshops for women living with cancer**  
 Sandra Houle, OT Reg. (Ont.), PhD(c), Roanne Thomas (PI) PHD, Marie-Christine Ranger PHD.

**Background**

- Transformative Learning Theory suggests that certain life-altering health events, such as cancer can trigger a process of change or transformation leading to new understandings of the self.
- In 2014, Clark-Jeanne Dubouloz gave a Massey-Dovey Memorial Lecture "We are wired to be transformers"
- OT's role in addressing well-being in women with cancer beyond the acute phase is under-explored and clients report feeling abandoned during these times.
- Arts-based occupations allow for self-reflection, self-expression and opportunities to explore one's identity.

**Methods**

Participants: A total of 11 women between the ages of 35-69 who live with cancer

Workshops: 2 series of 3 workshops by a community visual artist and self-researcher (PI)

Analysis: Over 200 photographs taken, and workshops and interviews were audio-recorded and transcribed

Data Analysis: Thematic Analysis Approach

**Results**

**Theme 1: Revealing and attending to the inner self**

"When we do things mutually, we discover things. Things percolate up through the art and we can reflect on it and it enriches us. (...) Because that's the idea, to have personal stuff come up and track the revelation, that's what keeps you doing more of this stuff. But not just playing with colours and things and drawing but... what... what it means about you." - Patricia

**Theme 2: Changing meanings and perspectives**

"So over the ten years that I've had it, it certainly changed, and, I think, probably enriched me as a person. It's created me to draw on strengths that I didn't know that I'm usually very independent, competent, and able to fend for myself, but because I have to rely on people more or I've had to over the course of time, I think that that's been good too, to learn, that I don't have to do everything. I can ask for help and I can let other people help me." - Susan

**Theme 3: Readiness for change: Re-imagine the self**

"I think that even the bag, the physical change of the bag after we soaked it, it was kind of powerful, you know, just to see that things change, they come out, they're different, but they're still really cool and still really beautiful." - Erin

**Discussion**

- The themes revealed are congruent with key components of transformative learning including self-reflection, re-constructing beliefs and meanings and the creation of new and valued identities and perspectives.
- Supports the ongoing transformative process beyond acute phases of illness.
- Speaks to the importance of arts-based methods in having an exploring sense of identity and through meaningful activity.

**Conclusion**

- The women living with cancer in this study experienced experiences relevant to the transformative process during their art making.
- Through arts-based occupations, we can support clients in reflecting transformative experiences of life.
- OTs should continue to focus on how we can help them in promoting supporting transformation in life and the role of arts-based methods have for this purpose.



# Driving patterns and experiences of people using adaptive driving equipment

Parisa Madani<sup>1</sup>, Urian D'Silva<sup>1</sup>, W. Ben Mortenson<sup>1,2,3,4</sup>, and Lisa Kristalovich<sup>1,2</sup>  
 1. University of British Columbia, 2. GF Strong Rehabilitation Centre,  
 3. International Collaboration on Repair Discoveries (ICORD), 4. Rehabilitation Research Program



**Introduction**

- Adaptive driving equipment enables people with a physical disability to drive, and Occupational Therapists play a key role as they provide driver rehabilitation services and provide this equipment.
- Little is known about people's experience learning, obtaining and becoming an independent driver with adaptive driving equipment, especially from a Canadian context.

