



Alumni News



OCCUPATIONAL THERAPY

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Spring 2021

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From the Director *A message from Peggy M. Martin, PhD, Program Director*

I hope this message finds you safe and healthy during these challenging times. While the world is changing around us, we here at the University of Minnesota have continued to adapt and thrive. I am pleased to share several important updates and milestones with you.

2021 marks the 75th anniversary of providing continuous, accredited OT education at the University of Minnesota! Save the Date for Wednesday, June 16 for our Virtual 75th Anniversary Celebration. See page 23 for more information and watch for details on our website and email about how we will celebrate this milestone.

As you may know, we are transitioning from a 77-credit MOT degree to a 116- credit OTD degree. We are no longer enrolling students into the MOT degree and have enrolled our second class of OTD students who are approximately halfway through the OTD curriculum at the time I write this update. The OTD curriculum achieved candidacy status from the Accreditation Council for Occupational Therapy Education (ACOTE) and we are expecting to attain full accreditation before our first class of students graduate in fall 2022.

This issue of the Alumni News highlights some of the differences between the MOT and OTD degrees including the Capstone experience and project that is a signature of the OTD degree. Check out the article comparing the two degrees on page 19 of this issue. We continue to offer a hybrid delivery format that uses a variety of methods including

asynchronous online course work, synchronous web meetings, and in-classroom skill-based labs.

As you can imagine, the COVID-19 pandemic has had a significant impact on our MOT and OTD students. In spring 2020, all MOT students in Level II Fieldwork had to leave their fieldwork assignments until they could safely return. By July, some students were able to return to sites if social distancing and full personal protective equipment (PPE) could be worn during the experience. Our final class of MOT students was delayed from degree clearance due to their extended Level II Fieldwork, and at the time of this writing, about 75% have passed degree clearance.

These students were in sites that supported telehealth approaches to rehabilitation or were in settings where students could safely return onsite. We, like other OT and OTA programs in our region, are in desperate need for more fieldwork placements. Our OTD students are close behind the MOT students in also needing fieldwork placements. UMN OT students have training in telehealth processes and COVID-19 safety precautions. Please contact us at OTinfo@umn.edu if you can supervise one or two fieldwork students in full or part-time experiences OR if you could supervise a student in an OT role within a community setting for approximately eight hours per week.

When the pandemic hit, our OT faculty were already skilled in delivering online education and had a robust set of online learning activities they were utilizing. Our standard hybrid format of instruction delivers approximately 75% of the content online compared to standard in-person delivery of courses. One challenge we did face was adapting the most important 25% of experiential learning activities into alternative formats such as Zoom. We believe that these experiential activities are the most important because *doing OT is most essential to becoming an OT.*

Early in the pandemic, all OTD in-person courses moved to webinar formats anticipating that students would practice and demonstrate competent skills after the pandemic passed. We soon learned that we had to adapt so that more of these skills could be practiced via distance as summarized here:

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PROGRAM IN OCCUPATIONAL THERAPY ANNUAL REPORT

Demographics of Incoming Class, Fall Semester	2016	2017	2018	2019
Age (mean)	24.4	24.3	26	24
Cum GPA	3.47	3.61	3.62	3.50
Minnesota Resident	62%	73%	79%	76%
Gender (% female)	91%	91.8%	91.4%	92.0%
Number of Qualified Applicants	584	499	428	186
Graduation	2016	2017	2018	2019
Number of Graduates	47	48	45	49
NBCOT Pass Rate	100%	98%	98%	100%
Fieldwork	2016	2017	2018	2019
Fieldwork Rotations	101	94	100	102
Number of rotations in MN	92	2	100	98
Number of rotations outside MN	9	2	0	4
Percent completing 1+ non-metro rotations*	92%	96%	99%	58%
Level II fieldwork in non-metro rotations	48%	42.5%	53%	55%

*either a level I or level II rotation; Information as of 12/31/2018

From the Director *(continued)*

1. We transitioned in-person skills classes to web meetings whenever possible, allowing students to attend from their homes. When close physical contact was necessary, we designed laboratory sessions that integrated social distancing and short, focused times (within six feet of each other for more than 15 minutes) to learn a skill (transfers, dressing, biomechanics). Students wear full PPE for these class sessions and disinfect skin when physical touch is required. This means that students come to class in smaller numbers and for less time.
2. We increased our numbers of client/therapist simulations so that learners demonstrate OT process skills such as interviewing clients, using self therapeutically, and managing conflict in safe simulated sessions.
3. We transitioned our in-person Level I Fieldwork experiences to online telehealth sessions for children, adults and older adults. These sessions incorporate students, but are faculty-run at no cost to our client teachers. If you or anyone you know is interested in becoming a client teacher, email otprog@umn.edu or call 612-626-5887. We want to hear from you! We are particularly seeking children/ families, adult or adult volunteers to participate in these free faculty-supervised, tele-OT sessions.

We are pleased to announce that our students are now attending classes in the new Health Sciences Education building. All classrooms are equipped with state-of-the-art teaching technology including an innovative maker space, data visualization lab, one-stop studio and plenty of space to work on inter-professional learning activities. See the article on page 15 which describes more about this new space. We look forward to adding more community learning to our curriculum so the community can also benefit from this exciting new space!

On a final note, going forward, we plan to communicate with alumni quarterly to provide more constant and up to date information. We invite you to contact Jireh Mabamba (mabam001@umn.edu), our new alumni relations and fundraising manager, with anything you would like to learn about our program or ways you can be more involved and engaged with our students, alumni, and events.

As always, please contact me at marti370@umn.edu to discuss anything about the OT program at the U of M. I always enjoy connecting with our alumni and friends of the program.

Sincerely Yours,



Peggy M. Martin ■

OT Faculty Retirements *Honoring Achievements & Impact*

Dr. Stern Retires After 30 Years of Teaching



Associate Professor, Dr. Erica Stern retired from the OT faculty on July 22, 2020 after a distinguished 30 year teaching career at the University of Minnesota. We are proud to recognize and honor her long career at the University and her 44 years of service to the OT Profession. Prior to

her retirement, Dr. Stern was awarded Associate Professor Emeritus status.

Dr. Stern's major teaching and scholarly advising has been in adult physical dysfunction and research. Her coursework has covered the techniques and theories surrounding compensatory biomechanical and neurorehabilitative treatments and professional

identity. Dr. Stern's research interests have focused on driving assessment and rehabilitation, especially as they relate to simulation, and clinical trials of intervention effects.

Dr. Stern is recognized as a leader in CarFit and has coordinated multiple CarFit events in the Twin Cities and Greater Minnesota and has trained OTs and others as CarFit Event Coordinators and Technicians.

A virtual retirement celebration honoring Dr. Stern was held on July 7th including a presentation of her Professor Emeritus certificate by Dr. Chris Mueller.

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FOCUS ON ALUMNI

On the Frontlines of the COVID-19 Pandemic, Alum Helps Patients Regain Their Life

In May 2020, a news story aired on WCCO highlighting the long road to recovery that many COVID-19 patients struggle with. The story featured a patient who spent 12 days on a ventilator in the ICU at Bethesda Hospital, the Twin Cities hospital on the frontlines of the COVID-19 pandemic. After coming off the ventilator, the patient stayed

in the hospital for another 10 days where he worked with a team of occupational therapists, including U of M alum, Wayne Zerr, to regain his strength.

“As he was progressing, he would share his story with me, so I would help him dig those pieces out,” said Zerr, an OT at M Health Fairview. “You could see him blossom and shine. It was an emotional moment for both of us.”

A 2007 OT graduate, Zerr’s path to the profession was not a straight line. He was born and raised in the Twin Cities and moved to San Diego as a teenager to skateboard. His OT career came into play as he was seeing a hand therapist for falling, not skateboarding. “Skateboarding never hurts, falling does,” joked Zerr. At the same time he was seeing the hand therapist, he had a personal mentor and friend who was an inclusion specialist working with autistic children. She introduced him to the broader world of OT and the rest is history. “I knew OT encompassed not only the physical world but the mental and social world as well and I thought, that is how you get a person back to health and function,” he added.

He began his college career at San Diego Mesa College and continued his undergrad at MCTC and then the U of M.

He completed his third fieldwork assignment in hand therapy at the Riverside Hand Clinic and started working in hand therapy as well as casual at Regions Burn unit. Most recently, he has worked in the ICU in cardiac/ pulmonary rehab at the Fairview University hospital on the East Bank, which led him to Bethesda early on in the COVID-19 pandemic.

“As OTs we are always thinking on our feet and adapting to situations in order to best treat our clients with a holistic perspective,” stated Zerr. COVID-19 does not change this. He realizes that “while COVID-19 has no doubt presented a disruption to our lives and the world as we know it, as OTs, we need to engage our clients as a team, fulfilling our role to guide them to the next level of care with the highest level of function possible. By employing compassion and diligence, we can make an impact on our clients’ recovery and ultimately their lives and the lives of their families.”

