

Alumni News



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From the Director's Desk

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



While working in my garden this past weekend I reflected about the total sense of completeness I felt on that beautiful fall day. The sun was warm, but with an invigorating nip in the air. A slight musty smell permeated the ground around me. It was harvest time. Harvest is a word that, for me, conjures feelings of satisfaction, fullness, and reflection. I reflected on my satisfaction with the garden's harvest even as I asked myself if I wanted to do anything different next year. In this meditative state I found myself applying occupations-based language to my thinking. This simple activity in which I participated for a mere hour added intense meaning to my day. And I thought, how do occupational therapists foster this sense of feeling whole and complete in our clients?

Occupational therapists say that we use an occupations-based approach to therapy when we involve activities within intervention plans. But is this really occupations-based therapy? Does not the term 'occupations-

based' dictate that we begin where the client sees themselves, gently nudging towards more and more participation within the activities that bring joy and happiness to them? I challenge all occupational therapists to review our assessment tools with a critical eye to whether or not each tool informs us about those meaningful occupations pertinent to the health and wellbeing of each uniquely different patient or client. In this issue of our newsletter we have an article about the Occupational Therapy Practice Framework: Domain and Process, 3rd edition, a recommended guide to help occupational therapists assess clients using an occupations-based approach. Therapists practice occupations-based therapy when interventions clearly align with the goal of improving occupational performance in critical and uniquely personal occupations that are core to the health and wellbeing of each patient or client. Therapists practice occupations-based therapy when we document at discharge the degree of satisfaction clients feel when performing these core occupations. Now more than any other time, we must use

Center for Allied Health Programs

UNIVERSITY OF MINNESOTA

Driven to DiscoverSM



continued from page 1

our documentation to inform others in the health care and educational systems of the critical enabling role played by occupational therapists helping people achieve satisfaction with their health and everyday lives. I believe that is only through practicing occupations-based therapy will we unleash the incredible power that is occupational therapy.

Peggy Martin, PhD, OTR/L, Program Director
Occupational Therapy

Access Awards 2014

The University of Minnesota's ACCESS Awards honor University faculty, staff, and students who advance access on campus. This year, Neal Binsfeld the Coordinator of Disability Services at the University of Minnesota, nominated Corey McGee and Peggy Martin to acknowledge the innovative program established by Dr. McGee that engaged OT students in the real world assessment of university employees' workplace needs for successful return to work. Congratulations to the OT Students and to Drs. McGee and Martin.

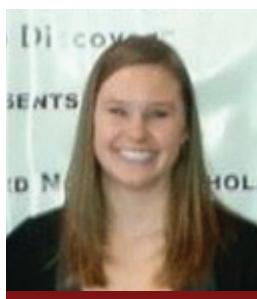


Photo: Receiving the award (one each for Corey and Peggy), as Peggy offers her thanks.



Photo: Celebrating this achievement were Virgil Mathiowetz, Corey McGee, Peggy Martin, Neal Binsfeld, and Erica Stern

UMN OT Students Participate in CLARION Interprofessional Case Competition



Elizabeth Wick

CLARION is a national initiative dedicated to improving health care through interprofessional collaboration. It uses a case based competition for health professional students, encouraging them to develop a 360-degree perspective on patient care and safety, and to recognize how today's health care system works and how it might be improved. Student teams of four students, comprised of at least two disciplines, are given a case and are charged with creating a root cause analysis of the issues. The team presents their analysis to a panel of interprofessional judges that evaluates the analysis in the context of real world standards of practice. Teams who win locally and nationally earn cash prizes of \$2,500- \$7,500.00.

In 2013 a team with OT student Abby Tebben ('13) came in second place in the local competition, and in 2014 a team with OT student Elizabeth Wick ('14) came in first place at the local competition and also progressed to the national competition. Occupational therapy students who participated in CLARION report that the experience of working interprofessionally with other students has provided a great opportunity to demonstrate the unique perspective that OT brings to problem solving and client centered outcomes.

OT Day at the Capitol

OT Day at the Capitol has become an annual OT advocacy event that occurs in late February. The day has proven to be a fantastic opportunity for our students to see the legislative process in action and to learn to advocate for their new profession. In 2014, Ginny Stoffel, AOTA president attended to support and inspire all of us in this important role. Cory Bennet, our MOTA lobbyist, was also present to help the participating OT understand how to approach their meetings with the legislators. As a result, MOTA was successful in the legislature dropping the state's training requirement for PAMs certification. The legislation went into effect in late May.

(<http://www.health.state.mn.us/divs/hpsc/hop/otp/pams2014.pdf>)

With new OT accreditation standards, PAMs training is now required in entry level educational programs. Our students can feel good about contributing their voice to the advancement of our profession!



Brianna Wall and Ally Adair



Emily Dillner

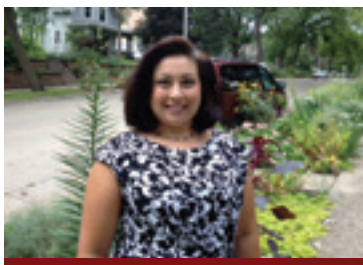


Amanda Koethe

Focus on Alumni

Instructional Support—Andrea Cardenas Harrison, MS, OTR/L

Since graduating in 2003, **DREA CARDENAS** has worked primarily as a mental health clinician. She started her career at Abbott-Northwestern Hospital in acute inpatient mental health where she introduced new project and program ideas, and advocated for her patients by helping to create policies for the use of technological devices on the units. She was appointed to the Patient Care Council and was instrumental in addressing patients' needs. Later her coworkers voted her in as co-chair for the council.



Drea's interest in clinical education started early in her career when she created a presentation/orientation for nursing and therapy students, educating them on the mission, vision, and goals of mental health inpatient

programs. She also took on numerous fieldwork students, a great majority from the University of Minnesota OT program.