**Objectives**

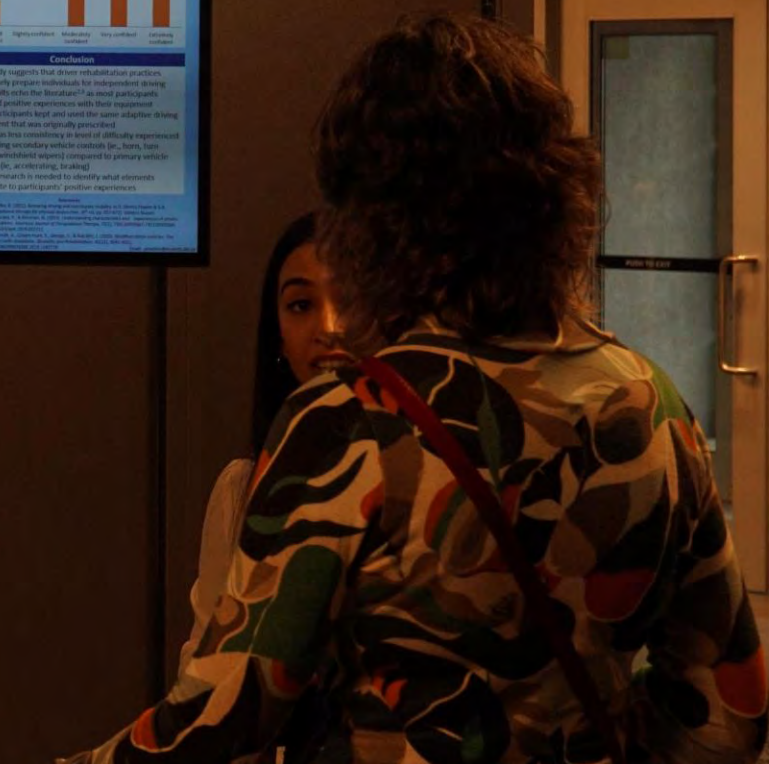
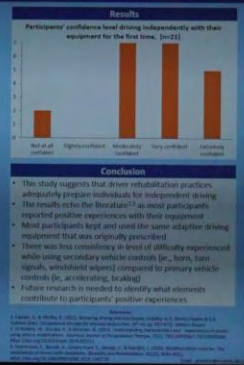
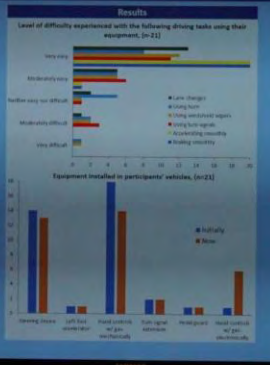
- Explore drivers' experiences with their equipment.

**Methods**

- Cross-sectional survey.
- Web-based survey, n=23.
- Participants (16 drove modified items and 7 open-ended items) were 19 or older, have 1 year or more of experience with adaptive driving equipment, and have obtained a driver's license in the past year.

**Results**

- Participants were between 36-55 years old, with a mean age of 45.5 years (28.52% of experience was 1-5 years).
- 21/23 Driver rehabilitation programs used driving school (n=16), gone with a fully driving instructor (n=1), self-







## Sherpa Case: Ethnicity → Occupation

- Sherpas (Tibetan descent)
  - Ethnic minority living in the mountainous highlands around Everest (Khumbu) in the upper Solukhumbu
  - Spared the worst of physical oppression because of their location
  - Viewed as hardworking “mountain person”
  - Today, high concentration of schools, clinics and other, often Western-led development projects
  - Education and income has led to other opportunities

(Frydenlund, 2010)



24<sup>th</sup> Clim





**CAOT - ACE**

Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



WWW.CAOT.CA

Therapists  
apeutes

rapists CAOT  
peutes ACE  
apists CAOT  
eutes ACE  
apists CAOT  
eutes ACE  
pists CAOT  
eutes ACE  
pists CAOT  
utes ACE  
pists CAOT  
utes ACE  
ists CAOT  
utes ACE  
ists CAOT

[www.caot.ca](http://www.caot.ca)









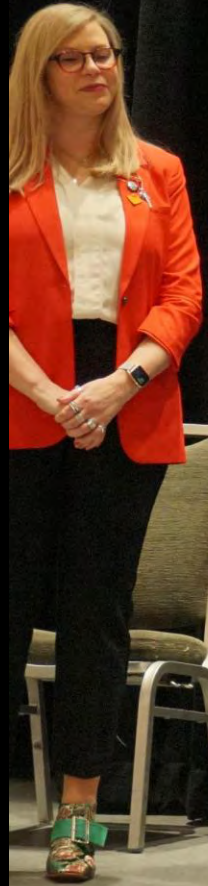




# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)













Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



CAOT - ACE

Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

[www.caot.ca](http://www.caot.ca)







www.caot.ca



ACE  
Association canadienne des ergothérapeutes  
Canadian Association of Occupational Therapists



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

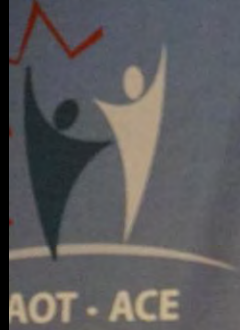


WWW.CAOT.CA









# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

WWW.CAOT























For the safety of  
our guests, skis  
and boards left  
on the deck will  
be removed

For the safety of  
our guests, skis  
and boards left  
on the deck will  
be removed

permobil

DAMIEN













71 CADY Conference 2022 - Hybrid  
Congrés de l'ACE - hybride  
**ANNA**  
Braunzier (she/her)  
CSD Health  
A 2022-2023