One of the main goals in working with COVID patients is getting them mobilized. OTs work in tandem with others on the rehab team to help patients get up, sit on the bed, evaluate sensory function and motor input, conduct cognitive assessments, monitor oxygen, and help with energy conservation and breathing techniques. The team also works with patients on discharge planning, home care assistance, and an exercise program.

During the COVID pandemic, all of the treatment takes place in the patient’s room, which requires OTs to be creative and flexible in how to approach therapy. To reach the patient’s medical milestones, OTs dig deeper to find out who the patient really is as a person. For example, do they like jokes, animals, or sports? The more you know about the person, the more insight you can gain about helping them get back to who they were.

In addition to his work at M Health Fairview, Zerr is an adjunct professor at St Catherine’s OTA program and has taught CE’s in splinting. He has also been a fieldwork educator for many OT students at the U of M.



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COVID-19 Frontlines *(continued)*

“I love taking fieldwork students and watching them grow,” Zerr said. “I think the greatest offering we can give our fieldwork students is helping them learn how to change from academic life to professional life. In academic life, your success is measured by how well you did on a test or how well you wrote a paper, all with a somewhat selfish focus. In the professional world, students need to understand that there is no such thing as a perfect score and you will not win every battle. The best measure of success is how well you have reached your client, how well you thought on your feet, how well you adapted to a dynamic situation, how well you take the occasional failure and turn it into your client’s success.” ■



FOCUS ON ALUMNI

Alum Gains Confidence and Shares Experience as an Instructional Support Specialist



Jean Bannick, MOTR/L, has been an engaged alumna ever since she graduated from the first hybrid class of the MOT degree program in 2009. She is currently an Instructional Support Specialist (ISS) for several OT courses.

Bannick began helping in the Neuroscience course in the MOT program with Dr. Mike Potegal and quickly learned how to work within Moodle and then Canvas. “I worked with Dr. Potegal the most and he really helped support me in my role,” noted Bannick. “He challenged my knowledge in the OT field, helped build my confidence as a practitioner, and he saw the importance of adding an OT perspective to the course since he is a neuroscientist.”

As part of her role as an ISS, Bannick helps organize the course, grade student work, write case studies, prepare online labs, and interact with the students. In addition to the Neuroscience course, she has helped with OT Process for Society, OT Process for Individuals: Medical Contexts, and Scholarly Inquiry, and most recently, Body Structures and Functions I & II. In each course, she has worked with different instructors in the program. “I enjoy getting to know each of the instructors and learning about how they each teach their courses,” said Bannick.

Bannick applied to be an ISS when she was looking for a change in her practice area. She had been working in a pediatric clinic for seven years, she was the only OTR/L, and she supervised three COTAs. She also managed a second location of the clinic where she assisted in opening and designing the sensory gym space and clinical space where her undergraduate degree in interior design came in handy.

This role gave her the opportunity to learn how to be an OT and how to supervise. “I jumped in with both feet,” she stated. She had to teach herself how to do the job in both of these roles since she had no one else to ask, no mentor. She was thankful that the owner of the clinic was so supportive and believed in her and her skills. The owner asked Bannick if she was interested in buying the clinic and that was a crossroads for her. She asked herself “Do I want to remain in this role? Do I want to become a clinic owner? Do I want to do something different? I felt time was running out in my career and I needed to act,” noted Bannick.

Then a Fashion Design graduate student from the U of M interviewed her about working with autistic children and wanted to know how deep pressure/proprioceptive input helped to calm them. She was working on her graduate project developing clothing that incorporated an air pressure system (developed by NASA) within the clothing, that could be adjusted depending on how much pressure the child needed at certain times during the day. During this interview, Bannick realized the possibilities of collaboration with other fields to design something that would benefit children and adults with autism. She also realized how little research is out there about sensory processing, especially how much pressure, weight, and wear time is recommended for children and adults.

She did her own research and wasn’t able to find a large enough study where she could feel confident as a therapist

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In Memoriam – Remembering Alumni

RUTH OVERGAARD BREWER was born on July 4, 1921 in Ashby, MN in a farmhouse built by her father. Her father's parents immigrated from Norway and lived in a house next door. She was the fourth child in a family of eight, and the first daughter.



Ruth was sweet and quite shy, but she was also strong and independent, with an adventurous streak and a life-long love of learning. Upon graduating from Hillcrest Academy in Fergus Falls, MN in 1939, Ruth moved to New York City where she worked as a live-in nanny for several months. During WW II, she moved to Seattle and worked at Boeing Aircraft managing plans for the building of military planes.

She subsequently enrolled in the Occupational Therapy (OT) program at the University of Minnesota and graduated with a bachelor's degree in 1951, just five years after the Program had started. She then moved back to NYC and worked in Psychiatric OT at what was then the New York-Presbyterian Hospital in White Plains, NY, while also pursuing a master's degree in counseling at Columbia University.

Shortly thereafter, Ruth met the love of her life Robert D. Brewer, Jr., M.D. They moved to Chicago and were married in 1955. Their son Robert D. Brewer III was born the following year. Ruth loved being a wife and mother, and delighted in exploring museums, parks, and concerts with her young son in tow.

Ruth's love of children and her deep compassion for those struggling with physical and mental health issues as reflected in her decision to pursue Psychiatric OT also led her to return to school in the 1970s to get a Teacher's Certificate, after which she tutored elementary- and middle-school children who were convalescing at home following a serious illness. She also applied her OT skills while volunteering part-time at a large Veterans hospital outside of Chicago, caring for patients with visual impairment and those who had suffered spinal cord injuries.

Ruth passed away at age 99 on December 9, 2020. To honor Ruth's memory and her love for the Occupational Therapy Program at the University of Minnesota, which profoundly influenced her dedication to human services and her love of learning throughout her life, the family has established the Ruth Overgaard Brewer Scholarship Fund in Occupational Therapy (<https://makingagift.umn.edu/give/fund.html?id=23849>). The fund will be used to support OT students from underserved populations, so they can help others and inspire future students to follow in their footsteps, just as Ruth and other pioneers in OT did before them.

BARBARA HOLT (NÉE NELSON) lost her courageous battle with terminal cancer on October 1, 2020, at the age of 75. She was born in Florida while her father was stationed at Camp Blanding during WWII. Barb was the second of four siblings and spent her childhood in South Minneapolis, graduating from Washburn High School in 1962. She attended St. Olaf College and transferred to the University of Minnesota where she earned a Bachelor of Science degree in Occupational Therapy in 1967.

Barb excelled at working with physically disabled children. Upon graduation in 1967, she was offered a position at the U of M Rehabilitation Department and became a pediatric supervisor at the U of M Children's Rehab Center in Occupational Therapy. Barb later held a double appointment (half academic and half clinical) at the U of M Medical School and the Occupational Therapy Program. She also served a two-year term as president of the Minnesota Occupational Therapy Association. Barb was one of a team of University faculty, who traveled to Mexico City for a month in spring 1975 to help establish an OT department at the University there.



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In Memoriam – Remembering Alumni *(continued)*

In 1974, Barb married the love of her life, David Holt and they lived Hudson, Wisconsin, where they raised three children. Barb adored her children and grandchildren and played an important role in their lives. Those who knew Barb describe her as positive, kind, compassionate, loving, and a faithful Christian. She was a great conversationalist and made others feel special by how she took an interest in them. Barb demonstrated tremendous strength, patience, and grace as she dealt with significant health challenges over many years.

Barb traveled extensively and was passionate about her Norwegian and Swedish heritage. She spent countless hours volunteering with multiple non-profit organizations. Barb enjoyed cooking, baking, sewing, and being the family historian. She collected cookbooks and had an uncanny ability to taste a new food item and decipher its ingredients.

Barb is survived by her husband of 45 years, Dave, children Karin Holt (Martin Bertilsson) and Paul Holt, grandchildren, two sisters, a brother, and many nieces and nephews. She was preceded in death by her parents and son Kent Holt. Due to the pandemic, her memorial service was private, but a live stream of the service can be found at: <https://www.youtube.com/watch?v=JC7yzGpKeZM>. Her friends and family recently made a gift to the Occupational Therapy Program in her honor and memory.

Please let us know of the passing of an alumni of the UM OT Program, so that we can share that information. Contact Linda Maleitzke or Jireh Mabamba at OTalumni@umn.edu or by calling (877) 334-2659. ■

Adaptive CrossFit Community Engagement

Faculty member Dr. Tamara Vos-Draper worked with a Rochester, MN CrossFit gym (Progression Fitness-CFP) to pilot an Adaptive CrossFit program for wheelchair users from November 2019 to March 2020. Athlete Dan Stietz completed a series of six structured 1:1 on-ramp sessions with a CFP coach and Vos-Draper before joining classes with CFP members. Vos-Draper adapted the regularly programmed class workouts for a seated athlete, in collaboration with the coaching staff.