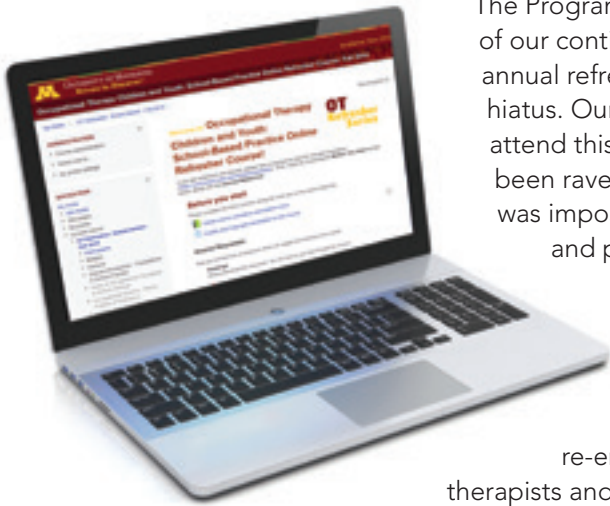
In 2012 Drea was diagnosed with stage 3 breast cancer and tested positive for the breast cancer gene (BRCA2). She went through two rounds of chemotherapy, radiation, bilateral mastectomy, and reconstruction. She is now considered cancer free and a survivor.

Not one to remain home recovering for too long Drea looked for new challenges, venturing into the world of academia. She began by facilitating the Academic Health Center's course Foundations for Interprofessional Communication and Collaboration, and then transitioned

to become critical instructional support staff for four UM OT courses: Occupational Therapy Process for Society, Occupational Therapy for Individuals: Medical Contexts, Occupational Therapy for Individuals: Occupation through Psychosocial Approaches, and Occupational Therapy Process for Individuals: Group Context. Drea also completed a Mindfulness Based Stress Reduction course for cancer survivors and received a certificate from the Early Career Teaching Program in preparation for Future Faculty Program. In all of the courses in which she has assisted, Drea has shared her insights gained from experience as a patient to help students more fully understand occupation, meaning and purpose in the day to day lives of persons served by OT.

This past summer, Drea served in the role of adjunct faculty as the course director for the Occupational Therapy for Individuals: Occupation through Psychosocial Approaches. Students appreciated her enthusiasm and passion for mental health as a practice area, as well as her ability to challenge their thinking and make connections to OT theory. This fall, Drea continues to provide instructional support and assistance to the OT program by co-instructing the Occupational Therapy Process for Society. Drea says that being a part of the University of Minnesota OT program as adjunct faculty and instructional support roles has been extremely rewarding because she can impact multiple students and share real life personal and clinical examples with them. "Being present and instrumental in the changing perceptions and ideas of occupational therapy through student education is very rewarding, humbling, and a challenging experience."

OT Continuing Education



The Program in Occupational Therapy is proud to announce the expansion of our continuing education offerings! Since 1996, we've been offering an annual refresher course for OTs looking to re-enter practice following a hiatus. Our participants have traveled from all across the continental U.S. to attend this course, the outcomes have been positive, and the reviews have been rave. Unfortunately, there have been many for whom the trip to MN was impossible. For this reason, we spent a year designing, developing and piloting two online 'children and youth' refresher courses. These courses are not recordings of webinars or non-interactive readings for credit but are web-based interactive courses where participants discuss topics with one another and receive direct feedback, guidance, and support from content experts. Moreover, these courses weren't designed with only a re-entering audience in mind; the courses are appropriate for entry level therapists and therapists looking to change practice areas.

Our first online course focuses on school-based OT practice and offers up-to-date information about applicable standards of practice, educational laws, the role of OT in educational settings, and information about expectations for education of children with disabling conditions. Our second online course is designed for therapists who are interested in expanding their knowledge and understanding on the roles and responsibilities of OT in pediatric medical-based settings; both in and outpatient. The course utilizes case-based learning and engages the learner in activities which guide her/him through the occupational therapy process of referral, evaluation, documentation, intervention planning and discharge. We have other online refresher courses in development and will continue to offer our annual face-to-face refresher course each summer.

Lastly, we are thrilled to announce the offering of three new day-long events which address hot topics in occupational therapy practice. These include workshops on:

1. Vestibular neuroscience, habilitation, and rehabilitation (Nov. 2014),
2. The neuroscience underlying brain plasticity and its application to cognitive and physical rehabilitation for persons with stroke, spinal cord injury, and pain/sensory disorders (Jan. 2015), and
3. The science and psychology of anger and how to manage the angry client, the angry/aggressive colleague, and your own anger (Aug. 2015).

For more information on our current and any future offerings, please visit us at cahp.umn.edu/continue-your-education or contact Dr. Corey McGee, continuing education director, at mcge0062@umn.edu. Join us!

2014 Scholarly Projects

As part of the OT master's curriculum, students conduct research projects under faculty advisement. Most of the current group projects will have their public poster defense 2-5 pm, on December 4th in Rochester and on December 5th in the Minneapolis in the OT classrooms. We would love to have you attend as many as you wish. CEUs are available for this attendance.



Photo: One of the 2013 poster defenses in Rochester



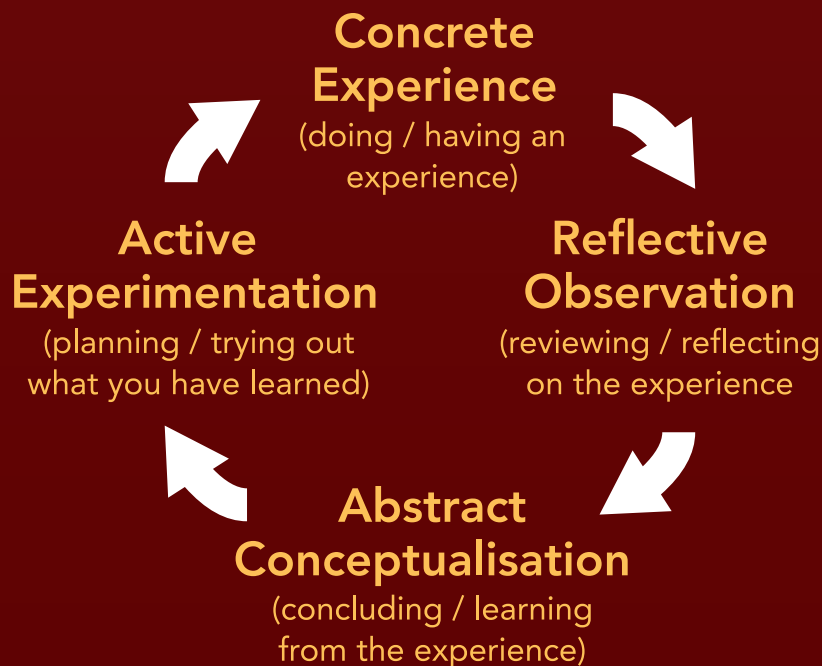
Experiential Learning and Fieldwork in the Curriculum

Most of you know that our curriculum uses a lot of online experiences. But, did you know that UM OT students spend the vast majority of their time on campus in experiential learning activities? In addition, students learn in the environment through their public and professional engagement and level I and level II fieldwork. As a program, we organize experiential learning using the Kolb Experiential Learning Cycle of doing, reviewing or reflecting, drawing conclusions, planning for the next attempt, and then doing again. The curriculum's many on-campus learning experiences include traditional lab practice, in class case studies, and professional simulations. All of these help prepare our students for real time application while in level I and level II fieldwork.

