

Fall 2015

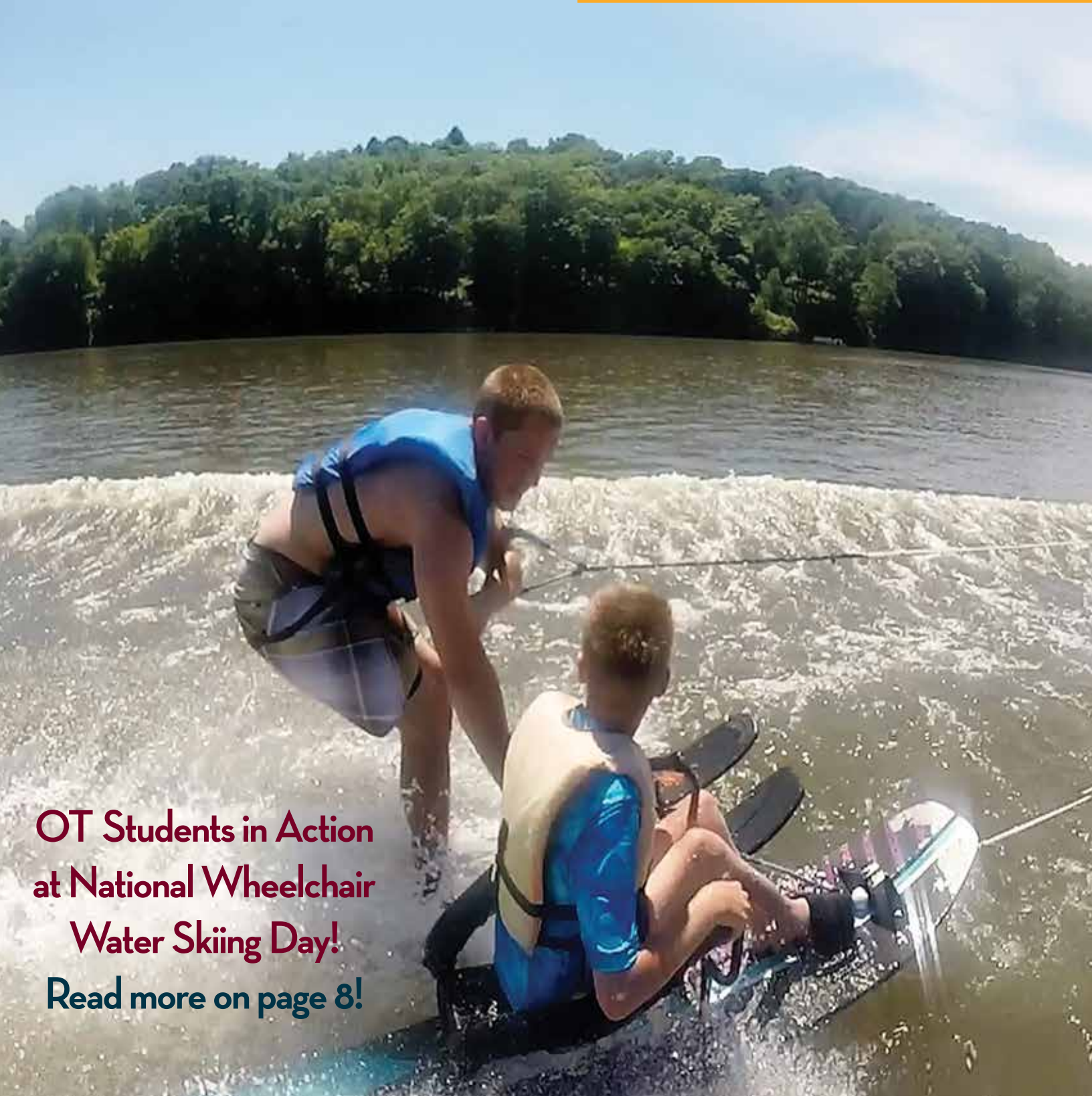
# Occupational Therapy Alumni News



UNIVERSITY OF MINNESOTA

Driven to Discover<sup>SM</sup>

**OT Students in Action  
at National Wheelchair  
Water Skiing Day!**  
Read more on page 8!



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



**M**innesota graduates can be proud to know that the University of Minnesota contributed to the early growth of occupational therapy. In 1928 (88 years ago) six schools met the minimum accreditation standards for

occupational therapy which required nine months classroom and three months fieldwork. Of the six schools, the University of Minnesota program was the only one to award a bachelor's degree. Other schools of occupational therapy that awarded a certificate included: Boston, Philadelphia, St. Louis, Milwaukee Downer College, and University of Toronto (Hopkins, 1978). Unfortunately, the University of Minnesota program was discontinued in 1931 due to low enrollment and resignation of its director.

Since 1946, the University of Minnesota has awarded over 1,800 degrees in occupational therapy after reopening its doors. This academic year marks our 70th anniversary of continuous accreditation, an event that we plan to celebrate this spring at the annual State of OT Forum to be held at the TCF Bank Stadium Indoor Club Room. See page 18 for details. I hope you can join us!

Wilma West wrote about 10 key milestones of occupational therapy in a 1992 publication in the *American Journal of Occupational Therapy*. One of those milestones was the transition of the entry-level degree from the baccalaureate to the masters degree level. Many of you might remember the discussions about degree entry that began in 1955 and continued through 2007 when the degree fully transitioned to the masters level. ([www. http://www.aota.org/Education-Careers/Accreditation/Overview/History.aspx](http://www.aota.org/Education-Careers/Accreditation/Overview/History.aspx)). Now the profession again wrestles with an entry level degree decision. In 2008, the Accreditation Council for Occupational Therapy Education (ACOTE) began accrediting entry-level doctoral programs in addition to those at the masters level; an act that prompted much debate. Most recently, (August 2015) ACOTE announced its decision to continue accrediting programs at both the masters and doctoral levels. A copy of this document can be found on the accreditation website. The same announcement reports the decision to accredit occupational therapy assistant programs at the baccalaureate level in addition to the certificate level. At the University of Minnesota we plan to continue the Master of Occupational Therapy and the Doctor of Philosophy in Rehabilitation Science degrees while initiating planning of a doctorate degree in occupational therapy and exploring opportunities presented by a baccalaureate degree in occupational therapy.