Vos-Draper attended an Adaptive CrossFit certification training workshop in 2019 and has 18 years of experience working with individuals who use wheelchairs. She is a CrossFit enthusiast and has an interest in making the activity more available and accessible to wheelchair users in Southeastern Minnesota who are interested in participating.

Vos-Draper explains: “CrossFit is basically an extension of teaching functional activities with its emphasis on variety and generalization across a wide range of movement patterns. CrossFit is often referred to as functional fitness, so it is a natural fit for me as an OT to work with individuals who may need a few adaptations to complete the required movements. This focus on functional movement patterns can indirectly improve daily activity performance. For individuals who use wheelchairs, these changes could mean the difference between needing a caregiver or being more independent. Once COVID-19 restrictions ease up a bit, and we can start returning to gyms safely, I look forward to resuming the Adaptive CrossFit pilot program and expand it through OT student engagement.”



Dan was asked how Adaptive CrossFit was working for him, and his response was: “I haven’t felt this good in a long time. I realized I could sit up without help the other day while getting my t-shirt on and I’d never been able to do that. I no longer have pain behind my right shoulder when I bike. Yea, CrossFit is helping me.” He mentioned setting a personal record in a hand-cycle race two months after starting the Adaptive CrossFit. ■

Capstone Develops Professional Skills in Advanced Practice

An exciting new addition to the OT curriculum is the addition of the Doctoral Capstone Experience and Project (Capstone). The purpose of Capstone is to provide doctoral students an opportunity to delve more deeply into an area of interest with individuals, populations, community organizations, or clinical organizations to advance their own



professional goals as well as the profession of OT. Capstone is the culmination of the entry-level doctoral level curriculum and is required by the Accreditation Council for OT Education (ACOTE) for graduation from the program.

Students complete their Capstone over 14 weeks (560 hours), beginning after they have successfully finished their Level II FW. These individualized

experiences provide the student an opportunity to further develop their professional skills in an area of advanced practice; carry out a scholarly Capstone project and disseminate the results; and promote the profession. Areas of advanced

practice include: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

The Capstone is different from Level II FW. During Capstone, students will work with both a faculty advisor as well as an onsite mentor from the organization served to evaluate the needs of the organization, plan a project to help meet those needs, and evaluate the impact of the project. The student will spend 14 weeks on site with the organization learning about its mission and work and bringing the OT perspective to that work. Taking a Capstone student is a wonderful way to tackle quality improvement projects, develop other ideas for programming and services, and in general bring in a fresh set of eyes and full time help to make changes and improve the organization.

Our first class of OTD students are beginning to plan their Capstone now. If you are interested in exploring how an OTD capstone student might benefit your organization, please contact UMN Capstone Director Dr. Terrienne Jones at jone1727@umn.edu. ■

Simulation Added to Level I Fieldwork

As part of the reimagining of Level I FW in the new OTD curriculum, end of semester simulations were added to each Level I FW.



In partnership with the U of M simulation center, students engage in a simulated therapy session with professional actors who have been trained to interact with students in a specific therapy scenario. The competencies that students are expected to demonstrate during a simulation are aligned

with the learning activities in the associated level I FW of the given semester. Each simulation requires students to interact therapeutically, carry out a specific OT skill, and then document the session within an hour of its ending.

Simulations have taken place in person at the simulation center on campus as well as in a telehealth format using Zoom. Though students find the simulations challenging, they also report that successfully participating in a simulated therapy session boosts their confidence and helps them grow in their ability to receive constructive feedback. The ultimate goal of the program is to help students transition from classroom to Level II FW with more confidence and a growth mindset already established. ■

Volunteers Needed for Telehealth Opportunity!

We are excited to announce a unique opportunity for individuals to participate in a faculty-supervised, student-run telehealth occupational therapy program. The program is available for individuals of all ages and is designed to foster continued growth in an area of daily life.



As part of their educational program, occupational therapy students are required to participate in experiences where they can practice skills and professional interaction with individuals in our communities. We are asking our community partners so to help us identify individuals who might benefit from this

student-run occupational therapy practice. We anticipate the program to be a series of web-based sessions consisting of at least one individual meeting with a faculty member and a small group of students.

The session topics might include:

- Introductions and getting to know you
- Identify area to address
- Discuss results and setting goals
- Take action on goals
- Closure and next steps

Participants will receive a copy or explanation of assessment results, a summary of interventions and written recommendations at the end of this program. **Interested individuals should email otprog@umn.edu or dial 612-626-5887**, provide your contact information, and state you are interested in participating in the OT telehealth student program. ■

We are looking for volunteers who are the parents of a child or adolescent, are an adult, or are an older adult, who want to work on performance of an everyday living activity. Since all sessions will be virtual, you will need access to a computer or a phone with a camera and internet.

Complete the [telehealth program intake form](#) to get started.

ATTENTION UMN OT GRADUATES - WE NEED YOU!

Level II Fieldwork Educators Are Urgently Needed!

Have you ever considered taking an OT student as a fieldwork educator? Now is the time! All you need is one year of experience and the willingness to help educate the next generation of OT practitioners. We will help you with the rest!

Contact Dr. Traci Kruse, Director of Experiential Education at otfieldwork@umn.edu for more information.

Focus on Alumni *(continued from page 5)*

to recommend certain specifications for children. This process sparked her interest in going back to pursue her doctorate degree. Already an older student when she received her MOT degree, she needed to decide if she wanted to take that step. "I really enjoy sharing about the OT profession and teaching, and I thought maybe I could go into teaching in an OT program or a COTA program," she stated. "That's when I reached out to Dr. Corey McGee and he mentioned the instructor support role and that I should apply for it."

Bannick said that becoming an ISS has increased her confidence as a clinician and has given her a better understanding of the teaching role in the OT program. "The instructor support role is very flexible and I could fit it in with my other work," she added. Bannick truly believes that if other OTs are looking to expand their knowledge into other areas of practice, this could be a great opportunity for them. "I have been able to connect with students going into the field and share my knowledge and experience as an OT, which I feel the students really appreciate." ■

Students Partner with Community (SEMCIL) to Complete Research Project

Four OT students in the final Masters in Occupational Therapy cohort partnered with community provider Southeastern Minnesota Center for Independent Living (SEMCIL) to complete data collection for their research project. SEMCIL provided the use of their accessible kitchen space for several data collection sessions with participants who wore wearable sensors while completing activities of daily living while standing and while using a wheelchair.



Left: Tina Paulk, Kara Juker, Dr. Tamara Vos-Draper, Olivia Rigdon, & Timothy McClure



OT Students in SEMCIL's accessible kitchen, preparing for data collection.

The students observed movement patterns that varied depending on where the sensor was located on the body and whether the same tasks were performed while standing or while seated and moving in a wheelchair. The student project titled "Wearable Sensors to Detect Activity Counts During Instrumental Activities of Daily Living" was accepted for presentation at the Paralyzed Veteran's Association Annual Summit in August 2020.



Participant demonstrating the grocery task while wearing sensors to track movement.

Congratulations to Kara Juker, Timothy McClure, Tina Paulk, and Olivia Rigdon on this accomplishment! Dr. Tamara Vos-Draper was the advisor for the project. ■

Occupational Therapy Students Create Distance Learning Resources for Children and Youth

Occupational therapy promotes participation in the everyday activities that are important to each of us. The current COVID-19 pandemic has caused a significant disruption and changes to our habits, routines, and rituals, and has severely impacted everyday life. Just like students around the world, OT students found ways to adapt to the new normal of full distance learning.

When the pandemic hit and in-person instruction and on-site fieldwork was stopped, two MOT students (Hannah Peterson, left, and Rachel White, right), along with their faculty advisor, Dr. Camille Sterner-Sampers, asked the question: "What can we do to adjust to our new "normal" and continue to live our everyday life to the fullest?"

With the goal of benefiting overall participation in everyday habits and routines that can positively impact physical and emotional health as well as overall well-being, Hannah and Rachel set out to help the community and complete their fieldwork requirements virtually. They created short videos and handouts of occupational therapy activities and ideas to promote healthier everyday living that support children, youth, and their families who all stayed home together. These resources are available on the [OT website](#) and on our [U of M OT YouTube Channel](#). ■



2020 CLARION Interprofessional Local Case Competition



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

CLARION (**C**linician **A**dministrator **R**elationship **I**mprovement **O**rganizati**N**) is a student-driven, staff/faculty-advised committee housed within the CHIP Student Center. CLARION focuses on the professional development of health professional students and includes lessons in leadership, teamwork, communication, analytical reasoning, conflict-resolution, and business practices.