1  
KMP Conference 2022 - High-  
Capacity for FACT - 10/20/22  
KATHLEEN  
MCCORMACK

# Clinician experiences using a newly integrated SDOH screening tool in pediatric rehabilitation

Amanda Hage-Hassan MScOT (c)<sup>1</sup>, Nicoya Martins MScOT(c)<sup>1</sup>, Shauna Kingsnorth, PhD<sup>1,2,3,4</sup>, Joanne Maxwell, PhD (c)<sup>1,2,3,5</sup>

<sup>1</sup>Department of Occupational Science and Occupational Therapy, University of Toronto, <sup>2</sup>Bloorview Research Institute, <sup>3</sup>Holland Bloorview Kids Rehabilitation, <sup>4</sup>Rehabilitation Sciences Institute, University of Toronto, <sup>5</sup>Institute for Health Policy, Management, and Evaluation, University of Toronto

### Introduction

- Unfavorable social determinants of health (SDOH) can increase the impact of personal, social and environmental challenges an individual faces across their life-course<sup>1</sup>
- SDOH screening tools can be used to identify these SDOH, to enable clinicians to provide or direct their clients to the best possible care for unmet social needs<sup>2,3</sup>
- Addressing SDOH earlier on in a client's life-course (i.e. in childhood) can be used as a proactive measure to mitigate both the direct and indirect effects of unfavorable SDOH<sup>4</sup>
- Current research on SDOH screening tools implementation has largely been conducted in settings with adult aged clients; further research is needed to determine the utility of these tools with pediatric clients and settings to establish best practices for implementation<sup>5</sup>

### Study Rationale

Holland Bloorview Kids Rehabilitation Hospital is piloting the implementation of their own SDOH screening tool which is a modification of the Health Leads screening tool/toolkit. This toolkit is part of the hospital's health equity strategy to provide information hubs that will direct clients to their unmet social needs. Clinicians' experiences using the screening tool were explored to guide best practices for implementation.

**Research Question:**  
What are the experiences incorporating the Health Leads screening tool in their daily practice in a pediatric rehabilitation setting?

### Methods

Design	Study Sample	Data Collection
<ul style="list-style-type: none"> <li>A qualitative descriptive exploratory approach using focus groups</li> <li>Goal: understand clinicians' experiences using the toolkit to determine best practices for future implementation</li> </ul>	<ul style="list-style-type: none"> <li>A group of 4 out of 18 paediatric clinicians took part in the study</li> <li>Study aim is to run 1-3 focus group with 4-6 participants in each</li> </ul>	<ul style="list-style-type: none"> <li>Focus groups were conducted over Zoom video-conferencing</li> <li>The focus group guide was informed by the Promoting Action on Research Implementation in Health Services (PARIS) framework and the analysis by the Person-Environment-Occupation (PEO) model</li> </ul>

### Results

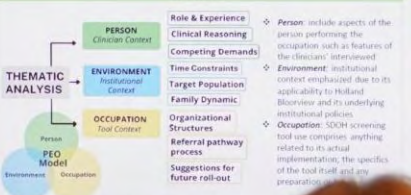


Fig 1. Thematic Analysis flowchart: Person, Environment, Occupation contexts and the PEO Model.

### Discussion

Focus of discussion is on themes extrapolated from the environment context which include time constraints, target population, and family dynamic. Due to the limited sample size, the person and occupation context require more data to further interpret identified themes.

**Main Findings:**

- Child-guardian dyad interactions are unique to pediatric rehabilitation settings and call for additional requirements in screening practice, i.e.,
  - Clinicians will need to manage different boundaries, emotional responses, and establish different types of rapport with each person in the dyad
  - This can limit clinicians' ability to complete scheduled session plans which may be a potential barrier to implementation given the already limited time allotted per session
- Time constraints are common within both adult and pediatric settings but managing a particular type of client and their resulting care needs may exacerbate the effects of these (time) constraints

### Conclusion

The main takeaway is the need for a holistic lens when implementing new practices within healthcare settings. Organizational and management teams are encouraged to incorporate conceptual frameworks from Occupational Science such as the PEO model. Based on the thematic analysis findings, Holland Bloorview should consider the following clinician recommendation:

- Additional resources:** i.e. e-module or video series to demonstrate how to incorporate the SDOH tool in varied clinical sessions
- Debriefs & Meetings:** to address questions and get feedback on use
- Tool Script:** to define and contextualize each question for responders

**References:**

1. Mackenbach, S. J. (2008). Social determinants of health (2nd ed.). Oxford University Press, 211 (pp. 1-10).
2. Hage-Hassan, A., & Maxwell, J. (2021). Addressing children's social needs within pediatric therapy care: The Health Leads Model. *Journal of Occupational Science and Occupational Therapy*, 34(1), 1-10.
3. Hage-Hassan, A., & Maxwell, J. (2021). The social determinants of child health. *Paediatrics and Child Health*, 27(1), 1-10.