## PROGRAM IN OCCUPATIONAL THERAPY ANNUAL REPORT

| Demographics of Incoming Class, Fall Semester | 2014        | 2015        |
|---|-------------|-------------|
| Age (mean)                                    | 24.2        | 23.5        |
| Cum GPA (standard deviation)                  | 3.15 (.19)  | 3.62        |
| Minnesota Resident                            | 69.39%      | 67%         |
| Gender (% female)                             | 85.71       | 98%         |
| Number of Total Applicants                    | 476         | 651         |
| <b>Graduation</b>                             | <b>2014</b> | <b>2015</b> |
| Number of Graduates                           | 47          | TBD         |
| NBCOT Pass Rate                               | 96%         | TBD         |
| <b>Fieldwork</b>                              | <b>2014</b> | <b>2015</b> |
| Fieldwork Rotations                           | 93          | 92          |
| Number of rotations in MN                     | 85          | 85          |
| Number of rotations outside MN                | 8           | 7           |
| Percent completing 1+ non-metro rotations*    | 72%         | 100%        |
| Level II fieldwork in non-metro rotations     | 40%         | 45.65%      |

\*either a level I or level II rotation

We graduate top-notch graduates; those who can flexibly adapt to the perils and pearls of practice while providing high quality, health-changing service. We will continue to graduate occupational therapists to meet the changing workforce needs of today's practice. We continue to monitor workforce needs to revise and refresh our entry level curriculum. I want to know your thoughts about entry level knowledge, performance, and the preferred entry degree for practice. Watch your email for upcoming regional focus groups and surveys to solicit your thoughts and opinions. Together we will determine how education can best meet the current and future needs of Minnesota practice. ■

*Hopkins, H., 1978. An historical perspective on occupational therapy. In Willard and Spackman's Occupational Therapy 5th Ed., JB Lippincott, Philadelphia, pp. 3-23.*

*West, W. 1992. Ten milestone issues in AOTA history. American Journal of Occupational Therapy, 46. 1066-1074*

## FOCUS ON ALUMNI

# An Interview with Julia Wood

*Recent Graduate's Second Career in OT Benefits Parkinson's Patients*

**J**ulia Wood is a 2013 graduate of the University of Minnesota Program in Occupational Therapy. OT is a second career for Julia, who now practices at the Dan Aaron Parkinson's Center at the University of Pennsylvania. Just two short years after graduation, Julia has made great strides in her career while influencing the future of OT and improving the lives of her patients.

### **What prompted your interest in the field of occupational therapy?**

My interest in occupational therapy began during my career as a Pilates and GYROTONIC fitness specialist with an emphasis in posture, body mechanics, and ergonomics. I became intrigued by the impact of my client's daily tasks on pain and inefficient movement. I also became aware of the relationship of environment and psychosocial well-being to pain and postural/movement inefficiencies. After 15 years of owning my own business and having clients tell me that I helped them more than their therapist/healthcare provider, I decided maybe I should pursue the next step in my education.

### **What took you to the University of Pennsylvania after graduation?**

As for the University of Penn, I was looking for employment on the East Coast to be closer to my daughter who was an incoming freshman at the University of Delaware at the time. I was having no luck looking for outpatient jobs when I applied for a job in inpatient rehabilitation at Pennsylvania Hospital. I received an email the next day from Human Resources that the job had been incorrectly posted and was actually an outpatient position in the Dan Aaron Parkinson's Center. I could not believe my luck! I interviewed the next week and was offered the position within hours of the interview. I love my team members and feel that this position is the perfect blend for me with my background in exercise science and occupational therapy.

**You told me a bit about how valuable your evidenced-based and clinical education at the U of M has been to your work; I know our readers would love to hear more!**

I have found the research I did at the U of M with Dr. Mathiowetz on fatigue management to be critical to my practice. I have had two patient education articles published on fatigue management strategies specific to Parkinson's disease and atypical Parkinsonian disorders, and I am asked to present frequently on the topic for local support groups, patient education seminars, and in-service meetings for OT's. I have also found the focus on task analysis in the U of M program to be a critical part of my clinical assessment and practice. There is little evidence on OT interventions specifically for PD (Parkinson's Disease), so I have to rely on my observation, clinical interview, task analysis, and understanding of movement disorders.

**Tell me more about your research and practice with PD patients.**

I serve as the full-time OT in an outpatient Parkinson's Center with a team of two PT's (physical therapist) and one SLP (speech-language pathologist). I specialize in treating neurological movement disorders including Parkinson's disease, atypical Parkinsonian disorders, and essential tremor. I also serve as the lead OT in our COPE clinic for Atypical Parkinsonian disorders, ALS (amyotrophic lateral sclerosis) Clinic, and DBS (deep brain stimulation) Clinic. I am certified in LSVT BIG (Lee Silverman Voice Treatment) and PWR! (Parkinson's Wellness and Recovery) movement programs for PD and continue to maintain my certifications in GYROTONIC and GYROKINESIS which I incorporate as therapeutic exercise for PD. In a typical day I



*Continued on Page 4*

## FOCUS ON ALUMNI An Interview with Julia Wood *(continued)*

address strategy training for dressing, functional mobility, transfers, handwriting, fine motor tasks, fatigue management and feeding. I also incorporate mindfulness training, cognitive fitness activities, and recommendations/training in assistive technology as appropriate.

I received a scholarship to complete my Fieldwork Educator Certification with AOTA at Thomas Jefferson University (TJU) and we have recently been asked to serve as a fieldwork site for TJU students, which will include the opportunity to partner in research projects. We are discussing plans to collaborate on research for cognition and fatigue management in the near future, with the hope of expanding the evidence base for the role of OT in management of Parkinson's disease and other movement disorders.

### **As you moved into your professional life as an OT, what are some of the things you're doing that you didn't expect to do?**

I am surprised to the degree that public speaking and activism are involved so early in my career. The Parkinson's community is very active and engaged with frequent events that my colleagues and I are expected to attend and present. I was awarded a scholarship for advocacy training and have become involved in activism for Parkinson's disease, which involves direct engagement by meeting with members of Congress in DC.

I am also surprised at how much I enjoy working with students, and I look forward to increasing my role by taking 2 students in a collaborative fieldwork model this fall. I participated in the collaborative model at Mayo in my Level II and

loved it, and I hope that I can excite future OT's about working with movement disorders.