The 2020 CLARION Local Case Competition took place on February 29th with 36 students from seven health professional programs (Audiology, Healthcare Administration, Medicine, Nursing, Occupational Therapy, Pharmacy, Public Health) competing on interprofessional teams. Each team applied its creativity, knowledge, and experience to analyze the diverse issues facing a healthcare organization. Presentations were made to a panel of judges representing leaders in the healthcare field. Each member of the winning 1st, 2nd, and 3rd place local and national teams receive a scholarship.

The case explored racial disparities in infant and maternal mortality and morbidity. Each interprofessional team spent five weeks working together to research the issues presented in the case and develop, propose, and present an innovative solution to the current health issue.

The 1st place team included Melissa Glynn, Occupational Therapy, Kelsey Mihm, Healthcare Administration, Racheal Mills, Public Health. The 2nd Place Team included Elizabeth Hartell, Pharmacy, Haopeng Liu, Pharmacy, Sierra Twesten, Occupational Therapy, Ahmadmalik Williams, Public Health. The 3rd place team included Austin Hoeg, Public Health, Alexys McGauvran, Pharmacy, Ali Miler, Occupational Therapy, Elizabeth Palmi, Public Health.

Congratulations to all of the student participants and the winners and thank you to the judges, case writers, CHIP staff, CLARION board members, and sponsors who contributed time and effort to the Local Case Competition. ■



The 1st place team included Melissa Glynn, Occupational Therapy, Kelsey Mihm, Healthcare Administration, Racheal Mills, Public Health.

OT Students Win Case Competition

On November 9, 2020, a team of four students from the University of Minnesota, including Occupational Therapy students, Kelsi Johnson and Kendra Bollig, won the inaugural Interprofessional Geriatric Case Competition sponsored by the Minnesota Northstar Geriatric Workforce Enhancement Program. Other team members included Emily Feye (nursing adult health/gerontological clinical nurse specialist) and Katherine Tyeryar (speech-language pathology). They were coached by Lizzie Choma, PT, DPT, GCS.

A total of 26 teams participated with three to five students from medicine, nursing (BSN, DNP), occupational therapy, physical therapy, social work, pharmacy, dentistry, public health, medical family therapy, speech language hearing sciences, and communication sciences and disorders. The teams were led by an expert coach on a geriatric-based case focused on development of a care plan for an older patient with multiple chronic health challenges, including COVID-19.

Due to the pandemic, the competition took place virtually with students creating an innovative 20-minute pre-recorded electronic case presentation. Teams of interprofessional faculty and community experts served as judges and coaches for the presentations.



Students had one month to prepare their recorded presentations, with the top three teams at each university advancing to a local semi-final round. The top-rated team from each semi-final round competed live via Zoom against the other university team. The winning team received a cash prize, and each member of the top two teams received medallions. Congratulations to the students and coaches for showcasing their expertise and ability to work on an interdisciplinary team! ■

The Power of Fellowships

The Program in Occupational Therapy awarded \$36,350 in the 2019-2020 academic year to students based on academic excellence, financial need, and/or the ability to contribute to the profession through leadership and high standards of practice. The gifts from our alumni and friends to fellowships funds contribute greatly to the success of our programs and our students. Here is what some of our fellowship awardees said about receiving your contributions to their education:

"I graduated from the University of Minnesota in 2017 with a Bachelor of Science in Family Social Science. I always knew I wanted to pursue a career in a helping profession, but it wasn't until my first shadow experiences with an occupational therapist that I knew this was the path for me. I spent five separate weeks in Haiti on mission trips, which ultimately guided my decision and discovery of occupational therapy. I love working with individuals, young and old, helping them achieve their goals, and providing a path to living their fullest life. In the year after graduation, I had the opportunity to work with special education students in elementary schools, which solidified my desire to become an occupational therapist.

I hope that someday I can help other students achieve their goals, just as receiving the Borghild Hansen Memorial Fellowship has helped me. I will continue to work hard and strive for success, making an impact on the faces I meet along the way." **Kelsi Johnson (OTD class of 2022)**

"I graduated from the University of Wisconsin – River Falls with a degree in Exercise Science. Throughout high school, I worked as a personal care assistant and was able to see the excitement and benefits in my clients from the occupational therapist. From there, I was able to shadow, work, and volunteer in the field and knew this where I found my passion. I am sincerely honored to receive the Borghild Hansen Memorial Fellowship. The generosity of this fellowship will help me fulfill my dream of becoming an occupational therapist." **Katelyn Marthaler (OTD class of 2022)**



"I received my Bachelor of Arts in Psychology from the University of Minnesota in 2018. I was raised by my grandparents in rural, northwestern North Dakota. My grandma had many health problems and received home health occupational therapy services. After witnessing how OT improved the quality of my grandma's life, I started shadowing and volunteering in various settings to learn more about the field.

I decided to pursue a career in OT after seeing its role in the rehabilitation of people who have suffered from strokes and spinal cord injuries. I feel fortunate to receive the Terry Berg Scholarship and to be engaged in such a meaningful and empowering career path." **Bobbi Berg (OTD class of 2022)**

"I graduated from Concordia College in Moorhead, MN in 2017 knowing that I wanted to become an occupational therapist, but I wanted to make sure I gave myself time to gain some experience and a break from school. It took some time in college to realize the direction I wanted to go in life and I changed my mind often on my major. I eventually came across the profession when a friend said that they could see me as an occupational therapist. Once I began looking into the field, I realized just how present it had been throughout my whole life and I became more and more intrigued by it. Volunteering and shadowing therapists in an assisted living home and working with children in special education only further expanded my love for the field and the ability to see myself as an occupational therapist.

Receiving the Richard McCauley Graduate Fellowship Award has truly lifted a weight off my shoulders. I am excited to become the best occupational therapist I can be, provide aid to those in need, work hard to understand their story, and enjoy this opportunity to be in graduate school." **Peter Simon (OTD class of 2022)**

"I moved to Rochester, Minnesota from Miami, Florida to attend graduate school at the U of M. One of the main reasons why I decided to pursue a career as an occupational therapist had a great deal to do with what I saw at one of the hospitals where I used to work. I was fortunate enough to not only see many occupational therapists in action, but to also have the freedom to assist them whenever I could. Being in that type of environment piqued my interest in the field as I was impressed by the amount of work and effort they put into helping others.

I volunteer whenever I can and I always try to help my community in any way possible. Several years ago, I received the President's Volunteer Service Award and a congratulatory letter signed by President Barack Obama. The award was established to honor volunteers that give hundreds of hours per year helping others and I'm very proud of that award. As an undergraduate student, I also received the Excellence in Civic Engagement Medallion of Distinction and was inducted into the International Honor Society in Psychology as well as the International Business Honor Society. Now, I am very proud and honored to receive the Richard J. McCauley Graduate Fellowship Award as I pursue my dream of becoming an OT." **Stalin Barrientos (OTD class of 2022)**

LEND Fellowships

Alyssa Mason

Alyssa (OT class of 2020) graduated from UW-Madison in 2011 with an undergraduate degree in human development and family studies. Following graduation, she worked as an early childhood teacher for six years. She worked with many occupational therapists during that time who supported children in her classroom with special needs. Recently, she has worked as a children's mental health case manager where she makes many referrals for her clients to receive occupational therapy.



Even with her awareness of the OT field and how it could help people, she didn't consider it as a career choice until spring 2017 when her sister gave birth to twins at 24 weeks. As tiny as they were, she was amazed to hear they would receive occupational therapy before they were even two weeks old. Over the three months they were in the hospital, she had many chances to speak with their occupational therapist who opened her eyes to how broad the field was.

She stated "While my path to this field has not been a straight line, I have no doubt that the experiences I've had will benefit me in my career as an OT. Receiving this scholarship will be instrumental in making my dream to attend this program and become an occupational therapist a reality."

She has always had a passion for working with children and underrepresented communities. She hopes that her past experiences, integrated with her studies of OT, will make her an impactful practitioner in the future. Through MNLEND, she hopes to broaden her understanding of how interprofessional teams are working together to support children with NDD and their families. She also wants to learn about what gaps are present at a societal level for this population and become engaged in advocacy for policy change in those areas.



Yue Wu

Yue Wu (Wu) is a native of China. She is currently working as a music therapist at the MacPhail Center for Music, the oldest and largest community music school in the U.S. She is also working on her PhD in Rehabilitation Science and is advised by OT Program Director, Dr. Peggy Martin.

Wu's clinical goal is to compassionately enrich the lives of individuals with neurological disorders, terminal illnesses, and other medical conditions by building therapeutic relationships through music. She hopes to deepen and broaden her perspective through interdisciplinary collaboration by participating in the MNLEND program. ■

Occupational Therapy Fellowship Awards for 2019/2020

Richard J. McCauley Graduate Fellowship in Occupational Therapy: supports fulltime graduate students in occupational therapy and promotes all types of diversity in the OT profession, including race, religion, sexual orientation and national origin.

