

Center for Allied Health Programs

UNIVERSITY OF MINNESOTA



Hybrid Learning Platform

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Program in Occupational Therapy

Alumni News



From the Director's Desk

A message from Peggy M. Martin, Ph.D., Program Director

They say that the whole is greater than the sum of its parts. This is certainly true of occupational therapy. Together we change lives. I hear this in the stories of client instructors who talk about the role rehabilitation played in their lives. Barb eagerly told her story of how occupational therapy enabled living at home by making her home more accessible. A father described how occupational therapy helped his child play on the playground and take notes in class. People who have received occupational therapy services value the experiences especially in deeply respected, collaborative relationships.

As practitioners, educators, and researchers, we are like a three-legged stool that requires all three legs to stand. Educators build the future workforce so that people live full, everyday lives. At the University of Minnesota we value our responsibility to prepare a workforce that makes this happen. We aim to prepare practitioners who fulfill AOTA's Centennial Vision: "We envision that occupational therapy is a powerful,

widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs" (www.aota.org). I believe that occupational therapy will emerge as a powerful, leading discipline in this era of health care reform. We are at the right place at the right time. Now, more than ever before, society wants health care that enables people to fully participate in everyday living.

We teach people new ways of doing to improve their health and fitness of body, soul, and mind. As occupational therapists we design spaces so that people perform to the very best of their ability.

I welcome all clinicians to partner with our students to learn about the fast-changing, real world of practice. Through partnerships with clinicians, our students experience top-notch clinical practice while exploring questions that can be answered through research. Clients and clinicians are definitely two strong legs of our three-legged stool.

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From the Director's Desk
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I want to tell you a bit about our current program. Since 2007, our students learn in two primary locations; Children's Rehabilitation Center at the Minneapolis campus and at the new University of Minnesota Rochester coordinate campus. Our curriculum uses carefully designed blended learning strategies to deliver the same online curriculum to students in both locations while local clinicians teach in-class laboratories. This means that students now listen to lectures online in their homes and attend class to practice skills in labs, dialogue with guest experts, discuss critical cases, and more. I am pleased to report that graduates have performed well in both fieldwork and practice. These strong outcomes are supported by research conducted by the U.S. Department of Education which reported best learning outcomes when hybrid or blended learning was compared to other methods of instruction.

The hard work of the faculty was further validated by our recent re-accreditation for ten years, the longest possible for any educational program. I congratulate and thank all of you who were a part of making this happen. Thank you.

Please stop in any time you are on campus. Together, the three legs of our educational stool (clients, clinicians and educators), make things happen.

**The future has never
been brighter for OT!**

**In October of 2010,
the Program in Occupational Therapy
hybrid curriculum was accredited for 10
years. This milestone marked a
significant accomplishment for our
faculty and students. Read more about
OT's accreditation on our website at
<http://www.cahp.umn.edu/degree/ot/accredit.shtml>**



A message from

Cindee Quake-Rapp
Director, Center for Allied Health Programs

At the start of last decade, the University of Minnesota faced significant challenges in educating allied health professionals, an era characterized by rising demand for workers and faculty and decreasing public investment in higher education. The University developed a transformative vision to address Minnesota's workforce needs in allied health professions through the development of the Center for Allied Health Programs (CAHP) in July of 2006, which houses our program in occupational therapy. The Center was initially led by founding director Charles H. Christiansen, EdD, OTR (C), FAOTA, for the purpose of providing a learner-centered, "blended" model of education strategically combining distance learning, classroom experience, and experiential education. The CAHP model incorporates on-line learning technologies, classroom and laboratory teaching, and clinical skills assessment, all of which are supported by technology platforms such as simulations, videoconferencing, or teleconferencing to extend learning to students no matter where they are or when they can access learning. Currently, the program in occupational therapy is delivered at the Twin Cities and Rochester campuses with plans to offer articulations with Minnesota State Colleges and Universities (MnSCU).

In just six years the faculty in the program in occupational therapy have redesigned the curriculum using the "blended model", identified how they teach, and ultimately how students learn. The faculty have done such an exceptional job that one faculty, Dr. Patricia Schaber, won the highest honor in the Academic Health Center as an inductee into the Academy for Excellence in the Scholarship of Teaching and Learning; competing with candidates from medicine, dentistry, veterinary medicine, nursing, and public health.