### **Of all your areas of practice, what are you most proud of?**

I am most touched by the impact I make in the lives of my patients and their families. The look on a patient's face when they get up from a chair independently, fasten buttons without assist, or send photos of themselves walking their daughter down the aisle with ease makes my day! I strive to make my patients smile and laugh (when appropriate) every session, and it warms my heart when they are excited

“

*The look on a patient's face as they walk their daughter down the aisle with ease makes my day!*

”

to come to therapy. My work with patients with ALS and atypical Parkinsonian disorders is emotionally challenging yet rewarding when I receive hugs, emails and phone calls reporting how my recommendations made life easier.

### **What do you see for the future for your work with PD and the OT profession?**

I plan to begin my education in January at Thomas Jefferson University in an advanced practice certificate in neurological rehabilitation which could lead into my pursuit of an OTD degree. My hope is to positively impact the role of OT with PD and other neurological movement disorders through research, student education, and advocacy. I strive to expand my knowledge of how OT can positively impact occupational performance for individuals with movement disorders and help to educate other OT's, and the medical community, to increase awareness of the role of OT for this patient population. I wish to continue to learn from my patients in order to better improve their quality of life, and the lives of their families. ■

## FOCUS ON ALUMNI

# An Interview with A. Joy Huss

*OT Leader Shares Her Experiences as Part of Oral History*



**J**oy Huss was a leader in occupational therapy; most known for her skill teaching others about neurorehabilitative approaches to intervention. She was interviewed

in 2015 as part of an ongoing oral history project of Eleanor Clarke Slagle Lecture in Occupational Therapy. Occupational therapist and historian, Christine Peters, PhD, OTR/L, FAOTA, conducted the interview with support from past program director, Judy Reisman, PhD, OTR. To add understanding of key historical contributions in occupational therapy, Dr. Peters will integrate Joy Huss's oral history with those of other interviews as part of the Eleanor Clarke Slagle Lecture oral histories. The U of M Program in Occupational Therapy will add videos of these interviews to the OT archives while also creating learning materials for use by researchers and practitioners.

Joy Huss was a long-standing faculty member at the University of Minnesota and a mentor to many alumni. She was a favored lecturer, consultant and expert about intervention for persons affected by cerebral palsy and other conditions involving atypical muscle tone. Professor Huss did not boast of her accomplishments to her students. Dr. Peggy Martin, Director of the Occupational Therapy Program stated, "As one of her students in 1976, I was unaware that she had been presented the Eleanor Clarke Slagle Lecture and the significance of this honor." The lecture was titled, *Touch with Care or a Caring Touch?* and can be accessed on the AOTA home page. She writes, "If we, as occupational therapists, would begin to use touch in a caring manner, in time we could make a difference in our culture." A few sentences later, she writes, "We need to experience the touch that releases the energy that can refresh, regenerate, and revitalize us whether we are well or ill." Thank you, Joy Huss, for sharing your wisdom with the Minnesota OT community. ■



## Kelsey Stavenau, OT Class of 2015

**O**T students are known for their commitment to occupational therapy advocacy and service to people with occupational impairments. Kelsey Stavenau, 2015 OT graduate, epitomizes the values and work ethic of our Rochester cohort and deserves recognition for her service to the program, the profession, and persons living with occupational dysfunction and deprivation.

Kelsey served the program and her classmates through her roles as class secretary/treasurer, journal club chair, and co-chair of an event to celebrate and acknowledge how diversity impacts occupational performance. In her role

as treasurer, she coordinated a student-led fundraiser to support the St. Catherine Challenge, an American Occupational Therapy Foundation initiative to fund research. Combined with our Twin Cities students' total, the U of M OT program's total earnings were among the top three in the country. Beyond serving her program, the profession, and her classmates, Kelsey volunteered in a day program for persons with dementia, the YMCA Young Athletes program for children with disabilities, and the Miracle League adaptive baseball program. Kelsey is one of many of our Rochester graduates who work hard to make a difference. ■



# Rehabilitation Science

Tamara Vos-Draper, OTR/L, Rehabilitation Science doctoral student advised by Virgil Mathiowetz, PhD, OTR/L, was recently awarded a \$236,108 NIH R21 grant for the project, *Mobile and Remote Monitoring of Seating Pressure for Wheelchair Users with Spinal Cord Injury (SCI)*. Her co-principal investigator is Melissa Marie Banitt Morrow, PhD, who also works for the Mayo Clinic in Rochester. The goal of this project is to further develop their prototype personal-use, seat pressure monitoring system, which provides pressure map/visual feedback to a client via their smartphones. The long-term goals include the ability to alert or remind users to perform effective weight shifting and to reduce the incidence of pressure ulcers for wheelchair users with SCI. Congratulations Tammy for gaining federal support for your innovative work! ■

# ADA Celebrates 25 Years

We join the country to celebrate the 25th anniversary of the American Disabilities Act (ADA). The ADA, originally signed into law on July 26, 1990, prohibited discrimination based on disabilities. The ADA required public spaces to provide access to all people and for employers to reasonably accommodate disabilities at work.



Although the ADA has supported many changes that enable full participation of people with disabilities, our work is not done. Occupational therapists continue to design, reinforce, and support full participation in all daily activities of all people. ■



# Thank You to Fieldwork Educators!

A big shout out to our excellent fieldwork educators! As an integral part of our education team, fieldwork educators model interprofessionalism and provide our students the rich interprofessional experiences that guide the future of OT practice. We value these experiences and appreciate the time and energy you put into your work. If you are interested in becoming a fieldwork educator, please contact Chris Bourland at [stra0183@umn.edu](mailto:stra0183@umn.edu). ■

# Green Line Update



The Green Line light rail officially began service on June 14, 2013, linking downtown St. Paul to downtown Minneapolis and running through the heart of the University of Minnesota campus along Washington Avenue.

There are three stops on campus: the Stadium Village Station (just east of TCF Bank Stadium), the East Bank Station (on Washington Avenue between Harvard and Union streets), and the West Bank Station (on Washington Avenue between 19th and Cedar avenues). The East Bank Station is just steps away from the Children's Rehabilitation Center which houses our classrooms and many faculty of the Program in Occupational Therapy. ■

# What's New at the U! Follow the Crowd *by Amy Sitze*

## *Crowdfunding Provides Means to Raise Funds & Make a Difference*

**W**hen Warren Bischoff faced a bone marrow transplant to treat his non-Hodgkin lymphoma in 2008, he was realistic about his chances of survival. "There was a very good chance I was going to die," he says.