Stalin Barrientos, Zainab Harunani, Peter Simon

McCauley, Alumni & Friends Occupational Therapy Fieldwork Graduate Fellowship: provides financial assistance to students while they complete the fieldwork requirement for their degree in the Program in occupational therapy. **Timothy McClure**

Level II Optional Fieldwork Scholarship: supports students completing additional fieldwork.

Ryan Karau, Daniel Olson, Rhonda Rodgers

Marie Louise Wales Fellowship: supports students planning to enhance the health of children.

Kimberly Frederickson, Erin Gustufson

Marvin Lepley Memorial Graduate Fellowship in Occupational Therapy: provides financial assistance for occupational therapy students. **Kristen Gorecki**

Borghild Hansen Memorial Fellowship in Occupational Therapy: provides financial assistance to for occupational therapy students. **Kelsi Johnson, Seth Kirkeide, Katelyn Marthaler, Timothy McClure**

Terry Berg Memorial Scholarship in Occupational Therapy: provides financial assistance to students completing their occupational therapy internships with children in a rural setting. **Bobbi Berg**

Frances & Jack Eberlein OT Scholarship Fund: provides financial assistance to non-traditional students or students changing careers. **Asiya Hassan** ■

Thank You for Your Generous Contributions to the Program in Occupational Therapy Fellowship Funds in 2019

\$10,000+

- Annette R. Levey
- McCauley-Brown Endowment Fund

\$1,000 - \$10,000

- Richard S. Adams*
- Lorri Eberlein
- Sarah Kujawa
- Juliann M. Thomas

\$500 - \$999

- Nadine S. Korth
- Sonia M. & Mark J. Lager
- Scheefe/Schmitt Family Charitable Fund

\$101 - \$499

- Joyce A. Carden
- Eliason Foundation
- Candyce H. Goschy
- Jacquelyn A. Karvas
- Susan B. Koelmel
- Susan R. & William B. Koenig
- Anne V. Irving
- Thomas & Louise Montague Charitable Fund

- Ruth A. & Douglas J. Nelson
- Nancy J. Newman
- Jeanette M. Nugent
- Carolyn H. Oliver
- Karol M. & Udom S. Orr
- Virgil G. Mathiowetz
- Nancy A. Ralston
- Elaine M. Schermann
- Winifred A. Schultz-Krohn
- Jan E. Stube
- Lynn F. Trostad
- Joseph M. Spitzmueller
- Marcia J. Urseth
- Bonnie Walbruch & Tom Goplen Charitable Fund
- Julienne A. Weighter
- Kathleen C. Zawislak

\$50 - \$99

- Germaine B. Bauer-Larson
- Lois D. Beck
- Margaret J. Bowles
- E J. Day

- Susann L. Detienne
- Mary P. Gohmann
- Paula K. Hentges
- Kathleen L. Kehrberg
- Beverly R. Olson
- James M. & Lynne M. Plasek
- Caroline L. Portoghese
- Kari J. Redin
- Maxine A. & Philip J. Samek
- Jane M. Wallentine

Up to \$49

- June E. Franklin
- Kaye V. Grevious
- Janice L. Horton
- Marjorie N. Kellor
- Antoinette Masler
- Sandra L. Peterson
- Gretchen M. Schmalz
- Sandra D. Shumate

Visit page 19 to meet **Jireh Mabamba**, our new Manager of Engagement and Alumni Relations.

Giving makes discovery happen! If you wish to make a legacy gift, ongoing contribution or a one-time gift to the Occupational Therapy Program, please visit: <http://z.umn.edu/supportot> or call: U of M Foundation at 800-775-2187

OT Faculty Receive Grants and Awards

Sterman and Merighi Awarded OACA Faculty Development Grant

OT assistant professor Dr. Julia Sterman, and Joseph Merighi, PhD, associate professor, College of Education and Human Development-School of Social Work, were awarded a 2019 OACA Faculty Research Development Grant. The interdisciplinary team was awarded a \$200,000 grant over two years for a project titled

“Emergency Preparedness for Children with Disabilities or Chronic Health Conditions and Their Families in Minnesota”.

The grant project surveys OTs and Social workers across the state about their emergency preparedness, creating an open source, Minnesota-specific, Person-Centered Emergency Preparedness (PCEP) tool and video resources

that providers (i.e., occupational therapists, social workers, etc.) can use to facilitate capability-focused ongoing emergency preparedness conversations with children with disabilities or chronic health conditions and their families.

Vos-Draper is Co-Investigator on new VA Merit Award

Assistant professor, Dr. Tamara Vos-Draper, is a co-investigator on a newly funded VA Merit award that began in Spring 2020. Christine Olney, Ph.D., RN (Minneapolis Adaptive Design & Engineering (MADE) Program, Minneapolis VA) is the principal investigator. This 4-year, \$1.2 million development project’s focus is an individualized education strategy using a mobile seat interface pressure mapping application, AW-Shift, for learning and maintaining healthy pressure



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Dr. Shore Becomes First Active Learning Fellow

The University of Minnesota, Center for Educational Innovation (CEI) launched the Active Learning Fellowship in 2018 with fellows completing the first program in 2019. The focus continues to include interprofessional education with physicians, nurses, dentists, pharmacists, veterinarians, and occupational therapists. These learning opportunities were simultaneously planned with the completion of the new Health Sciences Education Center (HSEC), which opened in Fall 2020.

Dr. Leann Shore represented the Occupational



Therapy program as the first Active Learning Fellow. Her research as part of the fellowship was accepted in a poster session at the 2019 International Forum on Active Learning held in Minneapolis. Active learning pedagogy is ongoing in CEI, while the new HSEC building promises to be the premier training site for tomorrow's health care professionals. Join us in Active Learning opportunities at CEI <https://cei.umn.edu/events>.



Active learning classroom in HSEC building

The new HSEC building offers state-of-the-art instruction facilities to provide interprofessional education in health sciences. The facility includes high-tech classroom space, the new Health Sciences Library, a new M Simulation Center, an innovative maker space, data visualization lab, as well as student study spaces and a new student services area. Take a virtual tour of this amazing active learning space here: <https://hsec.umn.edu/>. ■

M Health/Fairview Hand Therapy Fellowship Program earns accreditation by AOTA

Drs. Corey McGee, U of MN's Program in Occupational Therapy and Virginia O'Brien, Fairview's Institute for Athletic Medicine, serve as the Academic and Clinical Coordinators for The M Health/Fairview Hand Therapy Fellowship Program. This post-professional program was established in 2015 and has since produced five fellows; the most recent graduating in July of 2020.

The year-long program was designed to produce leaders in evidence-informed occupational therapy practice in the specialty area of upper limb rehabilitation and involves advanced training in clinical assessment, intervention, and research. In addition to mentored clinical work, the fellows participate in seminars, surgical observations, and a mentored research project. Beyond this, the fellows share their new knowledge and skills with students of the U's

Occupational Therapy Doctorate Program through aiding in the instruction on upper limb anatomy and orthotic interventions and disseminating research or clinical project outcomes through local, regional and national presentations as well as peer-reviewed journals.

In Spring of 2020, the program was accredited by the American Occupational Therapy Association and is now one of only eight to have received this status. This recognition reflects the strength of the selected fellows, the rigorous curriculum, dedicated faculty, and strong program outcomes. ■



From Left to Right, Clinical Coordinator, Virginia O'Brien, OTD, OTR/L, CHT, Past Fellow, Carolyn Hernandez-Laureano, MAOT, and Academic Coordinator, Corey McGee, PhD, OTR/L, CHT

OT Faculty as Scholars

Occupational Therapy faculty enjoy sharing their expertise through consulting, public speaking, and collaborating in research. Here is a partial list of the invited lectures, presentations, and published papers from the 2019 academic year. Please contact our faculty directly regarding these topics at: <https://www.alliedhealth.umn.edu/occupational-therapy-ot/why-ot-program-um/faculty-directory>.



Terrienne Jones, PhD, OTR/L

- **Jones, T.** Making home environments supportive for community dwelling persons with dementia. Leading Age Dementia Certificate Care Conference. Sept. 25 and Oct. 23, 2019. Minneapolis, MN.
- **Jones, T.,** Olson-Kellog, B. Determining Whether it is Safe for Your Loved One to Live Alone. United Health Care Solutions for Care Givers Case Management Conference. Oct. 15, 2019. Minneapolis, MN.