According to a Chronicle Research Services Executive Summary, blended learning may be the preferred format for higher education in the near and distant future. The college of 2020 will convert from a traditional full-time residential model of higher education to one of convenience for students. This trend for increasing educational access by increasing online and blended learning supports the growing societal need for the occupational therapy workforce.

I became director of the Center for Allied Health Programs in January, 2009 and it is my pleasure to participate in a Center where faculty are on the cutting edge of developing innovative delivery models for occupational therapy education and are recognized leaders in the scholarship of teaching and learning.

Hybrid Learning Platform

The Program in Occupational Therapy at the University of Minnesota moved to a new learning platform in 2007: hybrid learning. This new method of instruction is not about transferring content disseminated in the classroom to an online medium; more importantly, it is about creating new learning environments that optimize learning. Research has shown that effective learning is student-centered, knowledge-centered, assessment-centered, and community-centered (Bransford, Brown, & Cocking, 2003; Garrison & Vaughan, 2008) and that it can happen in a multitude of learning environments. Course development in a hybrid format has the student learning experience as the starting point, hence, student-centered. The course developer determines what can be learned online and what requires a face-to-face classroom experience. Knowledge-Centered means the content and learning activities are parceled out in meaningful learning units. Instructors have discovered they do not need to lecture for all content. Assessment-centered means the student learning is frequently measured to determine if they have reached a level of competency. When students attend a classroom session, they often have mastered the material prior to the session. The time spent can guide learning to the next level: an opportunity to apply, synthesize, and deepen the learning experience.

Community-centered does not necessarily mean in person. Virtual learning communities require students to interface with their peers to complete assignments and share their learning experiences. Students coming into the program require a few weeks to shift to the new learning platform but by the end of the first semester, seem to understand that effective learning experiences come in many forms.

The Program is in the third year of the new curriculum with the new format and has seen success based on NBCOT test scores and student evaluations. The faculty encourages fieldwork supervisors to ask their students about their learning experiences in the Program.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2003). *How people learn: Brain, mind, experience, and school*. 2nd Edition. Washington, D.C.: National Academy Press.

**Consider coordinating
a class reunion!**

**We can help contact your classmates and
provide advice and guidance in structuring your
event. We can even provide classroom space!
Contact the program office at 800.337.2659.**

University of Minnesota Program in OT and Community

Research Collaborations

Our students conduct a scholarly project as part of their OT degree. Many of these projects include regional community partners who recruit participants or host study participants. Although groups of students conduct approximately ten projects per year, two examples are highlighted here. One project, Impact of Exercise Frequency on Hand Strength of the Elderly, found that either daily or every other day hand strengthening exercises improved grip and pinch strength. Darcy Erickson, OTR/L, Regional Director of Rehabilitation, Benedictine Health System assisted three groups of students recruit participants and find appropriate space for data collection such as at Madonna Towers in Rochester. A poster presentation of this study was well received at 2011 AOTA Conference and will be submitted for 2011 MOTA conference. In addition, we plan to submit it to the Journal of Hand Therapy for publication.

Another project, Relationship between the Bruinninks-Oseretsky Test of Motor Proficiency (BOT-2) and the Beery Developmental Test of Visual Motor Integration (VMI), found a strong relationship between the fine motor subtests of the BOT-2 and the overall VMI. This project was completed with partners from the Minneapolis, St. Paul, and Farmington public school districts and Pediatric Therapy Services of Mankato. Therapists working in these school districts provided de-identified assessment data from students who had already been tested using both of these assessment tools. Scores were compared to measure the relationship between the two assessments. Results indicated a strong relationship between the total BOT2 score and the total VMI score. Special thanks to Kay Dole, OTR/L, Nancy Scott, OTR/L, Kristy Asmus, OTR/L, Pam Gantner, OTR/L, and Mary VanRavenhorst, MS, OTR/L and the seven MS and MOT students who together partnered for three academic years to complete this project. An article is being written for publication in an OT journal on this study.

These and other research studies would not be possible without the collaboration of therapists in the community. If you are interested in collaborating with students on a research project, contact Virgil Mathiowetz, PhD, OTR/L, FAOTA, 621-626-3759 or email: mathi003@umn.edu.