The senior managing director at RBC Wealth Management in Washington, D.C., decided to do his part to help researchers work toward a cure for his disease. Along with his family and friends, he raised \$83,000 for lymphoma research through a fundraising bike ride. "Taking action helped me deal with my cancer," says Bischoff, who is cancer-free today, "and it helped other people take action on my behalf."

So when his friend and fellow RBC executive Kevin (whose last name is omitted to protect his privacy) began treatment at the University of Minnesota for pancreatic cancer this year, Bischoff once again took action. He used the U of M's new crowdfunding tool to launch a fundraising campaign called Breaking Bald, in which 12 RBC colleagues across the nation shaved their heads in Kevin's honor.

The campaign exceeded its ambitious \$50,000 goal, with funds earmarked for the U's Pancreatic Cancer Research Fund.

Whether it's a bike ride like Bischoff's or a campaign to fund a student-run literary magazine, group fundraising efforts can have powerful results. The U of M's new crowdfunding website, launched in November 2014, allows anyone to create a page, set a goal, and begin raising funds for meaningful causes at the U. Unlike commercial tools, the site doesn't charge an administrative fee, which means 100 percent of each donation goes to the designated cause.

There are two main ways to raise funds: a team page or an individual page. On an individual page, multiple donors use one page to give to a cause. On team pages like Bischoff's, multiple users create pages that raise money for the same cause and goal. For example, many participants in the popular Goldy's Run, which raises money



for U of M Masonic Children's Hospital, choose to create team pages in which groups of people band together to encourage friends and families to donate—often in honor or memory of a loved one. This past year, individuals and teams participating in Goldy's Run brought in \$21,536 through the crowdfunding tool.

For Bischoff, crowdfunding has been more than just a fundraiser—it's an opportunity to do something positive in the face of a horrible disease. "We often feel helpless when it comes to helping our friends who are facing cancer," he says. "This gives us a chance to fight back, show we care, and have an impact." ■

*Make a gift to a current crowdfunding page or start one of your own.*

## Introducing Gold Mind

**T**here are a million websites where you can get information on everyday problems and insight into today's pressing issues. The University of Minnesota Alumni Association has made Gold Mind available to you as a source you can trust! Gold Mind is a collection of online videos on topics presented by University experts on health, career, arts and culture, publishing and traveling. UMAA also presents an Alumni Webinar Series where you can ask the speakers questions to get exactly the advice you need. Here's where you can find Gold Mind: <http://z.umn.edu/goldmindot>. ■



# OT Students in Action

## *National Wheelchair Water Skiing Day*



On Tuesday, June 16, 2015, nine students from the Occupational Therapy Program at the University of Minnesota took part in the adaptive water ski day on Lake Zumbro. The day is sponsored by Ironwood Springs Christian Ranch as part of the 27th annual National Wheelchair Sports

and Recreation Camp. The camp provides opportunities for participants to do activities not normally available to those in wheelchairs. One of the occupational therapy students, Drew Gregor said, "Volunteering...was an incredibly enjoyable and rewarding experience that I will never forget. I was fortunate to meet many participants that have completely changed my outlook on the word "disability." Their drive and motivation to engage in leisurely occupations such as water skiing was truly inspiring. They proved to me that living through meaningful

occupations is an essential part of life regardless of what obstacles may be in your way."

For many of the camp participants it was their first experience water skiing. Peter Keller, the event coordinator, thanked the program and stated: "This was one of the most well attended and successful ski days I can remember in my 20-plus years of doing this program. The willingness to help and the enthusiasm shown by the OT students contributed immeasurably to the experience of the campers. Although I was in the driver's seat of the boat most of the day, I witnessed students helping with transferring participants in and out of chairs, to and from boats, getting in the water and working directly with participants on pontoons, tubes, and kayaks, U of M students and staff skiing alongside the sit-ski, and just plain conversing with the participants. It was very encouraging and motivating for me to see others share in the passion I've had for years in making this day a positive, memorable experience for those who face the everyday challenges of living in and with a wheelchair." ■

## CLARION Interprofessional Case Competition

CLARION is a student-driven, staff/faculty-advised committee housed within the Center for Health Interprofessional Programs (CHIP) Student Center. CLARION creates and conducts co-curricular, interprofessional experiences for U of M Academic Health Center students based upon the Institute of Medicine's report *Six Aims for a New Healthcare System*. CLARION empowers healthcare students to work together to build a better healthcare system. CLARION strives to improve patient safety and

the quality of care through the promotion and development of interprofessional leadership, teamwork, and communication to facilitate the break down of the isolated disciplinary silos in which students are trained. Participation in



CLARION leads students to a more sophisticated understanding of the healthcare system in which they will practice.

CLARION programming culminates each year in a "capstone event" - a case competition in which interprofessional teams

*Continued on Next Page*



# CLARION *(continued)*

of students present a root cause analysis of a fictitious sentinel event to a panel of senior-level healthcare executives. The 2015 case, *A Stroke of Bad Luck* (lead author, Terrienne Jones, PhD, OTR/L and OT faculty), described the experiences of a middle aged woman in Appalachia as she experienced a stroke and transitioned from an acute hospital to sub-acute rehab, and ultimately back to her home, with home healthcare services. The case, grounded in a fictitious, large medical system focused on issues related to handoffs in care, team communication and community resources. Interdisciplinary teams of students from all over the country (representing medicine, OT, social work and health administration to name just a few) participated in local competitions to present their analysis of the case and recommendations for changes to the system. Local winners advance

*“ I gained an understanding of different health professions, and how their unique perspectives contribute to healthcare. ”*

to the national case competition. University of Minnesota OT student Kisha Patterson ('16) was on the Minnesota team that won our local case competition, winning a \$3,000 cash prize and advancing on to the national case competition held on April 18, 2015. Here is how she summed up her experience participating in CLARION: “I

gained important knowledge that will easily translate into my future professional career. I learned how to truly work as a team member, including skills for public speaking. I also gained an understanding of different health professions, and how their unique perspectives contribute to healthcare. On a deeper level, I learned more about myself; specifically how to utilize my strengths and navigate my weaknesses to become a better

team member and how to assert my opinion on issues that matter. Overall, the experience was invaluable. We received coaching from healthcare professionals working within the community, and it was one of the best hands-on applications of learning in which I have had the opportunity to take part.” ■

## Occupational Therapy Fellowship Awards for 2014/2015

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

**Nicole Huelsman, Katy Lindstrom, Diana Raska, Kalina Shaw**

**Borghild Hansen Memorial Fellowship in Occupational Therapy:** to provide financial assistance to students pursuing a degree in occupational therapy.