Corey McGee, PhD, OTR/L, CHT

- **McGee, C.** Principle Investigator, Grant #: CON60290 Granting Agency: American Hand Therapy Foundation; Grant Title: *Graded Motor Imagery for Women at Risk for Developing Type I CRPS following Closed Treatment of Distal Radius Fractures: A Pilot Randomized Comparative Effectiveness Trial* Project Dates: 11/1/16-10/31/22
- **McGee, C.** Lead Author, World Federation of Occupational Therapists (WFOT) White Paper on the Role of “Occupational Therapy in Musculoskeletal Health in Older Adults” (2018).
- **McGee, C.,** Bakker, J., Bystedt, V., Duncan, K., MOT, Hoehn, A., Hoenshell, C., Keyser, R., McIlrath, S., Sterling, H., Swan. (2019). Age and Gender Stratified Adult Myometric reference Values of Isometric Intrinsic Hand Strength. <https://doi.org/10.1016/j.jht.2019.03.005>. Journal of Hand Therapy. Impact Factor: 1.532.
- **McGee, C.,** Johnson, L., Casper, J., Gregg, K., (2019). Reliability and precision of measuring strength of extrinsic muscles of the hand with the Rotterdam Intrinsic Hand Myometer. <https://doi.org/10.1177/1753193419850125> Journal of Hand Surgery – European Volume. Impact factor: 2.037.
- **McGee, C.,** Skye, J., Van Heest, A. (2018). Graded Motor Imagery for Women at Risk for Developing Type I CRPS following Closed Treatment of Distal Radius Fractures: A Randomized Comparative Effectiveness Trial Protocol, BMC Musculoskeletal Disorders. Impact factor: 1.739
- Valdes, K., Algar, J., **McGee, C.** (In Press). “Therapy Management of the Thumb Carpometacarpal Osteoarthritis”. Skirven: Rehabilitation of the Hand and Upper Extremity. Ed. Feldscher. 7th ed. Maryland Heights: Elsevier.

Michael Potegal, PhD, LP

- **Potegal, M.** (2019) On being mad, sad and very young. In: AK Roy, MA Brotman, E Leibenluft (Eds). *Irritability in Pediatric Psychopathology* Oxford University Press.
- **Potegal, M.** (2019) A brief history of aggression. *Peace Review*.
- **Potegal, M.,** Pfaff, W.O., and Kroker E. (2018) Gravitational insecurity in children: A survey of occupational therapists’ observations. *Indian Journal of Physiotherapy & Occupational Therapy*, 12, 30-37.

Camille Sampers

- **Sampers, C.** (2019, November 6). Child Anxiety Forum: How does sensory processing impact individuals? Panel presentation at the Evangel United Methodist Church, Rochester, MN.

Patricia Schaber, PhD, OTR/L, FAOTA

- **Schaber, P.** (2019). Neurocognitive disorders (Dementia). In C. Brown, V. C. Stoffel, & J. P. Munoz *Occupational Therapy in Mental Health*, 2nd Ed. (pp. 250-263). Philadelphia: FA Davis

Leann Shore, OTD, MEd, OTR/L

- **Shore, L.** (March 2019) Children with Autism in Public Schools. Presentation. Henderson Charter Schools, Henderson, MN.
- **Shore, L.** (November 2018). Self-Regulation: The Key to Managing Behavior in Children with ASD, ADHD, Mood Disorders and other Mental Health Conditions. Minnesota School Mental Health Conference, Brainerd, MN.

Julia Sterman

- **Sterman, J.** Principal Investigator Office of Academic and Clinical Affairs, “Emergency Preparedness for Children with Disabilities or Chronic Health Conditions and Their Families in Minnesota”. University of Minnesota Funded Funding Dates: May 2020 - May 1, 2022.
- Naughton, G., **Sterman, J.,** Froude, E., & Villeneuve, M. (2019). *Mothers supporting play as a choice for children with disabilities within a culturally and linguistically diverse community*. Scandinavian Journal of Occupational Therapy. doi: .1080/11038128.2019.1684556 [Accepted: October, 2019]

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OT Faculty as Scholars *(continued)*

- **Sterman, J. J.**, Villeneuve, M., Spencer, G., Wyver, S., Beetham, K., Naughton, G., Tranter, P., Ragen, J., & Bundy, A. (2019). Creating play opportunities on the school playground: Educator experiences of the Sydney playground project. *Australian Occupational Therapy Journal*, 67(1), 62-73. doi: 10.1111/1440-1630.12624[Accepted: October, 2019]
- **Sterman, J. J.**, Naughton, G. A., Bundy, A. C., Froude, E., & Villeneuve, M. A. (2019). Planning for outdoor play: Government and family decision-making. *Scandinavian Journal of Occupational Therapy*, 26(7), 484-495. doi: 10.1080/11038128.2018.1447010
- Villeneuve, M. (Author & Presenter), Subramaniam, P. (Author), **Sterman, J. J. (Author)**, Australian Disaster Resilience Conference, "Advancing emergency preparedness for people with disabilities and chronic health conditions in the community: A scoping review," Melbourne, VIC, Australia. (August 2019).
- In S. Classen (Ed), *Driving simulation for assessment, intervention, and training a guide for occupational therapy and health care professionals*. Bethesda, MD; American Occupational Therapy Association, (pp 295-308).
- **Tamara Vos-Draper, PhD, OTR/L**
- **Vos-Draper, T.** National Institute on Aging, Development of Technologies to Increase IN-Seat Movement to Prevent- Acquired Pressure Injuries in Wheelchair Users. Project Dates: September 15, 2017- April 30, 2022.
- **Vos-Draper, T.** Veteran's Administration Merit Award, Refinement of the Comprehensive Mobile Assessment of Pressure (CMAP) System for Prevention of Pressure Injuries, Project Dates: April 1, 2020 – March 31, 2021
- **Vos-Draper, T.** National Institutes of health R01, Development of Technologies to Increase In-Seat Movement to Prevent Sitting-Acquired Pressure Injuries in Wheelchair Users. Project Dates: May, 1, 2020 – April 30, 2024.
- **Vos-Draper, T.L.**, (March 2019). *Spinal cord injury: Managing pressure distribution across multiple contexts*. National Pressure Ulcer Advisory Panel Conference, St. Louis, MO.
- **Vos-Draper, TL**, Olney, C, Egginton, J. (October 2018). *Mobile pressure mapping application development for wheelchair users with spinal cord injuries: User centered design*. PVA Summit, Dallas, TX.
- **Vos-Draper, TL**, Morrow, M, Ferguson, J, Mathiowetz, V. (November 2018). *Self-efficacy for pressure reliefs improves with pressure mapping*. AOTA Specialty Conference: Adult Rehabilitation, Los Angeles, CA.
- **Vos-Draper, T. L. (Author & Presenter)**, Morrow, M. M.B. (Author), American Congress of Rehabilitation Medicine (ACRM) Annual Conference, "Trunk Movements Increase with Continuous At-Home Pressure Mapping in Wheelchair Users," ACRM, Chicago, Illinois. (November 4, 2019). ■

OT Faculty Receive Grants and Awards *(continued from page 14)*

distribution behaviors by wheelchair users with spinal cord injuries (SCI).

This project involves working closely with veterans who have SCI and clinicians who specialize in SCI rehabilitation throughout the development process for both hardware and software refinements. The updated AW-Shift system is being used by veterans and clinicians in hospital and outpatient settings where feasibility of use can be evaluated. This work on AW-Shift is a continuation of previously awarded Department of Defense and NIH-funded projects and ongoing strong collaboration between investigators at the University of Minnesota, the MADE Program at the Minneapolis VA, and Mayo Clinic.

McGee Receives American Society of Hand Therapists Award

We are proud to announce that assistant professor, Dr. Corey McGee, received the 2019 American Society of Hand Therapists (ASHT) "Nathalie Barr Lectureship Award". The Nathalie Barr Lectureship Award is among ASHT's highest honors, recognizing and honoring a member of the American Society of Hand Therapists who has made significant original contributions to hand rehabilitation in one of the following ways:

- The development or refinement of professional theory and/or techniques
- Contributions to hand therapy development as a profession and to ASHT
- Outstanding research

On Thursday, Nov. 12, 2020, Dr. McGee spoke on the topic of resiliency when delivering his Nathalie Barr Lecture to a virtual audience of members of the American Society of Hand Therapists (ASHT) at its annual conference. In his lecture, titled 'Adjusting Our Sails to the Storm: The Resiliency of Hand Therapists', Dr. McGee reviewed the profession's history of resilience, highlighting the many commendable and resilient acts of hand therapists. He also discussed the traits and psychology of resiliency, and offered perspectives on we, as individuals and as a profession, might "adjust our sails" and navigate our way to a stronger presence, improved practices, and unparalleled outcomes. ■



Congratulations to our OT faculty for their outstanding achievements!

FOCUS ON FACULTY & STAFF

Welcome to New OT Faculty

DR. DIANE ANDERSON joined the OT faculty in October 2020 as an associate professor. Diane is an alumnus of the University of Minnesota, receiving her undergraduate degree from the Program in Occupational Therapy, her Master's degree from the School of Public Health in the area of Maternal and Child Health, and her doctorate in Curriculum and Instruction, majoring in Family, Youth, and Community Education and program evaluation.