As you work with our students on level I, the best way for them to apply their classroom learning is by doing. Something as simple as implementing part of a standardized assessment or assisting in a patient interview or a transfer can support students' ability to implement the learning cycle. In level II, students take this to a whole new dimension. Towards the end of their class-based curriculum, many students express concern about their ability to apply what they have learned to their clinical rotations. Once level II fieldwork starts, regardless of the setting, students readily identify that they are taking all of their classroom learning, combining it, and applying it to their clients. Although many students express normal anxieties about transitioning into level II fieldwork, they quickly recognize how well-prepared they are for the experience.

In the next few months, the OT Program will begin taking a look at our curriculum and envisioning the future. We will be looking to you, our alumni and supporters, for feedback, direction and support in that process. Please watch your inboxes for information about focus groups that we will conduct to gather your thoughts, input and ideas as we move forward. In particular, I will be looking for your input and feedback around experiential learning and level I and level II fieldwork. We look forward to visioning the future with all of you!

Thank you to all of you who work hard to support our students as they go through the learning process! We continue to work to support our students across the state of Minnesota. No matter what setting you are in, don't hesitate to contact me if you would like to discuss opportunities for working with students from our program.



If you would like to help support our students in fieldwork, contact:

CHRIS BOURLAND
(MHA, OTR/L)
(612) 626-3995 or
stra0183@umn.edu

Kolb diagram reference:
http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php

Update on Faculty

We now have a total of ten core occupational therapy faculty; eight located on the Minneapolis campus and two on the Rochester campus. Each of our new faculty are introduced below. At the same time Virgil Mathiowetz is in the first phase of his phased –in retirement and now works 50% FTE for the Occupational Therapy Program. We continue to employ clinical and client instructors to provide specialized instructional support to individual courses. If you are interested in teaching occupational therapy students, contact Peggy Martin, Program Director at marti370@umn.edu.

HERE ARE OUR NEW FACULTY!



DR. MEENAKSHI (MEENA) IYER serves as the Assistant Director of our occupational therapy program in Rochester. Dr. Iyer most recently comes from Cox College where she designed an entry-level Occupational Therapy Program. Prior academic positions include faculty roles at the University of Missouri in Columbia, Medical College of Georgia, State University of New York at Stony Brook, New York University, and Columbia University of New York. Dr. Iyer holds a BSc in Occupational Therapy from University of Mumbai, an MA in Motor Learning and a PhD in Physiology & Cellular Biophysics from Columbia University, NY, and a Clinical Research Certificate National Institutes of Health. Dr. Iyer will serve in administrative, research and teaching roles; teaching topics associated with the neural basis of human performance with applications to health and disease. Her research interests aim to develop new treatments to improve human performance and quality of life. Dr. Iyer's office is on the Rochester campus, and she can be contacted at mbiyer@umn.edu or 507-258-8121.



DR. MICHAEL POTEHAL teaches neuroscience and mentors student research while also expanding our continuing education offerings. Dr. Potegal most recently comes from the University of Minnesota Medical School where he was a clinical psychologist and associate professor in the Departments of Pediatrics and Neurology. Dr. Potegal holds a PhD in Physiological Psychology from the Massachusetts Institute of Technology. Prior academic positions include University of Wisconsin-Madison, WI, and Columbia University of New York. Dr. Potegal is internationally known for his research on the neurophysiology of aggression. Dr. Potegal offices on the fifth floor of Children's Rehabilitation Center and can be contacted at atpoteg001@umn.edu or 612 625-6964.



DR. LEANN SHORE teaches about school-based practice in our education contexts course and has already expanded our continuing education offerings to include an online course about practice in the school context. Dr. Shore holds an OTD from the University of Utah and a Masters in Education from Saint Mary's University. She earned a Post-Graduate Certificate in Autism Spectrum Disorders from the University of Minnesota. Dr. Shore is the author of the Shore Handwriting Screening for Early Handwriting Development, published internationally. Dr. Shore most recently practiced in both community and school settings. Dr. Shore's office is located in the Phillips Wangenstein Building on the east bank Twin Cities campus. She can be contacted at shor0177@umn.edu or 612-624-7568.

2014 Occupational Therapy Practice Framework

Key changes: The numerous changes in the latest version of the Practice Framework are listed on page S2 of the document. From a teaching perspective, the important changes are that:

- Clients are defined as persons, groups, and populations. This expands the understanding of occupational therapy service delivery beyond the individual.
- Client factors previously included values, beliefs, and spirituality but now list this as the first client factor, before body functions and structures.
- Performance skills, or observable skills, have been reclassified as motor skills, process skills, and social interaction skills.
- Contexts and environments are reclassified as contexts including cultural, personal, temporal, and virtual and environments including physical and social.
- Activity and occupational demands have been moved from the domain of OT practice to an entity in the OT process.
- Newly highlighted concepts in OT process include service delivery models, clinical reasoning, therapeutic use of self, and activity analysis.
- Evaluation begins with an occupational profile or a summary of the client's occupational history, followed by analysis of occupational performance from standardized and non-standardized measures.
- The term intervention replaces treatment in the document and refers to an intervention plan and intervention implementation.
 - Interventions are classified as occupations and activities, preparatory methods, education and training, advocacy, and group interventions (removed are purposeful activities).
- Adaptation removed as an outcome.