**Travis Knutson, Kristina LaBarre**

**McCauley, Alumni & Friends Occupational Therapy Fieldwork Graduate Fellowship:** to provide financial assistance to students while they complete the fieldwork requirement for their degree in the Program in Occupational Therapy. **Meghan Ashwill**

**Marie Louise Wales Fellowship:** for students who have the potential to improve childrens' health. **Alyssa Binenstock**

# The Power of Scholarships

The dollars our alumni and friends give to fellowship funds contribute greatly to the success of our programs and our students. Here is what some of our student fellowship awardees said about receiving your contributions to their education:

“I believe passionately in second chances and it is an honor and thrill for me to work in a field wherein I can help others to find their way through challenging circumstances.” *Jean Henze*



“Occupational therapists can have a lasting impact on a person’s quality of life and see clients progress from start to finish, which is very rewarding.”  
*Samantha Weaver*

In describing the experience of observing a two year old previously unable to walk receive occupational therapy: “It was such an incredible experience for me to witness the excitement of every family member, as they could not wait to show me <their child’s> progress. I know that these progressions were something that I wanted to be a part of for the rest of my life.”  
*Whitney Buesgens*

“My passion for occupational therapy stemmed after my grandma had a stroke. Occupational therapy helped her regain valued skills such as cooking, cleaning and sewing. I saw what a difference participation in these activities had on her attitude, motivation, and quality of life. This experience motivated me to pursue a career in occupational therapy where I could help others live a purposeful and meaningful life.” *Amanda Hoehn*



“Witnessing the positive physical and emotional outcomes occupational therapy had on patients was when I truly knew that this was the field I wanted to pursue.”  
*Elizabeth Rigstad*

Upon receiving the Borghild Hansen Memorial Fellowship Award, “It is difficult to explain how truly grateful I am to have received this award, so I will start off with a simple thank you. Due to Richard McCauley’s professional advancements and generous financial contributions to the Program in Occupational Therapy, incoming OT students, such as myself, are allowed a chance to reduce the financial burden of furthering our education. I am so honored...” *Melissa Thone*

“I knew by the time I started pursuing my bachelor’s degree that I wanted to be an occupational therapist. I hope to have the opportunity to work with children in the field of autism and occupational therapy.”  
*Kamrin Duncan*



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discovery happen!  
To give to the Program  
in Occupational  
Therapy go to  
[http://z.umn.edu/  
supportot](http://z.umn.edu/supportot).**

# Thank You for Your Generous Contributions to the Program in Occupational Therapy Fellowship Funds in 2014

## ***\$2001 to \$15,000***

- McCauley-Brown Foundation

## ***\$501 to \$2000***

- Blandin Foundation
- Ms. Annette R. Levey
- Dr. Judith E. Reisman
- Georgette W. Valle

## ***\$101 to \$500***

- Dr. Patricia A. Bugliosi
- Mrs. Joyce A. Carden
- Michele M. Combs
- Ms. Jennifer L. Fischer
- Dorian D. Ford
- Mr. Dennis R. Jordan
- Mrs. Jacquelyn A. Karvas
- Ms. Susan B. Koelmel
- Ms. Sonia M. Lager
- Mrs. Jean E. Marshall
- Ruth A. Nelson
- Mrs. Jeanette S. Nugent
- Odd Valle Marital Trust
- Ms. Elaine M. Schermann
- Dr. Erica B. Stern
- Ms. Jeanne R. Van Sistine
- Xcel Energy Foundation

## ***\$51 to \$100***

- Ms. Carla J. Butenhoff
- Michele A. Darger
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- Cathy J. Fritz
- Dr. Ralph L. Gerbig
- Ms. Stephanie L. Ley
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- Ms. Judith A. Powell
- Dr. Jacqueline M. Royce
- Winifred A. Schultz-Krohn
- Ms. Jan E. Stube
- Ms. Barbara J. Woodward

## ***Up to \$50***

- Ms. Marylynn H. Aalderks
- Mrs. Katherine A. Ables
- Ms. Debra J. Adducci
- Ethelmae N. Anderson
- Mrs. Amy K. Anderson
- Mr. Kory J. Badertscher
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- Ms. Kathleen C. Zawislak

If you wish to make a contribution, please visit:

<http://z.umn.edu/supportot> or call: U of M Foundation at 800-775-2187

# OT and Interprofessional Collaborative Practice

*Students in the Academic Health Center Learn Together*



PE, IPCP, IPCC, are acronyms for interprofessional education, interprofessional collaborative practice, and interprofessional collaborative care. In 2012 the University of Minnesota's Academic Health Center (AHC) was selected to be the home of the newly created National Center for Interprofessional Practice and Education. Through collaborations between the AHC and the National Center, the Minnesota Nexus (a public and private partnership) emerged. The MN Nexus supports the University's development of the 1Health initiative. This initiative tackles the idea that students across health disciplines need the skills to work together on interprofessional teams in a variety of care settings. These team skills will provide improved patient care, improved population health, and lower costs of care (<https://www.ahceducation.umn.edu/1health>), all important goals of today's triple aims of healthcare.

The University of Minnesota's Occupational Therapy Program is a key participant within the U of M 1Health initiative. OT students participate in all three phases of 1Health. During Phase I, health science students are oriented to foundations of interprofessional collaborative practice. Occupational therapy students join students from other health professions programs in small group discussion classes to learn about

healthcare systems, ethics, and communication among other topics. Not only do our first semester students participate in these sessions, but many of our fourth semester students return as student facilitators of these learning groups. Phase II focuses on skills of collaborative practice that students learn during their professional programs. Here, occupational therapy students have participated in interprofessional level I fieldwork and in interprofessional fellowships. Students also partnered with the Mayo physical therapy education program to support a fall prevention program in Rochester. More and more interprofessional learning activities are added each year.