Over Health  
Surrey Neuroplasticity Clinic  
me for the  
y for the T  
careers.vc  
f i n

EURO CATCH<sup>®</sup>  
PLATFORM  
SURREY  
NEUROPLASTICITY  
CLINIC  
NEURO CATCH

VOYA  
Activity Chair for Adults & Kids  
Build the Right, and Assist  
that work for the Whole  
Person

excellent systems by RAMPS  
WESTTECH  
Modular Kit to Overcome

ORMES  
GRILLO



 **WHISTLER**  
CONFERENCE CENTRE



**CAOT · ACE**

Welcome | Bienvenue

CAOT Conference 2022: Hybrid  
Congrès l'ACE 2022: Hybride

First name  
Prénom **A-J**

First name  
Prénom **K-Z**

Onsite registration  
Sur place inscription



# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes

E





Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)

Canadian Association of Occupational Therapists

Association canadienne des ergothérapeutes







# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)

Canadian Association of Occupational

Association canadienne des ergothé





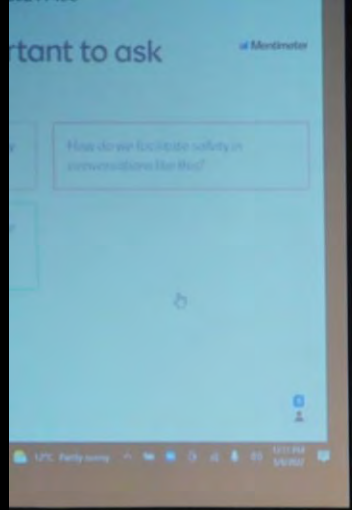
vous faire pour remédier  
rencontrée dans votre

vous pouvez-vous partager  
pour encourager les autres  
« ter » et à développer  
de leadership ?









Katlyn Willick<sup>1</sup>, Gaby Lieberman<sup>1</sup>, Becky Meyers<sup>2</sup>, Katie Stewart<sup>2</sup>, Katie Lee Bunting<sup>2</sup>, Jane Davis<sup>1</sup>

<sup>1</sup> Department of Occupational Science and Occupational Therapy, University of Toronto; <sup>2</sup> Department of Occupational Science and Occupational Therapy, University of British Columbia

## INTRODUCTION

Cross-institutional research is well recognized and widely recognized. However, there is some evidence to suggest that cross-institutional research is often supported by the development of student collaboration and communication skills, as well as providing a diversity of learning experiences (Brennan & Bagnall, 2018).

There are a few key reasons to initiate cross-institutional collaborations with an original intention that may be to enhance research, research that would benefit from a larger sample and the integration of methodologies that require broader expertise.

## OBJECTIVE

To describe the cross-institutional educational research experience of four master's entry-level occupational therapy students across two master's supervisors in conducting collaborative educational research.

## TEAM DYNAMICS

### Team Goals

- To improve awareness of it and how the specific use of self can foster collaborative learning environments.

### Team Structure

- We recruited members participate in discussions from 12-15:
  - Four master's supervisors
  - Four master's entry-level occupational therapy students
- Conducted three 120-minute discussions
- Each discussion followed a consistent pattern: open collaboration of pending questions, did interactive discussion regarding pending questions, and to provide reflections about the similarities and differences between participants' perceptions.

### Team Expectations

- Participate in each meeting
- Collaboratively create a safe environment
- Contribute to discussion on the specific use of self: collaborative learning environments, and educational experiences
- Contribute to identifying research topics, research analysis, and creation of deliverables

## CONSIDERATIONS

### PROCEDURAL CONSIDERATIONS

#### Time Zones

- Utilization of time zones (GMT) allow for scheduling meetings with both parties
- The meeting was held and pre-arranged time zones were utilized to allow for both parties to participate

#### Schedules

- Each party's program schedule was considered to allow for scheduling meeting times
- Meeting times were chosen to accommodate both parties and to support both parties to have good performance
- Utilization of time zones (GMT) allow for scheduling meetings with both parties