As our profession evolves, it is important to adopt the new terminology and to communicate the domain and process in a manner consistent with the professional organization. For more information on the new practice framework, please see:

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). American Journal of Occupational Therapy, 68(Suppl. 1), S1-S48. <http://dx.doi.org/10.5014.682006>

US Department of Health and Human Services Grant

Occupational therapy faculty Chris Bourland and Terrienne Jones are



representing the occupational therapy program on a U.S. Department of Health and Human Services grant. The University of Minnesota, Touchstone Mental Health, and The Amherst H. Wilder Foundation have joined forces to improve mental health care for adults and children and their families through interprofessional education (IP) and collaborative clinical practice among health professional students. The initiative, which has received three years of funding through the Advanced Nursing Education program of the Health Resources and Services Administration (HRSA), builds on existing strengths of the three organizations to create new learning opportunities for University of Minnesota students in the following programs:

- Doctor of Nursing Practice (DNP) — Psychiatric Mental Health Nurse Practitioner
- Doctor of Pharmacy (PharmD)
- Master of Occupational Therapy

The HRSA project team is utilizing an innovative approach to education by embedding students into interprofessional clinical teams at the two partnering community-based, mental health organizations, Touchstone Mental Health and The Wilder Foundation Child Guidance Clinic. Careful thought is going into developing roles that allow students to meaningfully contribute to the teams in which they participate. Faculty, site leaders, and clinical colleagues are also developing new course content focused on integrative, culturally-responsive mental health care, shared simulated learning activities for students and clinical staff, podcasts highlighting complementary and alternative therapies used in mental health, and interprofessional development opportunities for clinical preceptors, agency staff, and program faculty.

Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

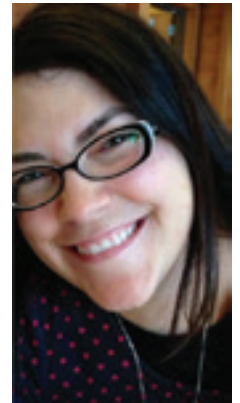
The LEND is an interdisciplinary leadership training program spanning 12 disciplines across the University of Minnesota. It is funded by the Maternal Child Health Bureau (MCHB) of the US Department of Health and Human Services and provides increased training, engagement, and support for children with Autism Spectrum Disorders (ASD) and other neurodevelopmental disabilities. LEND supports ongoing community education about ASD and other neurodevelopmental disabilities and funds fellowships for graduate or postgraduate students, or community members to enhance research and transfer of best-practice intervention for children and youth affected by ASD and other neurodevelopmental disorders. Each LEND fellow completes 1,788 hours that includes attendance at weekly seminars, completion of a Disability Policy and Services course, clinic rotation at an interdisciplinary ASD clinic, families as teachers in-home experience, development of a professional online portfolio, online modules about health care privacy and responsible conduct of research, team building learning activities, and an individualized clinical, community or research practicum under the mentorship of LEND faculty. To date two occupational therapists enrolled in the Rehabilitation Science post-professional educational program and four occupational therapy students have completed the fellowship training. Peggy Martin, PhD, OTR/L serves as core faculty on the MN LEND faculty.

Tonya Rich, OTR/L and Anna Aslani, OTS are the most recent LEND fellows. Tonya is a current student in the Rehabilitation Science PhD program and a practicing occupational therapist at Gillette Children's Care. Anna Aslani is a graduating MOT student, class of 2014.

From TANYA RICH:

As a pediatric clinician now entering the world of research, the LEND Fellowship was a great opportunity to connect with all of the research endeavors here at the University of Minnesota. Weekly sessions highlighted critical areas for consideration in children with special health care needs.

The Families as Teachers component involved being paired with a family to learn their perspective on daily life, negotiating systems, and how they perceive research. All of these experiences will be helpful in planning for community collaborations on intervention work for my thesis related to non-invasive brain stimulation in children with hemiparesis secondary to cerebral palsy. I enjoyed representing the OT profession and our research perspectives within this multidisciplinary network of professionals and future clinicians.



Thank you!

Each year we ask our alumni to help our current students through your donations for scholarships. As you all know, being a full-time student in our program is challenging enough without having to worry about finances. So at this time we would like to thank all those who have supported us this past year. Every donation — no matter the size — is combined together with others to help our students succeed.

If you want to make a contribution, please visit or call:

<http://giving.umn.edu/ot>
U of M Foundation
800-775-2187

Open House Rochester Campus

UM Rochester campus OT Program held an open house this season. We shared good food, good conversation, and a chance to meet new faculty and to tour the OT space.



September of 2013

U of M becomes the sole National Center for Interprofessional Practice and Education



Health system experts believe that the future of health care rests on the effective use of teams providing high quality coordinated care and collaborative practice at low cost. Such collaborative practice requires that health care professionals know and respect each other's roles and contributions. UM's Academic Health Center is at the forefront of the effort to make this future a reality, and we are proud that the Program in Occupational Therapy is a key participant and founding facilitator of that effort, along with medicine, nursing, pharmacy, public health, dentistry, veterinary medicine and medical laboratory sciences.

The U's program uses the 1Health curriculum to encourage progression in interprofessional collaboration and competency via awareness, immersion, and mastery. Learning objectives for 1Health are drawn from the Core Competencies for Interprofessional Collaborative Practice (<http://www.aacn.nche.edu/education-resources/IPECReport.pdf>), a document written with representation from associations representing six different health professions. The core competencies' domains are:

1. values and ethics for interprofessional collaboration,
2. roles and responsibilities,
3. interprofessional communication,
4. and interprofessional teamwork and team-based care.

The 1Health curriculum is comprised of three phases.

1. The first phase involves health professions students in their first fall semester, where small groups of twelve interprofessional students are each mentored by a trained facilitator. Course topics are discussed in cases designed to enhance understanding of the interprofessional competencies. Each fall, at least four OT faculty members serve as course facilitators alongside many semester four OT students who serve as student facilitators.
2. Phase 2, involves interprofessional learning experiences within the didactic curriculum. These learning activities include simulation laboratories and some experiences occurring in Level I fieldworks.
3. Phase 3 involves specific learning activities during Level II fieldwork. This year OT students in Level II fieldwork will meet with students from other health profession programs also enrolled in clinical experiences at the same location. Interprofessional faculty will facilitate these meetings to focus on team behaviors observed and experienced at the location. If you work at a site that mentors students from several health care professions and want to volunteer your setting for Phase 3 participation, contact Chris Bourland, our Director of experiential learning at stra0183@umn.edu.