Students Learn in Two Locations

The program enrolls at least 20 students each year into the Rochester location and 25 students into our Twin Cities location. Because at least 70% of our curriculum is online, we are able to draw from area resources to deliver laboratory in-class learning activities at two locations; Rochester and the Twin Cities.



Rochester Location



See students from the class of 2011 at one of their celebrations. The photo was taken in the Rochester laboratory classroom.



Photo of the University of Minnesota Rochester, located in the top two floors of a downtown mall, adjacent to downtown hotels and the Mayo Clinic.

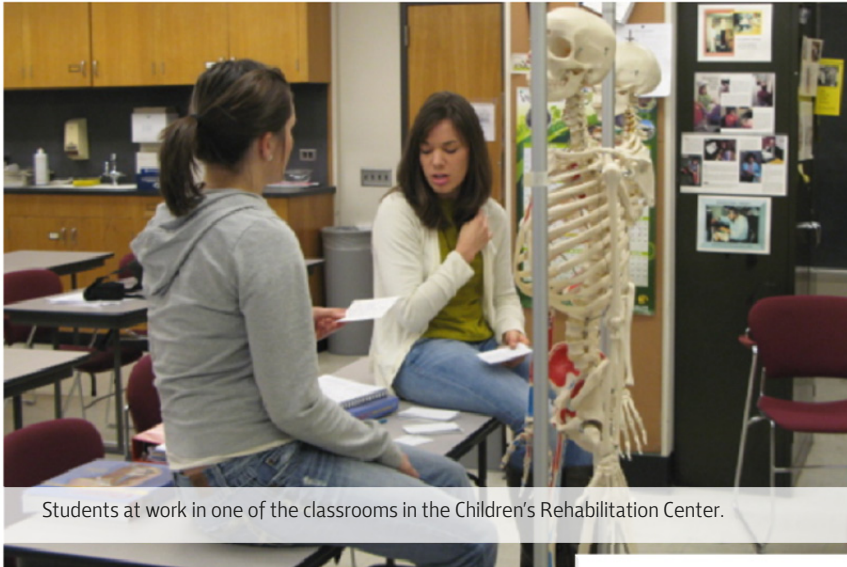


Students at work in the state-of-the-art technology enhanced learning resource room

Twin Cities Location



See students from the class of 2011 at one of their celebrations. The Students learn in the Children's Rehabilitation Center at the Twin Cities University of Minnesota Campus



Students at work in one of the classrooms in the Children's Rehabilitation Center.



Students at work in classroom in the Children's Rehabilitation Center.

Graduating Class of 2011



Brian Guderian, OTS, delivered an innovative speech about how technology supported his learning of occupational therapy. You can read his speech on the Program's website (www.cahp.umn.edu)

Alumni News 2011

LEND Fellows

The University of Minnesota LEND Program is an interdisciplinary leadership training program focused upon children with neurodevelopmental disabilities (<http://lend.umn.edu>). Occupational Therapy is one of eleven core disciplines represented across the University of Minnesota with Peggy Martin, PhD, OTR/L serving as a core faculty member on the project. LEND, which stands for Leadership Education in Neurodevelopmental and Related Disabilities, is one of 42 such programs funded by the Maternal Child Health Bureau (MCHB) of the US Department of Health and Human Services across the United States. The LEND program includes fellowships for students, learning opportunities for community members, and expanded research in areas pertaining to autism and other neurodevelopmental disorders. Each year occupational therapy professional and post-professional students are eligible for the fellowship. As of today, three occupational therapy students have been awarded the fellowship.



Erika Klang (current fellow)

As a LEND fellow I am learning about neurodevelopmental disabilities in a way few students get the chance to do. Every week the interdisciplinary team of fellows and faculty has something new to share about current events, intervention strategies, and research regarding neurodevelopmental disabilities; and I get to share the OT perspective. LEND has also made it possible for me to observe at the U of M autism clinic, attend the Disability Policy Seminar in Washington D.C., learn families, and design a research study about autism and ADHD among other activities. I am gaining invaluable skills and colleagues through the LEND, and I could not have asked for a better experience in my final year as an OT student!



Ganesh Babulal (past fellow)

As a LEND fellow, I learned how to be a more effective leader in the practice of occupational therapy by implementing evidence based treatments and encouraging other practitioners to employ retrograde research (clinic to academic) and transitional research (academic to practice). I am an advocate and supporter of interdisciplinary and interprofessional collaboration in health care and find myself using a multidimensional lens when treating a client. Ganesh is now a fellow in the AOTF emerging leaders program and will begin his doctoral work this fall.