#### Ethics Procedures and Data Transfer

- Ethics procedures and data transfer requirements differed between institutions
- The gathering requirements, consent procedures, and computer requirements for approvals and development

#### Virtual Platforms and Data Storage

- There is a need to ensure secure, privacy, and data governance that will be used to store and analyze data

## EXPERIENTIAL CONSIDERATIONS

### Supervisory Workload and Communication Management

- Working in different geographic locations with different time zones and communication management
- Working in the morning or in the afternoon and managing time management by other supervisors
- Each party's supervisor was required to manage different communication protocols and communication

### Opportunities for Diverse Perspectives

- The research team members from different institutions and backgrounds will provide diverse perspectives
- The research team members from different geographic locations will provide diverse perspectives

### Direction of Findings

- The research team members from different institutions and backgrounds will provide diverse perspectives
- The research team members from different geographic locations will provide diverse perspectives

### Opportunities for Networking

- The research team members from different institutions and backgrounds will provide diverse perspectives
- The research team members from different geographic locations will provide diverse perspectives

## OUTPUT CONSIDERATIONS

### Possibilities for Publishable Works

- The research team members from different institutions and backgrounds will provide diverse perspectives
- The research team members from different geographic locations will provide diverse perspectives

## LESSONS LEARNED

Although setting schedules, time zones, and program requirements presented practical challenges, increased engagement in cross-institutional research shows potential as an effective approach to address student learning and skill development. Additionally, the unique perspectives and skills shared across institutions build value in supporting well-rounded, cross-institutional research experiences.

## FUTURE RECOMMENDATIONS

### Prior to Initiating Cross-Institutional Research

- Review availability of course technology
- Consider time zones when scheduling cross-institutional collaborations
- Review virtual platform requirements and schedule flexibility prior to developing the research team
- Clearly map out student responsibilities across the research timeline
- Establish an understanding of pre-existing experiences
- Differentiate responsibilities between supervisors and students
- Ensure familiarity with ethics procedures and data management

### During Implementation of Cross-Institutional Research

- Provide pre-determined schedule of individual responsibilities
- Review the virtual platform requirements and deliverables
- Discuss time zones and differences in student learning
- Develop a structured discussion guide



Figure 1. Research team members participating in the research project.

## REFERENCE

- Brennan, J., & Bagnall, M. (2018). Enhancing the student learning experience through cross-institutional research. *Journal of Occupational Science and Occupational Therapy*, 1(1), 1-10.



- 1 in 44 children meet criteria for autism<sup>1</sup>
- Despite rewarding experiences, many parents of children with autism experience stress, mental health concerns, and burnout, including as they embark upon formal services, yet there is a gap in supports for parents post their child's diagnosis.

### Objective

To explore how clinicians, including OTs, can best support parents early in the intervention process following their child's diagnosis of autism.

### Methods

- A scoping review of scientific literature<sup>2</sup>
- Databases: CINAHL, Medline
- Criteria: English, Human, Primary research
- Search terms:
  - autism (autis\*, asd, autism spectrum disorder)
  - parenting (parent\*, mother, father, caregiver\*, family)
  - services (support\*, resource\*, service\*, need\*)
  - post-diagnosis (post, after, following) AND diagnos\*
- Search Process (supported with Covidence)



4 analysis<sup>3</sup> (4 OT students & advisor)

Program evaluation (n=7)

6 Mixed Methods<sup>4,6,7,9,11,15</sup>, 1 Quantitative<sup>14</sup>

Parents' lived experience (n=5)

4 Qualitative<sup>5,8,10,12</sup>, 1 Mixed Methods<sup>13</sup>

### Themes & Sub-themes (bolded)

#### Education (12 studies)

**Gaining knowledge** about autism, behaviour, communication, evidence-based interventions

**Individualization:** Applying information to make sense of *their* child

**Empowering through education:** Increased confidence in parenting abilities with increased education

#### Group Dynamics; Facilitator Characteristics (8 studies)

**Benefits of group programs:** mutual support and learning; cost effectiveness

**Presenter/facilitator skills and characteristics:** soft-skills and awareness of power imbalance essential to promote supportive space for parents

**Use of language:** not 'dumbed down' for parents, yet no jargon

**Group dynamics & characteristics:** 10-12 participants deemed optimal

#### Support (12 studies)

**Parent-to-parent support:** Connections valued for advice, emotional support and sharing strategies

**Emotional support:** Acknowledging positive and negative emotions experienced before, during and after the diagnostic process