We believe that occupational therapists enhance team performance. Our goal is for every OT student who graduates from the MOT curriculum to be 'collaboration-ready' when they join practice.

PROGRAM IN OT ANNUAL REPORT

	2012	2013	2014
Number of Applicants	473	623	476
Number of Graduates	42	43	TBD
Fieldwork Rotations	90	86	93
Number of rotations in Minnesota	78	86	85
Number of rotations outside Minnesota	12	6	8
Number of rotations outside Minnesota	12	6	
Percent completing 1+ non-metro rotation*	56%	63%	72%
Level II fieldworks in non-metro rotations			40%
NBCOT Pass Rate	97%	100%	TBD
Number of CE Events	1	1	TBD

* either a level I or level II rotation

CLASS PROFILE

Demographics of Incoming Class, Fall 2014	2013	2014
Age (mean)	23.6 yrs	24.2 yrs
Cum GPA/ Standard Deviation	3.6 (.16)	3.5 (.19)
Minnesota Resident	54.35%	69.39%
Gender (% female)	95.65%	85.71%

Student Fellowship Awards 2014-2015:

Alumni contributions and interest allowed the Program in Occupational Therapy to award a total of \$28,100 to 8 students in the Program in the 2014-15 academic years.

The Fellowships are:

- › **Richard J. McCauley Graduate Fellowship in Occupational Therapy** providing support for tuition and fees for full-time graduate students in Occupational Therapy. This fellowship is to promote all types of diversity in the OT profession, including race, religion, sexual orientation and national origin
- › **Borghild Hansen Memorial Fellowship in Occupational Therapy** providing financial assistance to outstanding students pursuing a degree in occupational therapy. This award is given to promote academic excellence and potential to contribute to the field of occupational therapy.
- › **McCauley, Alumni & Friends Occupational Therapy Fieldwork Graduate Fellowship** providing financial assistance to students while they complete the fieldwork requirement for their degree in the Occupational Therapy Program.
- › **Marie Louise Wales Fellowship** providing financial assistance for Rehabilitation and Occupational Therapy students conducting research and/or scholarship in pediatric OT.

Fellowship recipients are:

- › **Class of 2015: MEGHAN ASHWILL, ALYSSA BINENSTOCK**
- › **Class of 2016: NICOLE HUELSMAN, KATY LINDSTROM, DIANA RASKA, KALINA SHAW, TRAVIS KNUTSON, KRISTINA LABARRE**

Highlighting a fellowship recipient, Meghan Ashwill:

MEGHAN ASHWILL grew up in Annandale, MN (near St. Cloud). Her two primary places of employment were Camp Friendship, a residential camp for individuals with disabilities, and the local nursing home. These experiences sparked her interest in occupational therapy. She was seeking a career that allowed her to help others live in a way that is meaningful to them and to support others during a time of difficulty and change. Occupational therapy allows her to positively and creatively impact the lives of others and their families, utilize her interests in the medical field, and advocate for a profession that deserves recognition. Upon graduation, she is hoping to work in a physical disabilities/rehabilitation setting preferably in a burn unit.



The further she got into the program at the U of M the more excited she became about starting a future career as an occupational therapist. However, with that, also came the anxiety of the ever-climbing amount of student loan debt. She has been paying for her educational and living expenses on her own since she started her undergraduate degree in the fall of 2009. The McCauley and Friends Occupational Therapy Fieldwork Graduate Fellowship significantly lightened the financial burden for Spring 2015 tuition to help cover her Level II Fieldwork expenses. This will further allow her to focus on the experiences she will be afforded during her two fieldwork experiences to develop into the skilled and compassionate health care professional she hopes to be.

There are three ways to make a gift to the Occupational Therapy Fellowship Funds

1. Online at <http://cahp.umn.edu/give-to-cahp-programs>
2. By mail. Send your check to the University of Minnesota Foundation, P.O. Box 64001, St. Paul, MN 55164-001
3. By phone with a credit card, by calling 800-775-2187 or 612-624-3333.

Be sure to specify the Program in Occupational Therapy with your gift.



Commencement

The Center for Allied Health Programs held its graduation ceremony on December 12, 2013 at the McNamara Alumni Center. Over 450 guests, including graduates and their proud friends and family were in attendance to mark the occasion. The procession was led by Dr. Donna Spannus-Martin from the Program in Clinical Laboratory Sciences, who carried the Ceremonial Mace of the University of Minnesota.

The student address was given by Maria Schweiss, titled "This is OUR time". Guest speaker Rick Panning, MBA, MLS(ASCP)CM, gave the Commencement Address. Forty-six Occupational Therapy students graduated in this class. Each student walked across the stage to receive his or her diploma and a handshake from the program director Dr. Peggy Martin, Associate Vice President, Dr. Barbara Brandt, Chancellor Stephen Lehmkuhle and the Honorable Abdul Omari from the Board of Regents. A reception followed the ceremony.

CONGRATULATIONS, CLASS OF 2014

Nina Affeldt**	Mary Kruger*
Anna Aslani**	James Landsberger
Benjamin Barrett	Amanda Lingl**
Joyce Barry	Elizabeth J. Martens**
Sarah Marie Braski**	Allison McLachlan*
Ann Brotzler*	Hannah McMahon
Mary Beth Brown	Jessica Munsch
Elizabeth Collins	Courtney Nelson
Melissa Degen	Lacey Olson
Jennifer DeLane**	Brittany Peltó
Lisa Duberowski**	Michelle Peterson
Mark Falvey	Kimberly Pritchett**
Melanie Feddema	Sara Louise Schalmo
Courtney Frank	Maria Schweiss**
Gina Gibson**	Lauren Mae Sherman
Abby Heiderscheit**	Kimberly Stokke
Sara Renae Hermsen	Willow Svien*
Heidi Heuer*	Kallie Tabor
Melissa Ann Heyrman	Kathleen Thomason
Alice Hibma*	Emily Wendorff*
Terri Karow	Amber Rae Wortz*
Michelle Kloke**	Carly Ellen Writz
Courtney Kral*	
Benjamin Kraus*	

Students noted with * or ** have earned a cumulative GPA greater than 3.75 or 3.9, respectively.