Special Tribute to Alumni



Dick McCauley

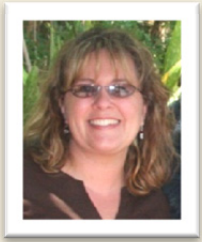
Richard "Dick" McCauley (class of 1952) died on September 21, 2009 in Sarasota, Florida, after courageously battling cancer. He is survived by his partner, Fred Werling. Dick received a bachelor's degree from the Program in Occupational Therapy And a graduate degree from the University of Southern California. Dick was instrumental in establishing three scholarships awarded by our Program: the Richard J McCauley Graduate Fellowship in Occupational Therapy; the McCauley, Alumni & Friends Occupational Therapy Fieldwork Graduate Fellowship; and the Borghild Hansen Memorial Fellowship in Occupational Therapy. Dick regularly offered advice to Program Directors, supporting innovative initiatives to improve outreach efforts to alumni. At the time of this writing, thirty students and graduates have benefited from Dick's generosity.



Marv Lepley

Marvin G. Lepley, "Marv" (class 1952) died July 19, 2009 in South St. Paul, Minnesota. He is survived by his wife of 59 years, Elaine Lepley, and four children. After graduating from the Program in Occupational Therapy Marv joined the faculty and served students for the next 35 years as a clinician, faculty, and program director Marv was steadfast in his goal to prepare the best occupational therapists possible. We share that goal today. Marv opened doors for anyone possessing the skills, knowledge, attitude and passion to become an occupational therapist. Through Marv's careful organization and attention to detail, he guided the Program in Occupational Therapy to be a program of outstanding quality. We miss you, Marv. Marv's family has established the Marvin Lepley Memorial Graduate Fellowship in Occupational Therapy (Fund 6299). The University will provide match dollars once the fund reaches \$25,000. Donations to this fund are accepted online (www.giving.umn.edu), by phone (800-775-2187) or by mail (University of Minnesota Foundation, PO Box 70870; C-M-3854, St. Paul, Minnesota 55170-3854).

Alumni Highlights



Gretchen Prohofsky (Class of 1992)

Hello-I am a proud graduate of the UMN Occupational Therapy Program. I have fond memories with my closest friends back in OT School. Unfortunately, our contact is more limited due to having children with busy activities (especially hockey). My fondest memories of the faculty are of Judith Reisman and Joy Huss. Judith was my advisor and was a great source of support, especially as I discovered that I had sensory defensiveness while in OT School.

I was fortunate enough to get a job immediately at Regions Hospital in St. Paul. Initially, I started out as on call in the Rehab Department. I applied for a position in Behavioral Health to get more hours, which ended up turning into a full time position. I was hesitant to give up Rehab, but fell in love with Psych! I have been at Regions for 18 years now. About 6 years ago, I was promoted to Lead OT; followed by OT supervisor, and most recently became the Manager of Allied Health (Managing 17 OTs, 15 Social Workers and 1 Admin Staff). I am close to graduating with my Master's in OT through the online MOT program through UND. I chose to return to school in order to secure a leadership position, as all of the RN Managers are required to have their Masters Degree at

Currently, inpatient mental health at Regions is growing and changing into using more evidence based practice, including Illness Management and Recovery (IMR). We are also incorporating many sensory based interventions that are decreasing our seclusion and restraint episodes. We regularly use Brain Gym, Yoga, and Qi Gong with our patients. I am a firm believer in thinking outside the box when it comes to providing high quality care. It is an exciting time to work in mental health!

Steve Buehler (Class of 2000)



Steve Buehler earned his Masters degree in Occupational Therapy from the University of Minnesota in 2000. After graduation, Steve moved to Denver, CO where he worked for two years in acute inpatient psychiatry. He now lives in Rochester, MN, since in 2003, where he and his wife and business partner created SMB Homes Adult Foster Care & Residential Services in their own home. Over the next five years, the business grew to 6 four-person foster care homes, an adult day program, transportation services, and an independent living skills (ILS) program. Today, they employ 35 people and serve over 30 clients. Their mission is to create safe, nurturing home environments with individually designed life programs that optimize each individual's growth in five key areas: physical, mental, emotional, social and spiritual. They serve adults with brain injuries, mental illness, chemical dependencies and other physical disabilities such as: stroke, spinal cord injuries, Multiple Sclerosis, Parkinson's Disease, Huntington's Disease and others. Steve is married to Marita Buehler. They have two girls, Gabriella 4, and Madeline 3, with a boy on the way. In his free time Steve enjoys serving his church, reading, hiking with his dog, Fletch, exercise, and traveling.