#### Guidance from Professionals (10 studies)

Often unmet need, with responsibility on parents to find services

Internet primary information source, but overwhelming and confusing

Timing should consider emotional state of parents

Guidance should be individualized and strengths-based

### Clinical Implications

- OTs can support parents by:
  1. providing education about autism
  2. providing guidance to navigate information and service systems
  3. developing supportive groups and connections between parents
- Parents' report that these types of supports reduces stress and improve confidence in parenting abilities
- Advocating for a focus on parents may be common, child-focused therapy
- Future research should aim to follow throughout the post-diagnostic process to better understand their experience

### References

1. CDC. (2018). Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years - United States, 2014. *Morbidity and Mortality Weekly Report*, 67(10), 280-285. <https://doi.org/10.1186/s12874-018-0465-4>

2. PRISMA 2020 Statement: Reporting Guidelines for Systematic Reviews. <https://www.prisma-statement.org/>

3. Covidence. (2020). Covidence: A web-based platform for systematic review management. <https://www.covidence.com/>

4. ...

Contact: arthompson@ualberta.ca or kaku@ualberta.ca



4

permobil

permobil

name  
title



You are screen sharing Stop Share

ational Collaboration for  
inclusive Campus

Diversifying health and  
human service professions



# THANK YOU



[inclusive.campus@ubc.ca](mailto:inclusive.campus@ubc.ca)  
about us: <https://inclusive-campus.osot.ubc.ca/>



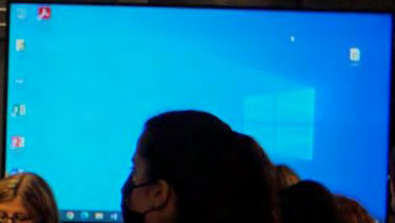
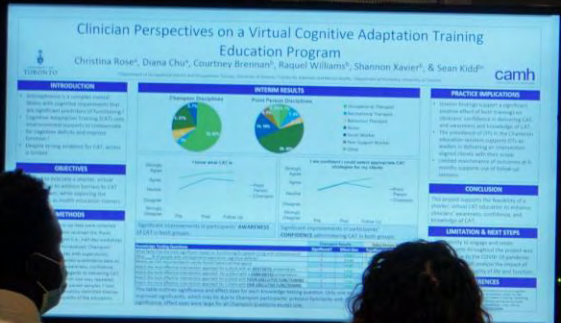












STARRISE MEDICAL  
 VOLUNTEER  
 BÉNÉVOLE

### Clinician Perspectives on a Virtual Cognitive Adaptation Training Education Program

Christina Rose<sup>1</sup>, Diana Chu<sup>2</sup>, Courtney Brennan<sup>3</sup>, Raquel Williams<sup>4</sup>, Shannon Xavier<sup>5</sup>, & Sean Kidd<sup>6</sup>

**camh**

#### INTRODUCTION

Chronic mental illness with cognitive impairments that are significant predictors of functioning. Cognitive Adaptation Training (CAT) uses environmental supports to compensate for cognitive deficits and improve function.

#### OBJECTIVES

Was intended to evaluate a virtual, online CAT education to determine barriers to CAT implementation, while exploring the impact of CAT on health education research.

#### METHODS

The trial, and follow-up were conducted from 10 clinicians who received the "Basic" (CAT education) (n=5) and "Advanced" (n=5) training and clinicians who received "Standard" (n=5) (i.e., training with no supports). Pre- and post-training surveys assessed clinicians' attitudes, awareness, confidence, and knowledge in relation to CAT. The study was approved by the local research ethics board.

#### INTERIM RESULTS

Chronic Complexities

Practitioner Complexities

Significant improvements in participants' awareness of CAT in both groups.

Significant improvements in participants' confidence administering CAT in both groups.

Group	Pre	Post	Significance
Awareness	40%	70%	p < .001
Confidence	30%	60%	p < .001

#### PRACTICE IMPLICATIONS

Online training support a significant positive effect of both training on clinicians' confidence in addressing CAT and awareness and knowledge of CAT.

The presence of CAT in the Changing Education website supports city in leaders in defining an approach to align closely with their own clinical requirements of outcomes at 6-months supports use of follow-up services.

#### CONCLUSION

This project supports the feasibility of a virtual, online CAT education to enhance clinicians' awareness, confidence, and knowledge of CAT.

#### LIMITATION & NEXT STEPS

The ability to engage and retain participants throughout the project was limited due to the COVID-19 pandemic. Future data will explore the impact of CAT on client quality of life and function.