Phase III brings learning that has occurred throughout the first two phases into practice and supports collaborative healthcare delivery when students are completing their fieldwork rotations. Occupational therapy students participated in a reflection and observation activity, followed by an interprofessional debriefing session comprised of students in nursing, pharmacy, and social work programs. At the debriefing session students shared their perceptions of team based care. This pilot experience helped students to better understand their professional role and their unique contributions to the healthcare team. They identified the skills to be active collaborators in any professional environment. ■

# Interprofessional Team Receives HRSA Grant

## *Grant Supports Innovative Approach to Healthcare Education*

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 and collaborative clinical practice among health professional students. The initiative received three years of funding through the Advanced Nursing Education Program of the Health Resources and Services Administration (HRSA). Occupational therapy faculty members Chris Bourland and Terrienne Jones represent the Occupational Therapy Program on this U.S. Department of Health and Human Services

grant. University of Minnesota students in the following programs are participating:

- Doctor of Nursing Practice (DNP) Psychiatric Mental Health Nurse Practitioner
- Doctor of Pharmacy (PharmD)
- Masters in Occupational Therapy (MOT)



The HRSA project team uses an innovative approach to education by placing students in interprofessional clinical teams at Touchstone Mental Health and The Wilder Foundation

Child Guidance Clinic. Based on the initial development and implementation of roles for students, four OT students began participating at the community organizations in Summer of 2014. These students just completed level II experiences in the Spring of 2015. Faculty, site leaders, and clinical colleagues are working together to ensure the students have positive learning experiences and understand their individual role as well as their role on the interprofessional team. OT faculty members, Chris Bourland, Terrienne Jones, Leann Shore, and Andrea Harrison support the students' educational needs alongside the students' non-OT educators in each setting.

Faculty and students are learning about the two clinical settings, about the other students participating in the grant, and about their own profession. As one student stated, "It has forced me to solidify my understanding of OT and to better educate others on the role of OT." A student from another profession stated, "I think I trust OT more, and I trust pharmacy now. I think I will come into a work setting and already have that trust."



## National Center for Interprofessional Practice and Education

Founded in 2000, the Academic Health Center Office of Education has developed support services for University-wide efforts in health professions education. Dr. Barbara Brandt, Associate Vice President for Education, leads the National Center for Interprofessional Practice and Education to advance innovations in education and interprofessional practice. Visit the Center's website for resources in leadership, collaborative practice and health system transformation, education, research and innovative models at: <http://www.ahceducation.umn.edu/interprofessional-resources>. The Center also offers academic program review resources and guidance at: <http://www.ahceducation.umn.edu/academic-program-review-resources>. ■

*Continued on Next Page*

## Interprofessional Team Receives HRSA Grant *(continued)*



AMHERST COLLEGE  
**WILDER**  
FOUNDATION

**Here for good.**

A key component of the grant is integrative mental health care.

One OT student recognized this component of the

experience, "The collaboration has informed my perspective and my treatment with clients is more holistic and well-rounded."

Students also identified their reception by the clinical sites. "They have been so embracing

and open to suggestions. I get feedback... that they're seeing the different approach of OT... or that OT might be a complement to what they're already doing."

Given that the settings currently

do not have OT's, faculty ensure that students are successful in both the interprofessional and integrative health components of the grant and that they also learn what it means to be an OT. As one student stated, "I can specifically see the OT piece that I am bringing to it and the change or impact with the clients."

The second, and last, group of students began participating in each of the organizations in June 2015. Faculty on the grant team will use the key learnings and relationships developed to continue our focus on interprofessional education and integrative mental health. ■



## Rochester Campus Update

**R**ochester is a growing community and there have been many ongoing planning activities that the OT department has been a part of this past year. Two significant efforts were Destination Medical Center (DMC) and ACT on Alzheimer's. As part of the DMC, the City of Rochester and Olmsted County's joint planning department has initiated a comprehensive city plan, known as P2S: Rochester Comprehensive Plan 2040 that encompasses planning efforts across the entire community. ACT on Alzheimer's is a statewide collaborative effort to foster dementia friendly communities across Minnesota. The ACT committee is committed to having the needs of dementia patients at the forefront of downtown planning. The OT program in Rochester is actively involved in supporting dementia friendliness by raising awareness, transforming attitudes, supporting caregivers and families touched by the disease and promoting meaningful patient participation in community life. ■

## OT Celebrating Diversity

**V**aluing cultural effectiveness in the delivery of occupational therapy, students from both campuses worked to increase their cross-cultural knowledge and skills by organizing a workshop entitled *Facing Differences: Impact on Health and Wellness*. Speakers included members from the Council on Black Minnesotans, Community Interfaith Dialogue on Islam, Chicano Latino Affairs Council and the Rochester Federal Prison. The workshop provided Participants with experiential and practical applications to bridge existing gaps in cross-cultural interactions with ethnically and racially diverse clients and communities. ■

# OT Faculty Scholarship

Our faculty in the Program in Occupational Therapy have expertise in many areas. Here is a list of the invited lectures and peer reviewed and non-peer reviewed (single authored and co-authored) presentations and publications for the 2014/2015 academic year. Please feel free to contact our faculty regarding these topics: [www.cahp.umn.edu/ot](http://www.cahp.umn.edu/ot).

## Peggy Martin, PhD, OTR/L

- *Preparing for the Future: Interprofessional Education and Collaborative Practice* (invited lecture)
- *Collaboration Ready: What It Is and How To Get There* (invited lecture)
- *The Legacy of Willard and Spackman* (reviewed presentation and poster)

## Meena Iyer, PhD, OTR/L

- *Neuro-developmental Disabilities: How Therapeutic Intervention Changes the Brain Through Neural Plasticity* (invited lecture)

## Terrienne Jones, PhD, OTR/L

- *A Stroke of Bad Luck. CLARION Interprofessional Competition Case* (non-peer reviewed publication)

## Virgil Mathiowetz, PhD, OTR/L, FAOTA

- *Comparison of Cadaver Prosection Lab to Online Anatomy TV for Teaching Anatomy* (reviewed presentation)
- *Multidisciplinary Clinical Rehabilitation: Effects of Occupational Therapy Task-oriented Approach in Upper Extremity Post-stroke Rehabilitation* (poster presentation)
- *Evidence-based Literature Review on Fatigue Management and Adults with Multiple Sclerosis* (poster presentation)
- *Comparison of a Gross Anatomy Laboratory to Online Anatomy Software for Teaching Anatomy* (peer reviewed publication)

## Corey McGee, PhD, OTR/L, CHT

- *OT Student Learning in Acute Care Contexts: Blending Online, Classroom, Simulation, and Fieldwork Education* (reviewed presentation)
- *Activation of the First Dorsal Interosseous Muscle Results in Radiographic Reduction of the Thumb CMC Joint* (reviewed presentation)
- *Determining Validity of Measures of Pain and Perceived Effort of Women with Hand Osteoarthritis During a Jar Opening Task* (poster)
- *Differences in Hold Force Requirements of Women With Hand Arthritis When Opening Jars With and Without Joint Protection Strategies* (poster)

