

OPTIMIZE

Conference & Exhibition

Speaker Bios and Course Information

Speaker Bio:



Dr. Gabriel Alain, a multifaceted professional with a PhD in Health and Rehabilitation Sciences, a doctorate in physical therapy and a board certified geriatric physical therapist, and a background in data.

Dr. Alain's work focuses on quality improvement and systems thinking in healthcare, combining academic research with clinical expertise. He is dedicated to developing strategies that elevate care standards and operational efficiency, with a particular emphasis on enhancing the quality of life for healthcare professionals.

As a tech enthusiast and data aficionado, Dr. Alain excels in leveraging data analytics to inform decision-making and innovate solutions. His unique blend of scientific research, clinical experience, and technological proficiency allows him to bridge the gap between theory and practice effectively.

Dr. Alain's goal is to contribute meaningfully to his field and inspire others through his work in quality improvement, healthcare innovation, and data-driven solutions.

Course Title: Bits, Bytes, and Bedside Manner: AI's Uncertain Pulse in Healthcare*

Course Description:

Immerse yourself in the future of healthcare with "Bits, Bytes, and Bedside Manner: AI's Uncertain Pulse in Healthcare." This inspiring and thought-provoking presentation will explore the emerging role of large language models (LLMs) in healthcare. Attendees will journey through the history and foundational concepts of LLMs, gaining insight into their potential and pitfalls. Through demonstrations and real-world examples, discover how these frontier technologies could reshape clinical practices, administration, and education. Designed for rehabilitation professionals, healthcare administrators, and PT faculty, this session will ignite curiosity and spark conversations about the future of AI in healthcare.

Course Objectives:

1. **Introduce the Concept of Large Language Models:** Provide an overview of what LLMs are and why they are significant in the context of modern healthcare.
2. **Showcase Emerging Applications:** Present inspiring examples and potential use cases of LLMs in various aspects of healthcare, from patient care to administrative functions.
3. **Discuss Fears, Challenges, and Ethical Considerations:** Address the broader challenges, limitations, and ethical questions surrounding the use of LLMs in healthcare settings.

4. **Foster Critical Thinking and Discussion:** Engage participants in a stimulating Q&A session to explore their perspectives, experiences, and visions for the integration of AI in healthcare.

Speaker Bio:

Dr. Meredith Chaput is an Assistant Professor of physical therapy in the School of Kinesiology and Rehabilitation Sciences at the University of Central Florida. Dr. Chaput completed her undergraduate education in Exercise Science at the University of Minnesota Duluth and her Doctorate in Physical Therapy at Creighton University. After completing her doctoral training, she completed a post-professional residency in Sports Physical Therapy at Vanderbilt Orthopaedics Nashville and Belmont University and is a Board-Certified Clinical Specialist in Sports Physical Therapy. Currently, Dr. Chaput co-directs the CNS Lab in conjunction with Drs. Matt Stock and Grant Norte within the Institute of Exercise Physiology and Rehabilitation Sciences. She obtained her PhD from Ohio University in 2023. Chaput's research investigates compensatory nervous system plasticity after lower extremity injury with the goal of developing neurotherapeutic interventions for orthopedic rehabilitation. Her research integrates functional magnetic resonance imaging (fMRI) and laboratory metrics of functional performance and visual-cognition.



Course Description: For over the last 30 years, rehabilitation, and recovery from anterior cruciate ligament reconstruction (ACL-R) has focused to primarily restore physical function such as joint range of motion, muscle strength, and functional performance. However, outcomes after ACL-R remain poor with only 55% of athletes returning to the same level of competition and 29-40% experiencing a second knee injury within 2 years. While rehabilitation is multifactorial, recently emerging literature suggests that the recovery from ACL-R drastically impacts central nervous system (CNS) function which in turn contributes to suboptimal patient outcomes. This course will describe the whole brain changes after ACL-R, how these changes relate to standard clinical outcomes, and provide clinicians with a framework to target CNS plasticity with low technology interventions beginning in acute phases of recovery. The extended 4 – hour session will take this a step further and expand upon previously mentioned knowledge to include motor learning theory, return to sport testing, and injury prevention frameworks. By completing this course, the learner should have a better understanding of the neurophysiological consequences of ACL-R and have immediate interventions to return to the clinic on Monday.

Course Title: Visual-Cognitive Chaos: How and When in Rehabilitation from ACLR*

Course Objectives (90 – minute [Day 1]):

1. Describe the whole brain neuroplasticity associated with anterior cruciate ligament reconstruction.
2. Outline the theoretical rationale for dual-task interventions in musculoskeletal rehabilitation.
3. Apply the Visual-Cognitive Control Chaos Continuum to acute to intermediate phase rehabilitation interventions.