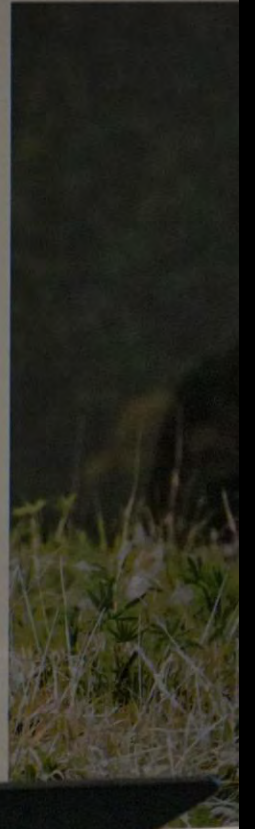
#### REFERENCES

















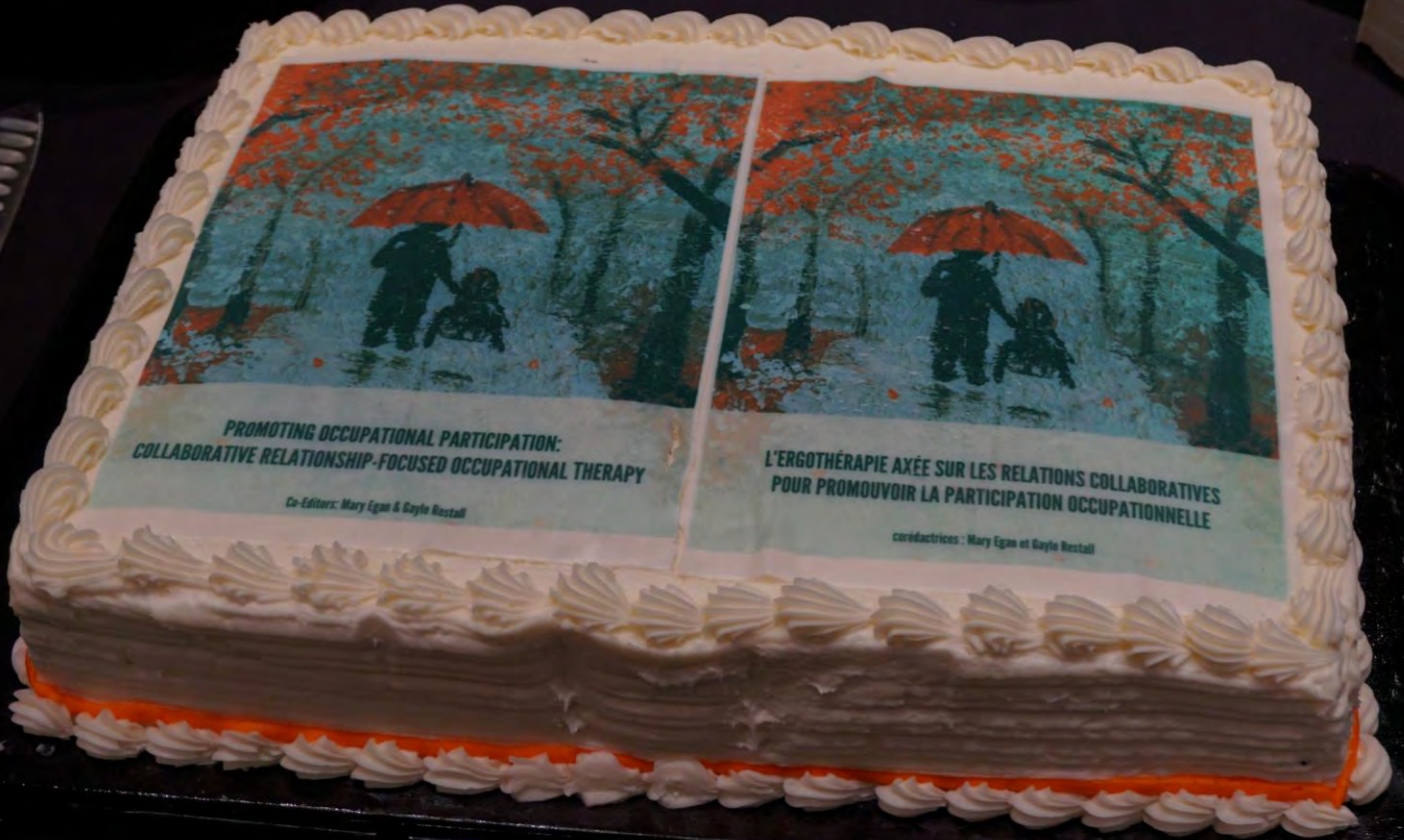
**PROMOTING OCCUPATIONAL PARTICIPATION:  
COLLABORATIVE RELATIONSHIP-FOCUSED OCCUPATIONAL THERAPY**