## Michael Potegal, PhD, LP

- *Acquired Autistic Behaviors in Children with Mucopolysaccharidosis Type IIIA* (peer reviewed publication)
- *Quantifying Behaviors of Children with Sanfilippo Syndrome: The Sanfilippo Behavior Rating Scale* (peer reviewed publication)

## Patricia Schaber, PhD, OTR/L, FAOTA

- *Tracking Care Partner Concerns in Caring for Family Members with Neurocognitive Disorders* (poster)
- *Tracking Progression of Cognitive-Functional Decline Over Time in Patients with Neurocognitive Disorders* (poster)
- *Early to Middle-stage Neurocognitive Disorders: Effect on Occupation and Occupational Therapy Evaluation and Intervention* (non-peer reviewed publication)
- *Searching for and Identification of Signature Pedagogies in Occupational Therapy Education* (keynote address)

## Patricia Schaber, PhD, Corey McGee, PhD, and Terrienne Jones, PhD

- *Building Student Community in a Hybrid Program* (peer reviewed publication)

## Leann Shore, OTD, OTR/L

- *Occupational and Physical Therapy in Educational Settings: A Manual For Practitioners* (non-peer reviewed publication)

## Erica Stern, PhD, OTR/L, FAOTA

- *CarFit Canada: Lessons Learned From an International Collaboration to Enhance Community Engagement, Promote Public Safety and Injury Prevention* (non-peer reviewed publication)



Faculty of the Program in Occupational Therapy  
Seated: Christina Bourland, Peggy Martin, Patricia Schaber, Erica Stern, Virgil Mathiowetz  
Standing: Michael Potegal, Meena Iyer, Terrienne Jones, Corey McGee, Leann Shore

# Focus on Faculty: Terrienne Jones, Ph D, OTR/L

It's been a busy year for Terrienne Jones (BS '92), faculty member since 2008. In addition to earning her doctoral degree in occupational therapy from Nova Southeastern University, Terrienne was the AOTA representative to the CARF International Standards Advisory Committee to revise the Dementia Care Specialty Program standards. She was the lead case writer on the 2015 CLARION case *A Stroke of Bad Luck* (see page 8) and was an invited presenter for two statewide webinars: *Functional Assessment of the Older Adult* (Minnesota Gerontological Society) and *The Role of the Environment in Quality Dementia Care* (Alzheimer's Association and Aging Services of Minnesota.) In addition, Terrienne provided clinical supervision for a Level II Fieldwork student at Touchstone Mental Health

as part of the HRSA grant team (see page 13). Terrienne will be presenting two sessions at the MOTA conference this fall; one on Home Health Care and the other on Creating Effective Caregiver Education. In the OT department, Terrienne continues to teach OT 6111, Occupations as Therapy and OT 6312, Psychosocial Approaches. She is transitioning to the role of Director of Continuing Education and is the department's representative on several Academic Health Center interprofessional education committees. ■



## New Staff to the Center for Allied Health Programs

### JENNIFER F. CALLINAN

Jennifer joined the Center for Allied Health Programs (CAHP) at the University of Minnesota Twin Cities campus in August of 2014 as a Student Advising Coordinator.

Before coming to CAHP, Jen worked in TRIO: Student Support Services, at Metropolitan

State University in Saint Paul. Jen graduated in 2004 from the Theatre & Dance Department at Minnesota State University Mankato and worked in the campus admissions office as a recruiter immediately following graduation. During her time in Admissions, Jen completed her Masters of Science in Educational Leadership and has since spent 10 years in higher education. One day, she hopes to learn as many languages as possible and travel around the world! ■



### RHONDA M. LAYER

Rhonda came to the Center for Allied Health Programs in October of 2014 after working in the Office of Student Affairs at the University of Minnesota

School of Dentistry

for nine years. As Projects Coordinator for CAHP, Rhonda works with faculty and staff on CAHP communications, major events such as Commencement, continuing professional education programs and alumni relations. She has a bachelor of science degree in family social science, a graduate certificate in innovation studies and a master of liberal studies degree. Rhonda encourages all alumni to stay connected! If you'd like information or have questions about Program in Occupational Therapy events, please contact her at [layer006@umn.edu](mailto:layer006@umn.edu) or call 612-625-8936. ■





# Commencement

The Center for Allied Health Programs held Commencement on December 12, 2014 at the McNamara Alumni Center. Master of occupational therapy students who were eligible for Level II Fieldwork in January of 2015 participated in the ceremony. Approximately 500 guests, including graduates and their proud friends and family, attended the ceremony.

Dr. Patricia Schaber led the procession, carrying the ceremonial mace of the University of Minnesota, followed by faculty, distinguished guests, and graduates.



*Ms. Martha E. Anderson – student speaker*

Dr. Barbara Brandt, Associate Vice President for Education in the Academic Health Center was the guest speaker. Dr. Brandt spoke about the future of the profession with an emphasis on the graduates' role as members of the interprofessional



healthcare team. She encouraged students to be innovative in their practice and life-long learners. The student address was given by Ms. Martha E. Anderson.

Each student was recognized as they walked across the stage and received congratulatory handshakes from the Honorable John R. Frobenius, University of Minnesota Regent, Dr. Stephen Lehmkuhle, Chancellor of the University of Minnesota Rochester, Dr. Barbara F. Brandt, Associate Vice President for Education, Academic Health Center and Dr. Peggy Martin, Director of the Program in Occupational Therapy. ■



*Dr. Patricia Schaber*

## 2014 Commencement MOT Participants

Meghan J. Ashwill  
Katy L. Betten  
Alyssa M. Bielawski  
Alyssa M. Binstock  
Amanda R. Blom  
Kathryn A. Boland  
Emily K. Buche  
Kali R. Carlson  
Rachel L. Carpenter  
Erika L. Emmons  
Nicole M. Halvorson  
Laura J. Hamel  
Elizabeth M. Harris  
Carly A. Herrick  
Victoria F. Holmquist