Diane began her OT career working primarily on adolescent acute and crisis psychiatric units. From there, she worked for a contracting agency as a float, covering geriatric and developmental disability clinics, providing COTA supervision, developing new rehab departments, and completing quality assurance reviews for the company. In her last clinical position, she worked in an early intervention program for children and families at risk for abuse and neglect. For over two decades, Diane was actively involved in fetal alcohol syndrome research, diagnosis, intervention, and prevention efforts, and projects directed toward healthy youth (community initiatives, church activities, and youth sports).

Diane was a faculty at the University of Minnesota for 16 years, and the MAOT program director at The College of

St. Scholastica (Duluth, MN) for six years prior to joining St. Catherine University to develop and direct the OTA Online Program. She had now bookended her academic career with a return to the U of M. Her research interests are in the scholarship of teaching and learning, specifically best practices for online education, including engaging students in online work and issues around faculty perceptions, preparedness, workload and satisfaction in online teaching.

DR. MICHAEL JENSEN joined our faculty in spring 2021.

Michael's background includes occupational therapy assistant education where he served in the roles of program director and faculty member. Prior to his roles in higher education, he worked in an acute physical rehabilitation setting working with adults and older adults with a variety of diagnoses. Michael completed his Ed.D. at Bethel University with his dissertation focused on the role of emotional contagion and group-level affect within student cohorts. His continued scholarly interests include the scholarship of teaching and learning and the role of occupational therapy within organizational health and wellness. Dr. Jensen is excited to return to the University of Minnesota where he graduated with a Master of Science in Occupational Therapy in 2002. ■



Staff Changes at the Center for Allied Health Programs (CAHP)



AMY FISCHER joined CAHP in July 2020 as the new Operation Manager. Amy comes to us from the Department of Anesthesiology in the Medical School where she worked for 5 years. However, she started her career at the University of Minnesota in 2005 at Boynton Health Services Eye Clinic as an Ophthalmic Technician and Certified Optician. In her spare time, she enjoys being with her family and friends and taking as many road trips, as her goal is to visit as many National Parks as possible.

role with CAHP. She is energized by finding ways to support others, tackling unique challenges, and providing assistance wherever needed. In her spare time, she enjoys traveling, baking, and spending time with friends and family.

TAMMY MCNISH is the new Admissions & Recruitment Specialist for CAHP. In this role, she will work to increase the awareness of the OT Program as well as help prospective students navigate their way through the admissions process.



While new to both the University and the state of Minnesota, Tammy has familiarity in recruiting, with more than 10 years of experience in higher education, admissions, and enrollment management. She spent eight years as the Assistant Director of Admissions at Northeastern University's graduate satellite campus in Charlotte, NC, where she recruited prospective master's and doctoral degree students. Prior to joining the Northeastern

MEGAN HOLDER joined CAHP in October 2020 as an Administrative Associate. She received her Bachelor's Degree in Psychology from Luther College in Decorah, IA, and her Master's Degree in Marriage and Family Therapy from Saint Mary's University of Minnesota. Having appreciated the administrative responsibilities that came with her nearly 10 years in the mental health field, she is excited to shift into an administrative

(continued on next page)

Staff Changes *(continued)*

team, Tammy advised adult undergraduate students at Queen's University of Charlotte, assisting with course selection and program mapping toward degree completion. Most recently, Tammy served as the Recruitment Specialist for Year Up, a nationwide nonprofit organization whose mission is to close the opportunity divide for marginalized and underserved young adults looking to complete their education and enter the workforce. Outside of work, Tammy likes staying active, reading, and watching sports and cooking shows. She's excited to explore Minnesota with her husband, Ken, and their dog, Meadow.



SWAN NGUYEN joined the CAHP in October 2020 to serve as a Student Services Administrative Specialist. Her priority is to support the Admission teams as well as the Academic Advisors in the Medical Laboratory Sciences and Occupational Therapy programs. Prior to joining CAHP, she had worked with the Office of Classroom

Management at the University of Minnesota - Twin Cities for four years. During this time, she also had earned a BA in Speech-Language Hearing Sciences and Neuroscience and a minor in Korean Language Studies. Outside of work, Swan enjoys learning foreign languages, learning to play the guitar and the violin, and making ceramics. ■

Introducing Our New Manager of Engagement & Alumni Relations

JIREH MABAMBA (pronounced G-Ray) is the new Manager of Engagement and Alumni Relations for the OT Program. Jireh is an alumnus of the University of Minnesota Duluth (UMD) and was a commencement speaker for his class. He graduated with a dual degree in Organization Management and Business Marketing, and most recently worked as an associate development officer for the College of Education and Human Development (CEHD). Jireh was one of the featured speakers for the University of Minnesota \$4.2 Billion Driven Campaign launch in 2017 and is currently the youngest member of the board of directors for the Minneapolis Rotary Foundation. He looks forward to continuing his work with alumni and friends of the University to foster meaningful relationships that will connect passion with possibility, inspire generosity, and support greatness at the University of Minnesota. His email address is mabam001@umn.edu. ■



Understanding the MOT to OTD Transition

OT was first introduced as a four-year course in 1928-1931 and later reintroduced in 1945 as an accredited bachelor's degree. Since that time, OT has been continuously accredited for 75 years and has offered BS, MS, and MOT degrees in occupational therapy. OT expanded to Rochester in 2007, offering the same curriculum from the same faculty on both campuses. The first OTD class was enrolled in fall, 2019 and today, 49 students are enrolled in the OTD curriculum annually; 27 students in TC and 22 students in Rochester.

Four significant past curriculum revisions have contributed to the current OTD curriculum. The last bachelors curriculum (1993) emphasized critical thinking, MS degree transition (2000) focused on evidence-based practice and the role of clinician/scholar; and the MOT (2007) transition focused on contexts of society, community, family and individual influences on practice. It was at this time that we adopted a hybrid instructional delivery model, using instructional design, constructivist and active learning strategies to design courses.

Our newest degree, the OTD, organizes content developmentally while primarily emphasizing experiential outcomes. The Board of Regents approved the OTD degree in July 2018, and our application for accreditation and Candidacy Status was granted by the Accreditation Council for Occupational Therapy Accreditation (ACOTE) of the American Occupational Therapy Association (AOTA). The program then has a pre-accreditation review, completes an on-site evaluation, and is granted Accreditation Status before graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

During this time, AOTA and ACOTE jointly approved entry-level doctoral degrees in occupational therapy (AOTA, April 10, 2019) which has spurred the growth of OTD curricula nationwide. The increasing complexity of OT practice propelled our decision to adopt the OTD. We believe that occupational therapy is an essential profession within

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2019 CAHP Commencement

The Center for Allied Health Programs held its annual graduation ceremony for the Occupational Therapy and Medical Laboratory Sciences Programs on December 12, 2019 at Northrop Memorial Auditorium on the East Bank of the Twin Cities campus. Dr. Janice Conway-Klaassen, Program Director, Medical Laboratory Sciences Program, led the procession, carrying the ceremonial mace of the University of Minnesota.



how they can use their knowledge to provide therapy that is client-centered. “The empathy and care we take when interacting with clients or patients allows us to consider the values of the client and what they find meaning in doing.” He also reminded his classmates that “We did this together, many people striving towards a goal, helping each through all the challenges we individually or collectively faced. We deserve to be proud together, especially today.”



Dr. Trevor Ames, delivered the commencement address. Dr. Ames is the Associate Vice President of Academic Health Sciences in the Office of the Executive Vice President and Provost. In his current position, he provides leadership that positions the University’s academic health sciences as a nationally recognized innovative interprofessional hub for education, research and practice. For 12 years prior to his current position, he served as Dean of the University of Minnesota, College of Veterinary Medicine. Dr. Ames encouraged graduates to “recognize the important role that they will have in their careers to positively impact the patients they will care for.”

“It is our turn to go out and continue to expand the horizon, and to push ourselves to provide quality care for all people.”

Ryan Karau delivered the OT student address, encouraging fellow classmates to focus on

OT and MLS faculty applauded graduates as they recessed out of the auditorium and then joined graduates and guests at the reception following the ceremony. ■

Congratulations graduates!



2019 Commencement MOT Participants



Kayla M. Adducci
 Joanna N. Anderson
 Madison R. Anderson
 Anthony P. Blomme
 Erica L. Bonte
 Nicole Bredow
 Macy M. Busche
 Jennie Cate
 Jihyun Choi
 Larissa K. Christ
 Lauren A. Czarnetzki
 Jessica L. Ethier

Karie N. Francen
 Taylor L. Gallagher
 Kristen N. Gorecki
 Kathryn L. Gust
 Abbe S. Hendrickx
 Sonya J.H. Hesse
 Leah Y. Htet
 Kari M. Johnson
 Kara J. Juker
 Ryan J. Karau
 Kaela L. Koalska
 Lisa L. Koch

Kelsey K. Maly
 Renee R. Maneman
 Rebecca J. Marturano
 Alyssa N. Mason
 Timothy S. McClure
 Megan M. McLaughlin
 Rebecca L. Moncrief
 Lindsey I. Nelson
 Daniel K. Olson
 Tina R. Paulk
 Amanda J. Pavlicek
 Ariana G. Peterson

Hannah J. Peterson
 Olivia A. Rigdon
 Rhonda L. Rodgers
 Haley M. Roe
 Hannah G. Sartor
 Maddie M. Schlossmacher
 Claire A. Schreiber
 Miranda L. Smith
 Sarah K. Smith
 Sarah A. Tervo
 JoAnna N. Voth
 Rachel E. White

Retirements *(continued from page 3)*

The celebration also included an interactive sharing of stories by the many colleagues, faculty, and students who were impacted by Erica's teaching and mentorship. Congratulations on your retirement Dr. Stern!