2013 Contributors to OT Fellowship Funds

\$1,000 – \$15,000

Kenneth J and Jan
Albrecht

Blandin Foundation
McCauley-Brown Fund

Nancy Price Truog
Estate

\$200 – \$999

Susan M Becker
Sonia M Lager
Ann J Lien

Susan J Peterson
Dr Judith E Reisman

Georgette W Valle
Marcie R Wheat

\$100 – \$199

Carla J Butenhoff
Joyce A Carden
Michele M Combs
Margaret E Drake
David C Elskamp
Dorian D Ford
Cathy J Fritz
Dr Ralph L Gerbig
Suzanne R Gerbig
Judith A Golovcsenko
Gretchen Hansen-
Prewitt

Margaret B Hiltunen
A Joy Huss
Adelle C Johnson
Jacquelyn A Karvas
Susan B Koelmel
Susan R Koenig
Stephanie L Ley
Dr Virgil G Mathiowetz
Gloria J Moen
Dr Douglas J Nelson
Nancy J Newman
Jeanette S Nugent

Carolyn E Oliver
Nancy A Ralston
Rochester Center for
Autism
Dr Jacqueline M Royce
Susan A Scheefe
Elaine M Schermann
Jeanne R Van Sistine
Stanley Jones &
Associates Inc
Marcia S Urseth

Up to \$100

Marylynn H Aalderks
Katherine A Ables
Ethelmae N Anderson
Lois D Beck
David M Bell
Marilyn V Blom
Janet M Busenius
Kathryn M Carlson
Heidi S Cavagnetto
Heidi S Cavagnetto
Rebeca Chery
Janice M Cuciti
Joan L Daems
Michele A Darger
Mary Lee Denley
Andrea M Dennis
Susann L Detienne
Frances Eberlein
Stephanie Fischer
June E Franklin
Brenda L Frie
Susan N Friest
Megan L Gangl
Mary P Gohmann
Candyce H Goschy
Kaye V Grevious
Brennen W Gulden
Melissa J Halseth
Beverly J Harries

Monica J Heltemes
Paula K Hentges
Carolyn L Hoffman
Janice L Horton
Helen M Huddleston
Nancy E Huntley
Kathleen L Kehrberg
Marjorie N Kellor
Mary H Loe
Susan L Lucht
Lynne R Maine
Mc Kie Splints LLC
Kathleen McMahon-
Adler
Lisa L Mix
Louise M Montague
Lisa C Neitge
Craig E Nelson
Beverly R Olson
Christine Peterson
Evonne J Phillippe
Lynn M Plasek
Caroline L Portoghese
Premier Inc
Michelle A Radovich
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Angela M Rider
Carol M Rowe
Janet E Rydstrom

Maxine A Samek
Dr Gretchen M
Schmalz
Krista M. Shevlin
Jane M Shoffner
Sandra D Shumate
Mc Kie Splints LLC
Emily A Stallings
Mrs Kathleen P
Trueman
Kristine M Tuma
Marcia S Urseth
Andrea R Verhey
Jane M Wallentine
Diane M Ward
Lindsey L Wegner
Julienne A Weighter
Pamela A Weltzien

Alumni News, Fall 2014

Class of 1974 Reunion

On June 28, 2014, fourteen of the 30 classmates from the class of 1974 got together for fun and a chance to catch-up on each other's post-school lives (see photo). The 40th anniversary reunion was organized by Virgil Mathiowetz and Julie Jepsen Thomas, both of the 1974 class, and current/former UMN OT faculty. Everyone appreciated the opportunity to reminisce about their 2 years in OT school. As a special guest, former faculty member Joy Huss joined the group for lunch! The two organizers wanted to "thank the OT Program for supporting the event by providing breakfast and lunch and for providing staff support... a big thank you to Beverly Schmidt and Debra Markert for their efforts to make it a special event." In the afternoon, the group took a leisurely tour of campus. Most were surprised by the remarkable changes since 1974! The reunion concluded with wonderful dinner at the new Haiku Japanese restaurant on Washington Ave. All are looking forward to another reunion in about 5 years.



1974 OT Class Reunion: Back row: Sue (Baker) Koelmel, Marylynn (Hoppe) Aalderks, Julie (Jepsen) Thomas, Susan (Wong) Lepore, Carol (Knutson) Rae, Kathleen Zawislak, Sarah Evert, Joan (Peterson) McDonough, , Rita (McNallan) Starz, Front row: Kristen (Jensen) McWilliams, Connie Bauer, Virgil Mathiowetz, Anne (Irving) O'Brien, Missing: Carol (Radford) McKay.

Joy Huss (former UMN faculty) and Rita Starz at 1974 OT Class Reunion.

Do you know these OT's?



The Program in Occupational Therapy is planning a 40th anniversary reunion of the Class of 1975 on Saturday March 28, 2015. It will be the same day as the all OT Alumni and Friends Event at the Campus Club. There will be a special room designated for the reunion years to meet and reminisce a few hours before the dinner and presentation. Registration for this event will be open January 2015. Please contact Patricia Schaber at schab002@umn.edu to assist with planning and recruiting Class of 1975 alumni.

If your graduating class would like to plan a reunion event, please contact Deb Markert at marke110@umn.edu.

In Memoriam

Donna B. Darmstandler (class of 1955)
Died 2013

Dorothy Miners (class of 1955)
Died 2014

Nancy Price Truog (class of 1956)
Died 2013

Kathleen G. Bodding (class of 1974)
Died April 2, 2014

Please let us know of the passing of an alumna or alumnus of the UM OT Program, so that we can share that information. Contact Debra Markert (Office Manager, Center for Allied Health Programs) at marke110@umn.edu or by calling 612-626-2493.



During the first Alumni Friends and Family Banquet in March 2014 the OT Graduating Class of 1989 came together for their 25th reunion! Pictured are: Front Row (L to R): Cheryl Nordos-Fick, Steve Gantner, Jennifer Bergtold, Richard Bolander, Caryn Finnesgaard-Erickson, Sandy Setterstrom-Russell; Back Row (L to R): Dawn Michels-Norman, Dana Kroll-McNamee, Jean Larson-Deming, Pam Sichak-Gantner, Brenda Hoffman-Knietz, Christine Peterson-Neumann, Susan McElhaney, Kim Torkelson-Rice, Paula Barton

First Annual Alumni and Friends Event a Success!