Contact information

Steve Buehler (class of 2000)
President/Owner
SMB Homes Inc.

Adult Foster Care
& Residential Services
166 Lachenview Ln NW
Rochester, MN 55901

(507)398-6289
(507)288-1175 fax

www.SMBhomes.com

Loan Forgiveness for Occupational Therapy Graduates

AOTA will post updates on this OT student loan forgiveness program as it becomes available.

<http://www.aota.org/Students/Aid/Loan-Forgiveness.aspx>

The Power of Scholarships

We have all heard of the rising cost of higher education, but what we don't always realize is its great impact on students. The most recent poll of occupational therapy students indicated that most students were at least \$40,000 in debt when graduating from OT school. The high cost of health care makes it difficult for all eligible students to become an occupational therapist. You can make this easier by donating to one of our many student fellowships or to one of our program funds which subsidize learning activities such as AOTA and state association memberships, scholarly projects, and student travel. Give online by mail, or call 612-626-8560 or 800-775-2187. You can learn more about how to give at <https://www.giving.umn.edu> and you can learn more about these fellowships and funds on our website

Marvin Lepley Memorial Graduate Fellowship in Occupational Therapy

(Fund 6299) This commemorative fellowship will support students entering the curriculum in occupational therapy. The University will provide matching dollars once this fund reaches \$25,000.

Richard J McCauley Fellowship in Occupational Therapy

(Fund 5643) Diversity in occupational therapy is increased by awarding \$1000 to \$2000 to students who can expand the diversity of people within the profession. The number and size of annual awards varies according to the balance of this fellowship.

Occupational Therapy Fund

(Fund 1667) Donations to this general purpose fund supports alumni functions, strategic activities, student research, and other activities not directly associated with courses.

McCauley, Alumni, and Friends Occupational Therapy Fieldwork Fellowship

(Fund 6423) Second year students of occupational therapy who are completing the Level II fieldwork requirement are supported by this fund. Typical awards range between \$500 and \$1000 each year based on fund balance.

Marie Louise Wales Fellowship

(Fund 1038) Students of the MOT curriculum in Occupational Therapy or the post-professional (MS or PhD) curriculum in Rehabilitation Science who demonstrate the potential to contribute to the health of children are awarded \$1000 to \$3000 each year.

Borghild Hansen Memorial Fellowship

(Fund 5849) This fellowship awards applicants with academic excellence who are entering the Program in Occupational Therapy at the University of Minnesota. The amount of the annual award ranges from \$1000 to \$2000 depending upon the fund balance of this fellowship.

Jane Dunning Copper and John A. Copper Strategic Initiatives Fund

(Fund 7227) This fund provides an ongoing source of funding for strategic initiatives in the Program in Occupational Therapy, used to fund projects that align with the program's strategic plan. Most recently, this money funded student projects within the community as part of our public and professional engagement curricular thread.

Fiftieth Anniversary Fund for Occupational Therapy

(Fund 4065) Alumni marked the Program's 50th Anniversary by forming this fund. The Program is now 65 years old and already planning its 75th Anniversary. This fund also supports student research and other student initiatives to enhance the student learning experience. I challenge every graduate who has experienced a 50th reunion to contribute to this fund.

