

REGISTRATION

\$435 fee. Deadline for registration is 3 weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation accepted until 2 weeks before course, minus an administration fee of \$75.

NO REFUNDS WITHIN IN 2 WEEKS OF COURSE

Please make check payable and return to:

Education Resources, Inc.

266 Main St., Suite 12 • Medfield, MA 02052
(508) 359-6533 or 800-487-6530 (outside MA)

FAX (508) 359-2959

www.educationresourcesinc.com

Enrollment is limited

Baby Beats and Breaths/Schifsky

NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

PHONE (H) _____ PHONE (W) _____

CELL _____

Needed in the event of an emergency scheduling change

EMAIL _____

Please clearly print your email address for course confirmation

EMPLOYER _____

DISCIPLINE _____ SPECIALTY _____

HOW DID YOU LEARN ABOUT THIS COURSE _____

ERI Rewards. I am registering for my 4th course since January 2009 and applying \$100 credit to the tuition.

Please indicate course location attending:

Feb/FL **Mar/CA** **May/OR** **Aug/DC**

Education Resources, Inc. reserves the right to cancel any course due to insufficient registration or extenuating circumstances. Please do not make non-refundable travel arrangements until you have called us and received confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled.

I have read your refund policy above and understand.

Cardholder's name & billing address with zip code if different from above.

Amount to be charged _____

Signature _____

I hereby authorize you to charge my: VISA MC DISCOVER

Exp. Date _____ CVV2 code _____

(last 3 digits on back of card)

FACULTY

Holly Schifsky, OTR/L, CNT, NTMTC, CBIS is an Occupational Therapist who has worked in pediatrics for the past 20 years, the past 15 years in a level 4 NICU. She is a Certified Neonatal Therapist, Certified Neonatal Touch and Massage Therapist, Certified Brain Injury therapist, an active member of National Association of Neonatal Therapists, and has completed 6-month mentorship in infant/child NDT. She has worked within the NICU and NICU follow-up clinic to maximize patient and family outcomes for the most complex premature and medically-fragile term infants. Holly received her bachelors degree in Occupational therapy from the University of North Dakota in 1997. She provides frequent Developmental Care, Feeding Intervention, and NICU education throughout the country. She is a faculty member for the Neonatal Touch and Massage certification. She is the recipient of the National Association of Neonatal Therapists Clinical Excellence award in 2018, due to her clinical expertise and dedication to advancing the therapeutic interventions for NICU infants with cardiopulmonary conditions. **Disclosure: Financial:** Holly Schifsky receives a speaking fee from ERI. **Non-Financial:** She has no relevant nonfinancial relationships to disclose.

CREDITS

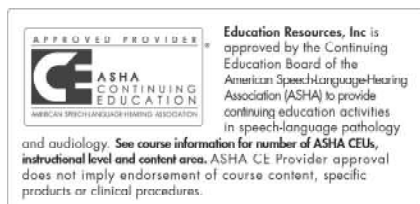
This course meets the criteria for 14.5 contact hours (1.45 CEU's). Application has been made to the **MD** Board of PT Examiners. The **DC, DE, OR** and **VA** Board's of PT accept other Board's approvals. ERI is an approved agency by the **CA** Board of PT.

Application has been made to the **FL** PT Association for 17 continuing education hours. Approved provider by the **FL** Board OT for 17.4 continuing education hours.



Approved provider of continuing education by the American Occupational Therapy Association #3043 for 14.5 contact hours (1.45 CEU's) Intermediate level. Occupational Therapy Process: Assessment, Intervention. The assignment of AOTA CEU's does not imply endorsement of specific course content, products or clinical procedures by AOTA.

NBCOT professional development provider-14.5 PDU's



This course is offered for up to 1.45 ASHA CEUs (Intermediate level, Professional area).

This course meets the criteria for 14.5 hours toward Neonatal Therapy Certification

Baby Beats and Breaths:

Therapeutic Interventions for the Premature Infant with Cardiopulmonary Compromise



Holly Schifsky OTR/L, CNT, NTMTC, CBIS

"One of the very best presentations I have been to. The practicing element was invaluable!"

February 1-2, 2019 - Hollywood, FL

March 1-2, 2019 - Stanford, CA

May 3-4, 2019 - Portland, OR

August 24-25, 2019 - Washington, DC

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COURSE DESCRIPTION

This course will focus on the cardiopulmonary implications for the premature or medically-complex infant as related to physiological stability, evolving motor control, sensory stability, and transition to oral motor skills that support feeding. It will focus on advancing the critical reasoning skills of the neonatal therapist to support the infant's ability to obtain foundational motor and sensory skills. These skills include the ability of the infant to cough, produce audible phonation, oral motor skills, swallow skills, trunk facilitation, gestational age appropriate positioning/handling to support the emergence of gross motor skills for postural stability. You will learn movement analysis skills (via lab time and video presentations) to assess breathing patterns, facilitation techniques to support trunk development, positioning strategies to support chest wall development, and feeding techniques to maximize postural control. We will discuss current literature as relevant to this topic and apply a systems theory approach for case study treatment planning.

COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

- Discuss anatomical and kinesiological developmental changes for the newborn chest wall
- Discuss affects of prematurity and cardiopulmonary co-morbidities on chest wall development
- Describe chest wall movement assessment and treatment strategies to maximize infant outcomes
- Design developmental positioning and handling interventions to reduce chest wall deformities
- Assess the affects of invasive and non-invasive pulmonary support to the facial and oral structures as related to non-nutritive sucking and oral feeding progression
- Incorporate postural support with positioning and handling of infants for improved chest wall mobility during oral feeding
- Demonstrate integration of a systems approach to individualized care plan for the infant with cardiopulmonary compromise

AUDIENCE

This course is recommended for neonatal therapists, PTs, PTAs, OTs, OTAs, and SLPs, with experience working with infants in the Neonatal Intensive Care Unit.

COURSE LOCATION

March 1-2, 2019 - California
Stanford Medical School
Stanford, CA

SCHEDULE DAY ONE

- 7:30-8:00 Registration/Continental Breakfast
- 8:00-9:00 Typical Development of the infant chest wall
- Anatomy and kinesiology of the chest wall, ribcage, and spine
 - Developmental changes to the anatomical shape and function of these structures as related to gross motor development postural control, feeding, and maturation
- 9:00-10:00 Cardiopulmonary system of the premature or critically-ill term infant: anatomical differences, congenital heart defects, and vascularization. A therapists guide for critical reasoning.
- Cardiopulmonary system and the unique changes required for the infant to have a successful in-utero to extra-utero transition
 - Common congenital heart defects and effects on infant development
 - Post-surgical cardiac repair on the developing chest wall
- 10:00-10:15 Break
- 10:15-12:00 Critical reasoning to assess breathing patterns for the premature infant, effects of pulmonary co-morbidities, and chest wall development.
- Premature infant anatomy, risk for pulmonary dysfunction
 - Common pulmonary co-morbidities
 - Types of pulmonary support: ventilator settings, non-invasive support
- 12:00-1:00 Lunch (on your own)
- 1:00-3:00 Assessment of breathing with movement analysis
- Components of adaptive and maladaptive breathing patterns
 - Video presentation to analyze and assess breathing patterns for infants in the NICU
- 3:00-3:15 Break
- 3:15-4:30 Positioning and Handling of the 22-32 week premature infant with focus on chest wall development
- Rationale for positioning strategies to support trunk development
 - Positioning and handling: Lab and lecture
- 4:30-5:00 **Case Study:** Positioning Strategies

SCHEDULE DAY TWO

- 7:30-8:00 Continental Breakfast
- 8:00-9:00 Lecture and **Lab:** Musculoskeletal positioning/handling for the 32 week infant and older
- Facilitated pelvic tuck
 - Abdominal activation
 - Transition away from developmental positioning devices and back to sleep
- 9:00-10:30 Lecture and **Lab:** Musculoskeletal assessment and facilitation for infants 32 weeks and older
- Spinal assessment for maladaptive breathing
 - Scapular and pelvic assessment and movement facilitation
- 10:30-10:45 Break
- 10:45-12:00 Lecture and **Lab:** ADL's with consideration for the cardiopulmonary system
- Diapering
 - Swaddling
 - Active prone for transition to Tummy Time
 - Oral motor development for pre-feeding skills
- 12:00-1:00 Lunch (on your own)
- 1:00-2:00 Lecture and **Lab:** Feeding Interventions
- Anatomical oral/facial assessment
 - Postural support
 - Auditory assessment
 - Motor behaviors
- 2:00-3:00 Infants with tracheostomy tubes
- Affects on postural control development
 - Modification to therapeutic interventions
- 3:00-3:15 Break
- 3:15-4:00 Advancing critical reasoning using a systems approach: consideration of scars, fascia limitations, edema, reflux (GERD)
- 4:00-4:30 **Case Study:** group discussion and collaboration

COURSE REQUIREMENTS

In order to maximize the learning experience during lab time, each participant needs to bring wash cloth, infant burp cloth and a soft body doll. The ideal size would be 10-15", but any soft body doll will work.

Please contact us with any special needs requests: info@educationresourcesinc.com or 508-359-6533