Saturday, March 22, 2014 marked our inaugural OT Annual Alumni Event, designed to recognize and celebrate alumni and friends of the Program. The evening began with socializing and dinner at the beautiful Campus Club at Coffman Memorial Union, followed by an energizing key note address by Christina Metzler, Chief Public Affairs Officer, Public Affairs Division, The American Occupational Therapy Association, Inc. The theme of the event was 'The Future is Now: The Changing Face of OT', and following the keynote address, alumni JoAnn Aho ('80), Deb Voydetich ('84), Nancy Flinn ('77) and Elin Schold-Davis ('75) each shared the exciting work OTs are doing in mental health, in the VA system, at Courage Kenny-Allina and within the AOTA Older Drive Initiative. Attendees received 2 AOTA approved contact hours of continuing education. In addition, there was special recognition of the attendees present from the class of 1989, many of whom had gathered earlier in the weekend to reunite and share fond memories. View Christina's speech at <http://mediamill.cla.umn.edu/mediamill/display/219233>



See more pictures of the 2014 Alumni Banquet at <https://otalumnibanquet2014.shutterstock.com/>

MARK YOUR CALENDARS!

The second annual Alumni and Friends event will be Saturday, March 28, 2015 at the Campus Club. The theme for this year's event is 'Back to the Future: Returning Occupation to Practice'. Keynote speaker Dr. Charles Christiansen will share his thoughts on the meaning of occupation and the importance of having a shared understanding of occupation and its role in contemporary OT practice across settings. Following Dr. Christiansen a panel of four OT clinicians from a variety of areas will share how they have elevated the use of occupation in their practice. Please mark your calendars and plan on joining us for another fantastic evening of memories, education and connections! (earn 2.0 AOTA-approved CE hours)

Registration for this event will be open January 2015, (right after the new year.) Watch your email or mail for the registration information for this exciting event. Be sure to register early and tell your friends!

FLASHBACK: OT IN 1964

1964 Major themes—The entire medical profession moved towards specialization, and occupational therapy followed suit. Services for individuals with developmental disabilities and pediatric disorders expanded greatly during this time.

- Mary Reilly — Expressed some of the first concerns that OT could not exist as an arts and crafts group in a world of medical care for muscular dysfunction and mental illness. Mary saw the future of occupational therapy as a science-based profession.
- American Occupational Therapy Foundation (AOTF) was established.
- Jean Ayres was just establishing the foundations of sensory integration and coined the term "tactile defensiveness"
- The Bobath's introduce five concepts to consider when working with clients; this formed the foundation of NDT (neuro-developmental treatment).
- In 1964, the AOTA/AMA collaborative relationship in accreditation was officially recognized by the National Commission on Accrediting (NCA).

FLASHBACK: OT 1989

1989 Major themes—Occupational therapy became more involved in education, prevention, screening programs and health maintenance efforts. "Quality of life" was becoming increasingly accepted as a goal of occupational therapy intervention.

- Eleanor Clarke Slagle Lecture — Shereen Farber, PhD Neuroscience and OT argued that OTs must use technology to help manage organic disease in clients
- Elizabeth Yerxa, PhD, University of Southern California, asserts that Occupational Science can be the foundation of the study of occupation that ultimately informs the practice of occupational therapy

Attention Class of 1965 and 1990!

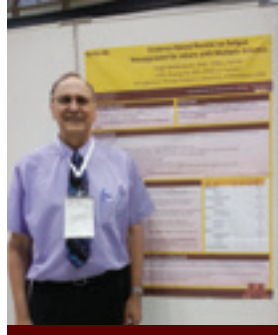
Are you interested in gathering at the 2015 Alumni and Friends event with your class for a special 'pre-event' reunion? Please contact Terrienne Jones at jone1727@umn.edu to help plan your 25th or 50th reunion activities.



Adapted equipment — note the chopsticks for poor dexterity
(photo by ebs)



Mt Fuji from Hakone
(photo by ebs)



Dr. Virgil Mathiowetz at the poster session
(photo unknown)



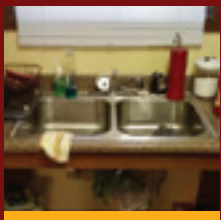
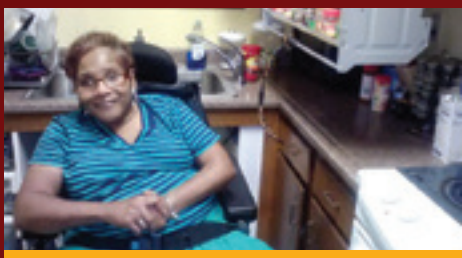
Gathering of US and Japan Driving Interest Groups
(photo by ebs)

UMOT and WFOT 2014: Teaching and learning

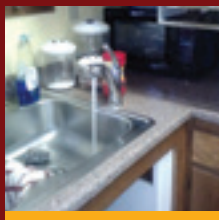
In June, four UMOT faculty (Patricia Schaber, Erica Stern, Peggy Martin, and Virgil Mathiowetz) participated in the 16th International Congress of the World Federation of Occupational Therapists (WFOT) in Yokohama, Japan. There was a free flow of information among the 6893 attendees from 70 countries, with UMOT faculty sharing their practice and research findings:

- ▶ **DR. SCHABER** offered both a presentation and a poster, sharing her studies of adult day care and the stages of need of persons with dementia and their caregivers. Her one-on-one conversations at her poster led her to better understand the different Japanese view of the issue.
- ▶ **DR. STERN** participated in two presentations, one on CarFit as an international model, CarFit: Lessons on international collaborations to enhance community engagement and to promote public safety and injury prevention initiatives (presented by one of the paper's co-authors, Elin Schold Davis, OTR/L, CRDS, Project Coordinator, AOTA Older Driver Initiative), and the other comparing driving reintegration behaviors and anxieties of service members with brain injury, post-traumatic stress disorder, and no injury post-deployment from Iraq/Afghanistan.
- ▶ **DR. MARTIN** and colleagues **CHRISTINE PETERS, PhD, OTR** and **WANDA MAHONEY, PhD, OTR** presented the first portion of their historical research of Helen Willard and Clare Spackman's impact on the development of our profession. The text, "Willard & Spackman's Occupational Therapy" was first published in 1947 and its 12th edition remains an influential part of current curricula.
- ▶ **DR. MATHIOWETZ** presented two posters, one of an Evidence Based Review on Fatigue Management for Adults with Multiple Sclerosis (summarizing the journal articles already published with his Rehabilitation Sciences doctoral advisee, Chih-Huang [Jeffrey] Yu), and the other reporting the results of Dr. Mathiowetz's comparing the learning and student satisfaction outcomes resulting from student participation in laboratory cadaver prosection experiences vs. those from participation in an online Anatomy TV program.