Course Title: Neuroplasticity after ACLR: Injury vs Rehabilitation*

Course Objectives: (4 Hour [Day 2])

1. Describe the whole brain neuroplasticity associated with ACLR.
2. Review the neurophysiological theory for visual-cognitive compensation after ACLR.
3. Review the Visual-Cognitive Control Chaos Continuum application for staged progression of dual-task challenges.
4. Implement motor learning theory into dual-task interventions and rehabilitation.
5. Augment return to sport assessments with dual-tasks and interpret dual-task effect data to inform return to sport decisions.
6. Introduce neurocognitive deficits as a risk factor for primary anterior cruciate ligament injury.

Speaker Bio:



Dr. Rebekah Griffith, a board-certified neurologic specialist, specializes in care in the Emergency Department. Dr. Griffith believes physical therapist practice in the Emergency Department is a critical way to move upstream in healthcare that supports patients during their most critical moments. Dr. Griffith currently works as a physical therapist specializing in emergency and intensive care at the University of Colorado Hospital and as an adjunct faculty for Tufts University. She also is the author of *Top of Scope: The Emergency Department Physical Therapist Handbook*. Rebekah is the APTA Colorado President-Elect and recipient of the AAOMPT Innovation award. She spends her free time chasing her children.

Course Title: Practicing at Top of Scope - Physical Therapists in the Emergency Department (Saturday)

Course Description: This lecture will introduce participants to the concept of practicing at the top of their scope in innovative and inclusive ways to ensure that physical therapist practice continues to thrive. This course will also reimagine how we practice, to ensure physical therapy is not an inaccessible luxury to our patients.

While this course will be presented through the lens of an Emergency Department physical therapist, it will be applicable to all practice settings.

Objectives:

1. Participants will demonstrate understanding of practicing at top of scope.
2. Participants will interactively discuss current barriers to top of scope practice.
3. Participants will identify areas in their own practice to think innovatively to improve inclusivity and access to patients.
4. Participants will demonstrate an understanding of the need for ED PT practice.

What if there was an ER Anywhere? Digital Triage to Keep Patients Out of the ER (Sun)

Description: What if there was an emergency department anywhere? How can you as a physical therapist help keep patients out of the ED? This course will prepare you to create a digital triage model to help keep patients *out* of the Emergency Department.

Objectives:

1. Understand the role of physical therapists in emergency settings and how technology could expand that role.
2. Understand how to conduct a digital physical therapy evaluation using previously established guidelines to determine level of concern and decide on an appropriate clinical action.
3. Demonstrate the use of digital physical therapy triage in real patient cases.
4. Discuss how to design and implement a digital physical therapy triage program in your clinic.

Speaker Bio:



Dr. Magdalena M. Oledzka has been a pediatric physical therapist for over 20 years, having worked in a variety of settings including early intervention, outpatient, inpatient, and a pediatric skilled nursing facility. Magda has been a part of the pediatric rehabilitation team at the Hospital for Special Surgery since 2007. She graduated from the physical therapy program at Hunter College in 1998 and earned an MBA in Healthcare Administration at Baruch College in 2008. Magda completed her PhD at the Rocky Mountain University of Health Professions in April 2019, with a primary research focus on Congenital Muscular Torticollis. Magda's research work was recognized by the Academy of Pediatric Physical Therapy with a 2020 Dissertation Award. Magda has authored several publications in peer-reviewed journals on the topic of CMT. Magda is board certified by the American Physical Therapy Association as a Pediatric Clinical Specialist and is trained in Neuro-Developmental Treatment (NDT) in the management and care of children with cerebral palsy and other neuromotor disorders. She has traveled to China and Ghana to assist and educate local therapists working with children and is passionate about adaptive sports for youth with disabilities – leading several adaptive winter and summer sports sleep-away camps in Crested Butte, Colorado. Magda has spoken at lectures across the U.S and internationally on topics related to infants, fundamental motor skills development, cerebral palsy, AMPS, and fostering motor competence in childhood and adolescence for children of all abilities.

Fostering fundamental motor skill development in young children of all abilities to promote lifelong physical activity*

Course Description: In memory of Cindy Miles and her message that pediatric physical therapists are lifespan movement specialist enabling lifelong participation for ALL abilities, this course will address fundamental motor skill acquisition and its impact on lifelong wellness.