2006 – 2010 Contributors

\$50,000 and over

Marie Louise Wales
Estate

\$5,000 - \$9,999

McCauley- Brown Fd-
Comm Fdn Sarasota Co
Fred Werling
Clayton Brown

\$1,000 - \$4,999

ARL Foundation
Annette R Levey
James D Ebner
Elaine H Lepley

\$500 - \$999

A Joy Huss

\$100 - \$499

Susan Becker
Daniel F Belden
Pat Brink & Barbara Webb
Marion A Calph
James R & Janice Carey
E Joanne Day
Dow Chemical Co Fdn
Patricia A Gerko
Jacquelyn A Karvas
Jane B Krueger

Sarah Kujawa
Scott & Rebecca Lepley
Jean E Marshall
Cheryl A Meyers
Gloria J Moen
Ruth & Douglas Nelson
Ritchey Newman Jr &
Nancy Newman
Jeanette S Nugent
David & Carolyn Oliver
Mary Piper & Harry
Piper III
Judith Reisman &
Jane Levin
Maryanne Rinsch
Paul & Jacqueline Royce
Susan Scheefe
Dianne Timmer
Dennis & Patricia
Wanzek
Joan Wuthrich

\$50 - \$99

Dawn Lang
Ann Lien
Ruby Madsen
Caroline Portoghese
Maxine & Philip Samek
Kim Waterbury

Under \$50

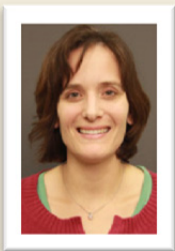
Amy Anderson
Genevieve Anderson
Marylynn & Kenneth
Aalderks
Ethelmae Anderson
Julie Bass-Haugen &
David Haugen
Lynn Bergstrom
Marilyn Blom
Jenelle Boyer
Margaret Bowles
Harold Broman Jr &
Margaret Broman
Heidi Cavagnetto
Susann Detienne
Angela Diaz
Frances Eberlein
Beverly Evans
Sarah Evert
Lois Taylor Foust
Patti Fries
Susan Friest
Megan & William
Gangi
Aldean Dahl Giles
Nicholas & Candyce
Goschy Jr
Charlotte Gowland
Tore Gram
Karen Hall
Phyllis Hetzler
Beverly Olson
Richard & Marjorie Kellor
Susan Lepore
James Melcher & Nancy
Finnegan
Kathleen McMahon-Adler
Evonne Phillippe
James & Lynn Plasek
Michelle Radovich
Kari Redin
Deborah & Michael
Resman
Janet Rydstrom
Beverly Sallee
Sarah Sawyer
Gretchen Schmalz
Donna & Glenn Scudder
Andrea Silverman
Joe Spitzmueller &
Nancy Callinan
Susan Tembrock
Lynn Trostad
Jane Wallentine
Pamela Weltzien
Marcia Urseth

Faculty Biosketches



Chris Bourland

I am the most recent newcomer to the faculty team, and a proud 1998 graduate of this program. Back when I was an OT student, I never imagined a career path that would lead me back to teaching here. The majority of my career is in mental health. Ironically, I was one of those students that felt mental health just didn't quite match the kind of OT I wanted to become! This all changed in my level II fieldwork with a pair of amazing mental health fieldwork educators. And, after graduation, I was offered a position in this same mental health program. Fast forward ten years, I found myself back at the U to earn my Masters in Health Care Administration, and in my work, introducing my own fieldwork students to the rewards of practicing in mental health. This led me to work with Terrienne Jones in a couple of her courses. When the Director of Fieldwork Education/faculty position opened, I realized it was a natural extension of what I already enjoyed—working with students. I also had the good fortune to have “test driven” a working relationship with Terrienne, who would become my partner in the fieldwork process. I am truly enjoying my new role. I'm finding the challenges of fieldwork education and teaching exciting and am enjoying meeting each new class of students. I'm pleased to have the opportunity to partner further with Terrienne, and all my new coworkers.



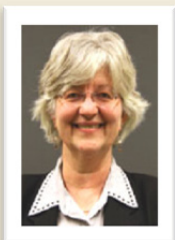
Cindy Jacobs

I graduated from this program in 2004, but never quite left! During my time as a student I was a graduate assistant conducting research with Virgil Mathiowetz; I continued this work briefly after graduation until the project was complete. I worked in home care, school-based and early intervention settings since graduation during which time I authored an online version of the Orientation for OT course, a variation of our past independent study 'Orientation to OT' course which many of you may have taken from Diane Anderson, a former faculty member. The online course is offered through the College of Continuing Education in conjunction and I currently serve as the instructor of the course. This past academic year I taught our Education Context course, the pediatric content within the Neurorehabilitative Approaches course, assisted in the cadaver lab, generally assisted teaching other courses. It has been very interesting to see the progression of the curriculum from the traditional program I completed to the hybrid program of today. I am honored to work with both students and members of the faculty; including some who served as my instructors!