Kimberly A. Klein  
Amanda R. Koethe  
Samantha S. Kozlicki  
Benjamin L. Krolak  
Lynanne M. MacDonald  
Lauren R. Manaugh  
Courtney N. Mason  
Hailey A. Meier  
Candace N. Mitchelle  
Emily A. Muller  
Darci R. Naig  
Abbey A. O'Donnell  
Kenlyn M. Plonka  
Lindsay R. Pruski  
Stacey M. Reding

Kally K. Reindl  
Angela M. Richardson  
Colleen Mae Rubin  
Ryan R. Sadowski  
Sarah K. Schulz  
Darcy L. Skjei  
Kristy L. Skowlund  
Melissa Marie Sowers  
Kelsey L. Stavenau  
Abbey L. Turgeon  
Kimberly Lynn Van Andel  
Brianna M. Wall  
Maryna J. Wegwerth  
Elizabeth A. Wick

## MARK YOUR CALENDAR!

# Third Annual State of OT Forum Saturday, March 19, 2016

It's never been more important for occupational therapy practitioners to appreciate the impact of state and federal legislation on practice. Learn what's going on, talk to others in your area of practice to share experiences, brainstorm and identify strategies for navigating the changing world of occupational therapy. Please join us on Saturday, March 19, 2016 for the third annual State of OT Forum. The forum is slated to begin at 4:00 p.m. at the TCF Bank Stadium Indoor Clubroom (CEUs will be offered.) There will be a happy hour/networking event and dinner to follow. Watch your mail box and email for more details. If you have questions, you may contact the Center for Allied Health Programs; call Rhonda Layer, Projects Coordinator at 612-625-8936. ■

## Second Annual Alumni & Friends Event (State of OT Forum) a Great Success!



Standing: Dr. Kristi Haertl, Dr. Beth Jones,  
Dr. Charles Christiansen, Ms. Barbara Larson  
Seated: Ms. Joy Huss, Dr. Rondell Berkeland

The 2015 OT Alumni & Friends event was a great success, celebrating 69 years of the Program in Occupational Therapy at the University of Minnesota. Dr. Charles Christiansen was our keynote speaker. His presentation, *Back to the Future: Putting Occupation Back into Practice* stressed the importance of quality and value in

occupational therapy and evidence based interventions delivered for client centered care. As occupational therapists we need to understand the client's story and deliver care in the context of the client's life.

After Dr. Christiansen's presentation, a panel of OT practitioners discussed how they put occupation back into practice. Panel participants were Monica Heltemes, founder of Mindstart; Kim Rice of North Memorial Hospital who works in home care; Sally Schumack from the Bloomington School District; and Merri Vitse, OTA, who has been a strong advocate for occupational therapy assistants.

Dr. Christiansen met with the faculty of the Program in Occupational Therapy the afternoon before the event. As founding director of the Center for Allied Health Programs in 2006, he led a discussion of the development of the CAHP. Now the CAHP is home to both the Program in Occupational Therapy and the Medical Laboratory Sciences Program. Dr. Christiansen also pointed out that this program is emulated across the country and it's seen as a model for others. "I still think there's lurking potential here that I would love to see Minnesota take advantage of." He feels that with the right leadership, the CAHP can be a leader in the innovation of interprofessional communication and can incorporate additional healthcare programs of the University into the Center to further interprofessional education. ■



Attending the 2015 Forum were Members of the OT Class of 1998: Ms. Tami Gebel, Ms. Kris Freitag, Ms. Chris Bourland, Ms. Sally Schumack

# A Special Shout Out!

## 50th Anniversary OT Class of 1965

Daniel F. Belden  
 Helene K. Berg  
 Mary Louise Bronn  
 Claire J. S. Brumback  
 M. C. Cans  
 Wiltse P. Crompton  
 Hazel B. Englund Wecal  
 \*John R. Ermisch  
 Judith M. Fenlason  
 Cathy J. Fritz  
 Nancy A. Gregg  
 Karen J. Hall  
 Janice H. Hemming  
 \*Jacqueline L. Herzog  
 Sheila L. Kantar  
 Calin L. Kelley  
 Geraldine L. Kingsberg  
 M. R. Larson  
 Nancy E. Lauman  
 Susan G. Lustig  
 Janet R. Marx  
 Edwina Nagahashi  
 Frances B. Olsen  
 Joyce A. Page  
 \*Mary L. Peterson  
 Elaine M. Rask  
 Catherine H. Reardon  
 Sister M. G. Schroedl  
 Linda Jo Wagoner  
 Jean M. Wanner  
 Victoria S. Werner  
 Ellaine Woldorsky  
 \*deceased

## 25th Anniversary OT Class of 1990

Susan E. Beckwith  
 Erin M. Bernier  
 Linda A. Brinkman  
 Christine L. Brunko  
 Patricia A. Carroll  
 Laura Anne Corwine  
 Andrea M. Dennis  
 Douglas L. Espe  
 Rose M. Feeney  
 Sonja J. Halvorson  
 Mary Hearst, M.P.H.  
 Kristine L. Kalber  
 Terri A. Kuczumski  
 Kristi L. Lindquist  
 Kari J. Lippert  
 Lynne R. Maine  
 Shari Martin  
 Lisa L. Mix  
 Gail A. Neufeld  
 Debra A. Ofenloch  
 Dorinda Oliver  
 Wendy R. Palaia  
 Dawn P. Parker-Korinek  
 Kimberly Phillips  
 Gregory C. Rife  
 Susan J. Schneider  
 Randy A. Schwanke  
 Carol F. Stocker  
 Kristine L. Taylor  
 Andrea R. Wain  
 Shari T. Weber  
 Mary E. Weber  
 Lisa R. White-Solberg  
 Sheila M. Wirfs

## U of M Campus 50 Years Ago

### Visitors Come to U



People come from outside the University to teach and learn. The Ballet Folklorico de Mexico was a cultural exchange. Folk singer Jim Rice sings of life's problems and joys. High school journalists attend workshops. Sports fans fill Williams Arena during hockey season. Perry Como's program was televised from Northrup.

Image Courtesy of University of Minnesota Archives

## 1990 - President George Bush signs the Americans with Disabilities Act



**W**e would like to recognize your class at the next State of OT Forum to celebrate your 50th and 25th graduation anniversary. Please contact Rhonda Layer, Projects Coordinator, at [layer006@umn.edu](mailto:layer006@umn.edu) or 612-625-8936 to make arrangements. We would love to reserve space for your class to come together and reminisce. ■

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**Center for Allied Health Programs**

UNIVERSITY OF MINNESOTA

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