Co-Editors: Mary Egan & Gayle Restall



**L'ERGOTHERAPIE AXÉE SUR LES RELATIONS COLLABORATIVES  
POUR PROMOUVOIR LA PARTICIPATION OCCUPATIONNELLE**

coéditrices : Mary Egan et Gayle Restall



PROMOTING OCCUPATIONAL PARTICIPATION:  
COLLABORATIVE RELATIONSHIP-FOCUSED OCCUPATIONAL THERAPY

Co-Editors: Mary Egan & Gayle Restall

L'ERGOTHÉRAPIE AXÉE SUR LES RELATIONS COLLABORATIVES  
POUR PROMOUVOIR LA PARTICIPATION OCCUPATIONNELLE

coéditrices : Mary Egan et Gayle Restall











**PROMOTING OCCUPATIONAL PARTICIPATION:  
COLLABORATIVE RELATIONSHIP-FOCUSED OCCUPATIONAL THERAPY**

Co-Editors: Mary Egan & Gayle Restall

**PROMOTION OCCUPATIONNELLE  
COLLABORATIVES**

corédactrices : Mary Egan et Gayle Restall



# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



# Association canadienne des ergothérapeutes



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

[www.caot.ca](http://www.caot.ca)



# Canadian Association of Occupational Therapists Association canadienne d'ergothérapeutes



www.caot.ca

Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes





# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes





# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)



# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



www.caot.ca





# Association canadienne des ergothérapeutes



CAOT - ACE

www.caot.ca





Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes





Canadian Association  
Association canadienne



permobil  
CAOT Conference 2022, Montréal  
Complexe des FACES - Hôpital  
HELENE Sabourin  
Canadian Association of Occupational Therapists

Canadian Association of Occupational Therapists (2022)

CAOT · ACE

Association canadienne



Canadian Association of Occupational Therapists (2022)

tion of Occupational Therapists  
adienne des ergothérapeutes



Association of Occupational Therapists  
canadienne des ergothérapeutes



permobil  
ALEXANDRA

permobil  
DEBBIE

permobil  
DEBBIE

permobil  
BARRY

permobil  
LOUISE

permobil  
LARCIA











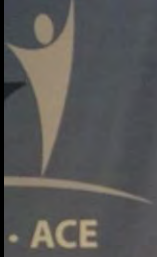


# Canadian Association of Occupational Therapists

## Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)



Canadian Association of Occupational Therapists

Association canadienne des ergothérapeutes

ACE



CAOT - ACE

Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

[www.caot.ca](http://www.caot.ca)

[www.caot.ca](http://www.caot.ca)



# Canadian Association of Occupational Therapists Association canadienne des ergothérapeutes



[www.caot.ca](http://www.caot.ca)



# Canadian Association of Occupational Therapists Association canadienne de ergothérapeutes









CAOT - ACE

Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



- 2019-2020 President: CAOT
- 2018-2019 President: ACE
- 2017-2018 President: CAOT
- 2016-2017 President: ACE
- 2015-2016 President: CAOT
- 2014-2015 President: ACE
- 2013-2014 President: CAOT
- 2012-2013 President: ACE
- 2011-2012 President: CAOT
- 2010-2011 President: ACE
- 2009-2010 President: CAOT
- 2008-2009 President: ACE
- 2007-2008 President: CAOT
- 2006-2007 President: ACE
- 2005-2006 President: CAOT
- 2004-2005 President: ACE
- 2003-2004 President: CAOT
- 2002-2003 President: ACE
- 2001-2002 President: CAOT
- 2000-2001 President: ACE

[www.caot.ca](http://www.caot.ca)







permobil

CAOT Conference 2022: Hybrid  
Complex de l'ACE - Hybride  
JEFF  
Boniface (je/him/his)  
University of British Columbia



Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes



www.caot.ca







EON

JBL  
500C

permobil







ASSOC

CAOT - ACE

Associati  
Canadian A  
Association ca  
Canadian Asso  
Association ca  
Canadian Asso  
Association ca  
Canadian Asso  
Association ca  
Canadian Asso  
Association ca  
Canadian Asso  
Association ca  
Canadian Association of Occupation  
Association canadienne des egot  
  
[www.caota.ca](http://www.caota.ca)