Terrienne Jones

I graduated from this program in 1992 and joined the faculty in 2008. As a student I had a hunch that I would wind up teaching OT someday, so I am so happy to be back at the place that got me started! Some things are the same—room 262 in Children's Rehab for instance (though we spruced it up a bit!), but other things are so different than I could have ever imagined 19 years ago. Technology has really been a wonderful tool in the delivery of OT education, facilitating creative and innovative engagement of students to develop critical thinking about occupational therapy in the 21st century. One aspect of teaching here that I really enjoy is the chance to work with clinicians in our classroom—we are developing teaching models that bring faculty together with clinicians to regularly facilitate the on campus course experiences with students. Students enjoy learning from clinicians and I enjoy connecting with other OTs. The other part of my role here that I also truly enjoy is working with my new colleague, Chris Bourland, to design and implement the Level II Fieldwork Experiences. I especially love visiting sites to share our innovative curriculum and see firsthand all the wonderful OT happening in our area. These visits are always fun and I often run into former classmates and colleagues,



Peggy Martin

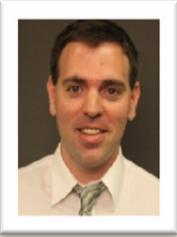
My favorite occupation is brainstorming new ideas with the goal of making things better. I've learned that the only way to move towards a future is to collaborate and partner with others. I believe these qualities have served me well in the role of Program Director at the University of Minnesota. Thus, I encourage all of you to contact me with your ideas for making OT education better (marti370@umn.edu). I landed in OT education fourteen years ago because I wanted to leave a lasting legacy for the profession. I thought one way to accomplish this goal was to impact the workforce of the future. My doctoral degree in education helped me develop tools to do just that. As a result, my research focuses in two areas; intervention with children (my practice area of more than twenty years) and preparing occupational therapists. I, too, am a graduate of the University of Minnesota program. Did you know that two of my classmates are also educators and that all three of the program directors of occupational therapy programs in Minnesota are University of Minnesota graduates? I'm proud to be part of a group that makes history in occupational therapy!



Virgil Mathiowetz



I've been on faculty since 1996 and continue to teach Functional Anatomy & Kinesiology, Scholarly Inquiry, and the Remediation (biomechanical) Approach. My current research is focused on the effectiveness of fatigue management strategies for persons with chronic diseases, especially multiple sclerosis. I'm also the point person for our post-professional program, Rehabilitation Science, which includes both post-professional master's and PhD degrees. Both of my current doctoral students: Khader Al Mhdawi and Corey McGee are studying interest areas of mine; the OT Task-Oriented Approach for persons post-stroke and required forces for performing everyday tasks. I'm happy to report that my early grip and pinch strength normative data article (Mathiowetz et al., 1985), was reported by Shadgan, B., et al. (2010) as the 5th most cited article out of 45,700 articles published in 30 rehabilitation journals since 1959! Little did I know, when I began my teaching and research career at University of Wisconsin-Milwaukee, my first research project would become such a highly cited article. This study along with most of my research was dependent on my collaborations with others, in this case, undergraduate OT students. So when you have the opportunity to collaborate on a research study, go for it! Who knows where it might lead.



Corey McGee

I too am a proud graduate of this program. After completing my OT schooling in 2000, I returned to my home state of Iowa where I practiced for six years. While away from Minnesota, I never lost connection with current and past faculty. My continued ties to the program's faculty, specifically Virgil Mathiowetz, enabled me to publish my OT plan B research project and later to become an OT educator and researcher. Along the way, I served clients in physical disabilities settings, later focusing on those with burn injuries and upper quadrant dysfunction. I have experienced several successes; my biggest being the co-creation of a family! Others included developing rehabilitative programming overseas, earning hand therapy certification credentials, and developing rich mentor-mentee relationships with fieldwork students. It was also during this period that I began to question the efficacy of some of my interventions and the breadth of my understanding of the OT process. In 2007 I enrolled in the Rehabilitation Science PhD program at the University of Minnesota and started developing as an educator and researcher. Three years later I was offered a faculty position and now teach future occupational therapists. It's been one heck of a ride and I've loved nearly every minute of it. I hope that this newsletter reaches many alumni and that it compels you all to share with us stories of your 'ride' as an OT.