Fundamental motor skills do not magically appear; rather, they need to be taught and practiced. Clarke proposed the concept of Mountain of motor development to highlight immense changes that occur in movement and mobility throughout the life span of individuals. Utilizing Dynamic systems approach, evidence-based research and clinical experience, this session will describe the development of specific locomotor, ballistic, and manipulative motor skills in young children (including children with motor delays) and their importance to health and fitness. Children who feel competent in their motor skills are more likely to grow into adults who will maintain fitness routine to promote healthy lifestyle. Conversely, children who do not enjoy motor activities and do not feel competent are more

likely to be sedentary children who grow up into sedentary adults. Our adaptive sports academy programs offered to our patients will be used to illustrate opportunities that therapist and medical centers can offer children with disabilities to foster finding a sport/ activity they may enjoy throughout their lifespan.

Objectives:

At the conclusion of this session participants will be able to:

1. Describe Jane Clarke's metaphor of Mountain of Motor Development.
2. Discuss the importance of fundamental motor skills.
3. Distinguish a difference between an actual and perceived motor competence and their implications on self-esteem, confidence, and health-related fitness.
4. Review the validated developmental sequences for most critical locomotion, ballistic, and object manipulation skills.
5. Give examples of inclusive and adapted physical activities for children and adults with disabilities.

Speaker Bio:



Mariana Wingood, PT, DPT, PhD, MPH, is a board-certified geriatric specialist and an assistant professor at Wake Forest University-School of Medicine with a dual appointment in the Department of Implementation Science and the Section of Gerontology and Geriatric Medicine. She received her DPT from SUNY Upstate Medical University and a graduate certificate in epidemiology, MPH, and PhD in Human Functioning and Rehabilitation Sciences from the University of Vermont. Dr. Wingood's research focuses on addressing the challenges physical therapists encounter when promoting functional independence and well-being, including early fall risk screenings, and encouraging patients to engage in physical activity. In the last five years, she has written 3 book chapters, published 30 peer-reviewed manuscripts, and completed numerous national and international presentations. Furthermore, she is actively involved in APTA-Geriatrics where she serves as secretary and as the Co-Chair of GeriEDGE. Dr. Wingood is also the chair of the Older Adults Committee in the American College Sports Medicine's Exercise is Medicine initiative and the research chair for the Brief Action Planning Network.

Course Title: Assessing and Addressing Inadequate Physical Activity*

Course Description: Eighty-three percent of adults 18 years and older do not meet the aerobic and strengthening recommendations. This percentage increases to 91% among adults 65 years and older. Inadequate physical activity can result in impaired body structures and functions (e.g., strength, balance, and aerobic capacity), activity limitation (e.g., self-care and mobility), and participation restriction (e.g., social, occupation, or leisure activities). Adults and older adults who experience these consequences are often seen by physical therapy. Physical therapists are movement experts who have the potential to not only reverse these consequences but can also address their patients' inadequate physical activity levels. Unfortunately, 50% of physical therapists do not regularly assess and address inadequate physical activity because they have not been provided with the appropriate tools. This

session focuses on providing physical therapists with feasible, appropriate, and acceptable tools for assessing and addressing inadequate physical activity.

Objectives:

1. Assess patients' physical activity levels using a standardized outcome measure.
2. Apply skills needed to effectively empower your patients to improve their physical activity levels.
3. Integrate a brief behavior change technique into your clinical practice.

Special Luncheon Speaker:



Dr. Robert "Rob" Jordan, PT, DPT, owner of Joint Effort Physical Therapy in Hot Springs, AR. Rob received his master's in physical therapy from the University of Iowa and completed his Doctoral training at Rocky Mountain University of Health Professions, in Provo, Utah.

Rob ran a large private practice in Hot Springs for 18 years. Jordan Health Services had 5 clinics in Hot Springs, Hot Springs Village, Benton, and Malvern. He also contracted with area school districts to provide PT, OT and SLP services. In 2007, he sold his practice when he realized "bigger" is not always "better".

Rob spent 5 years as a Practice Consult then returned to the clinical setting, but he soon decided to do things right he needed to work for himself and that is when Joint Effort Physical Therapy was born.

During this time, he served briefly as the president of the APTA Arkansas before being called by the Governor to serve on the Arkansas State Board of Physical Therapy where he currently serves as chair.

Course Title: Jurisprudence Exam

Course Description: It is the responsibility of each professional to know the laws that govern their profession, and it is the responsibility of the licensing board to enforce those laws and protect the public. This course will not only have you take the jurisprudence exam with Rob's help, but it will also teach you key points about the Arkansas State Physical Therapy Practice Act in the hope that you will never be called before the Board for not abiding by the law.

Objectives:

1. To know what is expected of you by the licensure board.
2. To know what is ethical and what is now.
3. To know when you should report another provider and to whom.
4. To know what the functions of the board are
5. To be able to explain the AR PT Practice Act requirements