Celebrating Dr. Potegal's Retirement

On January 8, 2021, OT faculty and CAHP staff honored the career of Associate Professor, Dr. Mike Potegal in a virtual retirement celebration. Guests shared stories about working with Mike and his impact on the profession. Dr. Chris Mueller presented him with an Associate Professor ad Honorum certificate and Dr. Potegal showed off the plastic brain model that he received as his retirement gift.



Dr. Potegal's major research areas focused on two projects that involve vestibular function. The first was a study of post-rotary nystagmus (PRN) as typically measured by occupational therapists. The second was on a condition identified by OTs as "gravitational insecurity." His other research included emotional organization of children's tantrums, and anger and aggression in humans and other animals. Congratulations on your retirement Dr. Potegal! ■

CONTINUING PROFESSIONAL EDUCATION

New Courses Added to CE Offerings



Approved Provider

The OT Program continues to use the wide variety of expertise of the faculty as well as our extensive experience developing and delivering high quality hybrid and online education to bring Continuing Education (CE) courses to both a local and national community.

2021 Hybrid OT Refresher Course - Designed for occupational therapists who are re-entering practice or changing practice areas, this course was created to provide maximum flexibility for learners. Participants begin the course in an online, supported environment to learn about current evidence and intervention approaches and later join their peers virtually to practice hands on skills. Afterward, participants complete the final module online, covering other updates to the profession and guidelines for re-entry.

Due to the ongoing COVID-19 pandemic, this course will be offered in an online and synchronous face-to-face Zoom format. Online modules will begin on May 3, 2021 with participants completing eight online modules prior to beginning the synchronous portion of the course on Saturday July 10th. Synchronous sessions will continue for five additional date on Thursday evenings from July 15th - August 12th. (60 Contact hours - 6 CEUs); [Register here.](#)

CURRENT ON-DEMAND, ONGOING OFFERINGS - ALL COURSES HAVE BEEN NEWLY REVISED WITH NEW CONTENT ADDED!

Neurocognitive Approaches for Older Adults - This course is designed for occupational therapy practitioners who are interested in learning about the role and professional practice with clients with age-related Neurocognitive Disorders (NCD). The course will review delivery of client-and family-centered care with this population and ethical considerations in practice. Practice settings that support occupational therapy services for older adults with NCD will also be explored. Learning activities are interactive and case based and provide learners practice applying

occupational therapy processes of screening, evaluation, and intervention planning through discharge to persons in all stages of neurocognitive decline. (6 contact hours); [Register here.](#)

The Task Oriented & Constraint Induced Movement - Approaches to Neurorehabilitation - The Task Oriented and CIMT Neurorehabilitative approaches are occupation based intervention strategies that promote occupational performance and participation with individuals who have



neurological issues that impact day-to-day activities. This course provides an overview and evidence for use of these techniques in Occupational Therapy Practice. (6 contact hours); [Register here.](#)

Mind and Body Aspects of Practice - Feeling frustrated with your patients/clients? Feeling frustrated with yourself? Reconnect with the basics of therapeutic use of self by exploring the psychosocial aspects of practice that influence the experience of both therapists and patients/clients. Concepts of mental and physical health, wellness, resilience and interpersonal style and approaches are emphasized to demonstrate how mind and body are inextricably connected to occupational engagement in anyone. (6 contact hours); [Register here.](#)

Upper Extremity Strength Evaluation and Intervention - This course was created to review entry-level knowledge and skills necessary to evaluate and design interventions for remediation of upper extremity strength deficits. Topics include strength evaluation and manual muscle testing, evaluation of grip and pinch strength, and interventions to remediate muscle weakness. (6 contact hours); [Register here.](#)



School-Based Practice - This course is designed for occupational therapists interested in expanding their knowledge about the role of OT in school-based settings. It provides information about current legislation affecting practice including IDEA and the evolution of NCLB (No Child Left Behind) to the Every Student Succeeds Act (ESSA). The course includes practice strategies with children with autism, learning disabilities, and behavioral disorders. Cultural diversity and issues of ethical practice are included in the review of the referral process from screening to evaluation to IEP planning. (16 contact hours); [Register here.](#)



Pediatric Medical-Based Practice - This course was designed for occupational therapists interested in expanding their knowledge of the roles of OT in pediatric medical settings. We will guide you through the occupational therapy process of referral, evaluation, documentation, intervention planning and discharge. (16 contact hours); [Register here.](#)

(continued on next page)

New Courses *(continued)*

2020 Hybrid Refresher Course Recap

Our popular OT Refresher Course for Occupational Therapists continued in 2020 featuring new and revised content. However, the face-to-face portion of the course was delivered via seven synchronous Zoom sessions due to the COVID-19 pandemic. We were pleased to have 18 OTs from 10 states participate in the 2020 OT Refresher Course. ■

Update Your Records & Share Your Story!

Graduates from our OT Program influence the healthcare field every day and make a positive impact in our state and beyond.

We take great pride in your success and want to hear from you! Please take a few moments to update your contact information and share your professional and personal accomplishments here: <https://www.alliedhealth.umn.edu/occupational-therapy-ot/alumni>. We will include alumni stories and updates in upcoming issues of the annual OT Alumni Newsletter. ■



A Special Shout Out

50th Anniversary OT Class of 1969

Margaret Aabalan
Pamela Bauman
Susan Becker
Melody Bernstein
Margaret Bowles
Diane Bury
Darrell Devilliers*

Nancy Dowey
Candyce Goschy
Diane Haglund
Candyce Holden
Diana Lind
Lucille
Judy Meredith
Margaret Meschberger*
Rebecca Milanese

Craig Nelson
Nancy Peterson
Susan Reynolds
Marilyn Ricker
Jane Shoffner
Anne Westling*
Susan Wilson

*deceased

25th Anniversary OT Class of 1994

Lynn Benson
Lynn Bergstrom
Jenelle Boyer
Kurt Brower
Heidi Cavagnetto
Tammy Doan
Kristin
Jill Essner-Dodd
Jewell Fossum
Roy Gillis

Margaret Hubbard
Michael Jaworski
Elisabeth Kelliher
Susan Kircher
William
Tammy Lazzaro
Amy Loesch
Julie Luner
Rebecca Mahon
Lisa Neitge
Mary Ann Nordvik
Amy Pakhomov

Michelle Radovich
Jacinda Raiche
Mona Schwarz
Monica Searls
Larry Sjerven
Jeffrey Sjosten
Nancy Slater
Emily Ullstrom*
Christine Vaaler
Susan Vanderwyk
Nancy Wilkins

*deceased

Understanding the MOT to OTD Transition *(continued from page 19)*

healthcare services, particularly as value-based payment structures increasingly occur. We see the increased value placed on OT as healthcare increasingly focuses on wellbeing over solely the absence of disease. We also see the important role played by OT in improving the wellbeing of populations and want our graduates to practice as effectively with populations as they do with individuals.

In addition to the standard 24 weeks of Level II Fieldwork, learners complete ten mostly online courses in topics such

as management, teaching/learning, grant writing, program development, advanced practice electives, seminar, Capstone planning and six credits of electives. Students also complete a 14-week Capstone experience that includes a data-driven project in an area of focused practice. Already credentialed Occupational Therapists can complete the degree with credit awarded for their existing occupational therapy degree. This means that a practitioner can join a cohort and complete the doctoral degree in a minimum of 36 credits. Contact otinfo@umn.edu to learn more. ■

Virtual 75th Anniversary Celebration - Save the Date!

Wednesday, June 16, 2021
at 5 pm Central Time

We need you...to submit a picture or video story: We are asking for alumni and friends to record short messages that we can include in a special 75th Anniversary video and on our website and social media. To record your message:

- Think back to your time as a student in the OT program. Describe what it was like as a student during that time.
- Identify a piece of OT memorabilia -- a diploma, a shirt, an OT therapy tool, or a picture from your time in the OT program.
- Record a short video message sharing your story and/or your memorabilia.
- Keep your message less than 30 seconds in length and submit it to otalumni@umn.edu.

We are grateful for your participation and excited to watch your submission! Contact us with any questions or suggestions on how you would like to be involved in this celebration. ■

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1946-2021

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