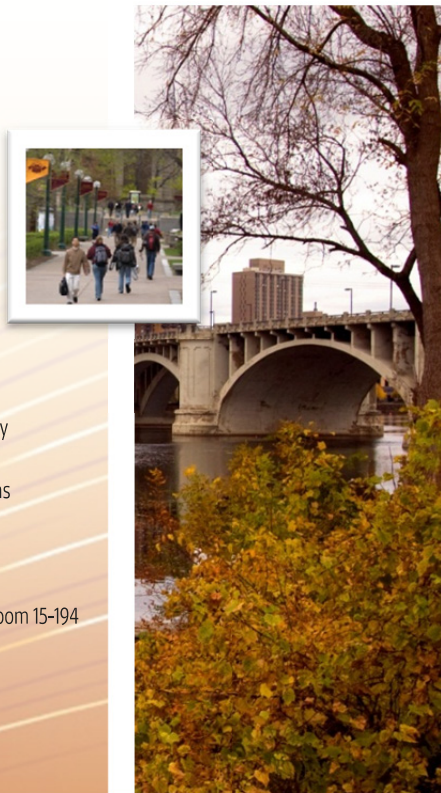
Patricia Schaber

I received the 2010 Research Award at the Minnesota Occupational Therapy Association conference in Duluth last October for "enhancing the lives of people with Alzheimer's disease and related disorders through research and dissemination." I've studied the Cognitive Performance Test for the past three years and am now developing clinical interventions for clients and care partners of people with dementia. Thanks to the Memory Clinic at the University of Minnesota Medical Center-Fairview, Emerald Crest Assisted Living Facilities, and St. Therese at Oxbow Lake I've been able to work on this research. I also wrote the latest edition of the Occupational Therapy Practice Guidelines for Alzheimer's Disease and Related Disorders and the chapter on Dementia in the new OT in Mental Health: A Vision for Participation.



Erica Stern

My research has been chief among my communication contributions. For the past decade, my research has focused on issues related to driving. With an interdisciplinary team including clinical researcher partners at Sister Kenny Institute, several MOT students and I have studied driving simulation's role in the screening, assessment and treatment of persons with brain injury. My colleague Elin Schold Davis of AOTA's Older Driver Initiative, MOT students and I have studied CarFit outcomes and have developed and tested an online training program for occupational therapists wanting to work as CarFit technicians. COL Mary Erickson, MS-OT, MOT students and I have studied Minnesotan Army National Guards' carryover of combat-driving behaviors and driving related anxieties after deployment to Iraq and Afghanistan. That research has received local and national recognition, with articles on the front page of both U.S.A. Today and the St. Paul Pioneer Press. For the past several years, it has been my privilege to work as a Faculty Fellow in the US Army's Rehabilitation and Reintegration Division (R2D), Office of the U.S. Army's Surgeon General. In that role Joette Zola (Sister Kenny Institute) and I have trained military personnel in the use of driving simulation and, with my students and R2D, produced materials to assist reintegration after deployment to Iraq and Afghanistan. I am currently the principal investigator of a Congressionally Directed Medical Research Project examining driving carryover behaviors and anxieties in returned Service Members with and without brain injury, having also recently worked with Dr. Mary V. Radomski, (Sister Kenny Research Center) on an interdisciplinary team developing a dual and multi-task military-relevant return to duty tool.



Fellowship Donation Request

By Kelly Tekippe, OTS (Class of 2011 Twin Cities)

For most students, paying for an education is no easy task. Besides tuition, there's the cost of textbooks, student fees, health insurance, rent, and so much more. For students in the Occupational Therapy Program at the University of Minnesota, students must complete six months of unpaid fieldwork to meet national standards and complete all requirements for graduation. As an out-of-state graduate student, I know what it's like to feel the weight of student loans getting heavier and heavier as the semesters progress. Thanks to the Richard McCauley & Friends Fieldwork in OT Fellowship, my financial burden has been lightened and I have been able to start fieldwork with much less anxiety about finances. The fellowship helped fund one of the most crucial components of my OT education: fieldwork. Fieldwork is where we apply all that we've learned and make that transition from student to therapist. I feel very honored and fortunate to have received such a wonderful gift and hope to one day give back to future students in the program.

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