Focus on Clients as Teachers



Kitchen with inaccessible Faucet



Kitchen after modifications with accessible faucet

As part of a class project, semester two occupational therapy students evaluated the universal access and safety of the home of client instructor, Carol Ely (pictured). As a client instructor Carol supports instruction in at least two courses each year. In one course she serves as an online instructor, providing feedback to student discussions, and grading some key assignments. In another course she provides real-time practice for students in laboratories. As part of OT 6202 OT Process for Individuals: Compensatory Approaches, Carol invited groups of students into her home to evaluate her cooking and homemaking performance. Student recommendations included using a range with front controls, pull out drawers in the kitchen, space for her wheelchair under the kitchen sink and many others. Carol successfully used documentation provided by the course director, Corey McGee, to apply for funding to make many of the changes. Through the support of her building manager and her case manager, Carol now lives in an apartment that better fits her abilities. If you or anyone you knows would like to volunteer to be a similar client teaching of occupational therapy students contact Corey McGee at mcge0062@umn.edu or telephone the program staff at 1-877-334-2659.

Rehabilitation Science Graduate Program.

There is a growing shortage of occupational therapy researchers and educators in this country and worldwide. Part of the UM-Occupational Therapy Program's mission is to educate the next generation of researchers and educators for Minnesota and beyond. The Rehabilitation Science Graduate Program at the University of Minnesota offers masters and doctoral degrees for occupational therapists who are interested in an advanced degree that will prepare them for this mission. The curriculum for the Rehabilitation Science program continues to evolve. Recently, the seminar series (1 or 2 credit courses) was upgraded to include the following courses: past, present, & future of Rehabilitation Science, critical review of literature, peer review/publications, professional presentations, grant writing, and academic ethos. These core themes are considered important for any graduate of the program. Currently, there are 5 occupational therapists graduate students in the program: Jeffrey Yu, MA, OT, Theresa Schreder, OTR/L, Tonya Rich, MA, OTR/L, Jenny Hutson, MA, OTR/L and Tammy Vos-Draper, MA, OTR/L. If you are considering pursuing further education, we invite you to visit the Rehabilitation Science Web page: <http://www.med.umn.edu/rehabscience/> for more information. If you have questions, please contact Virgil Mathiowetz (mathi003@umn.edu or 612-626-3759).

Tamara Vos Draper, OTR/L, ATP — Featured Current Rehabilitation Science Graduate Student:

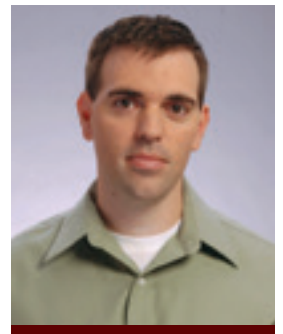
I have worked full-time as an Occupational Therapist for the past 20 years, the last 13 of which have been at Mayo Clinic in the area of spinal cord injury rehabilitation. I had concerns about starting a demanding program so late in my career. Over the years, I've been involved in practice improvement efforts and innovative treatment strategies as well as some product design and development. Eventually, I hit the proverbial wall where my education and knowledge no longer allowed me to pursue the type of research activities that would measure effectiveness of new strategies. To continue moving forward, I needed more background knowledge in areas of biomechanics, medical instrumentation, research design, grant writing, as well as some specialized technology courses to pursue my topic of interest, wearable tech. With encouragement from colleagues who pursued their own PhDs while working full time and raising a family, I decided to take the plunge and am so glad that I did. With some shifting of priorities, the past year has been busy but extremely gratifying. I continue to work full time and take courses 1-2 at a time. I know it will take me a little longer than others who take their coursework full-time, but time is going to pass anyway. So far the content has been extremely practical and applicable to my daily work in SCI rehab.



Tamara Vos Draper, OTR/L, ATP is a first year rehabilitation science doctoral student.

Featured Past Rehabilitation Science Graduate Student: Corey McGee, PhD, OTR/L, CHT:

Corey is the second occupational therapist to graduate from the Rehabilitation Science doctoral program at the University of Minnesota! In August, 2014, he successfully defended his doctoral dissertation, Hand Force Profiles of Women with Hand Osteoarthritis during Sealed Jar Opening. His advisor was Virgil Mathiowetz, PhD, OTR/L, FAOTA and his study was funded in part by a MN Medical Foundation grant. His study described a novel and ecologically valid tool that has been used for the purpose of measuring the comprehensive hand force profiles of women with hand arthritis when opening a large sealed jar. The jar instrument has good to excellent within session repeatability and thus can be used to characterize repeated trials of hand force profiles in women with hand osteoarthritis within a single session. In his study, Dr. McGee compared hand forces used during two common approaches to opening a jar with or without the use of the joint protection principle of using nonskid material. When orienting the jar in a vertical fashion with the right hand stabilizing the base of the jar and the left turning the lid while using nonskid material, participants experienced the greatest success in opening the jar, lowest pain, lowest perceived exertion, and lowest grip force requirements, compared to not using nonskid materials and stabilizing the side of the jar. The average successful grip force was 33.5 lbs. with the lowest successful average grip forces occurring with a left hand turn, right hand holding the jar base, and vertical jar orientation. Dr. McGee has already shared some of his dissertation findings at the annual conferences of the American Society of Hand Therapists and will be repeating this at the Minnesota Occupational Therapy Association later this year. Congratulations Dr. McGee!



Corey McGee, PhD, OTR/L, CHT successfully defended his dissertation this year — and continues to be a valued faculty member in the UM-OT Program.

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