

Program in Occupational Therapy



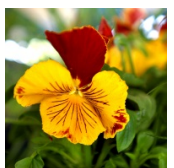
Expanding Occupational Fieldwork Sites across MN

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Occupational Therapy: Helping Soldiers at Home

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Fall 2012

Alumni News

OT faculty pictured above from left to right: Chris Bourland, Erica Stern, Patricia Schaber, Corey McGee, Terriane Jones, Peggy Martin, and Virgil Mathiowetz.



From the Director's Desk

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

We are steeped in history. I know that each and every one of you played an important part in forming what we are today. Did you know that Occupational Therapy at the University of Minnesota actually began in 1918 as a short training course offered by the College of Education to prepare reconstructive aides to serve wounded soldiers during WWI?

OT returned in 1928 when the College of Education and the Medical School with the co-operation of certain departments in the College of Science, Literature, and the Arts offered a short-lived Bachelor of Science degree. Borghild Hansen, the first director of the current program, graduated from this early program.

A bachelor's degree in OT returned in 1946; this time located in the Medical School. Occupational therapy practice as described in the *Bulletin of the University of Minnesota*:

Department of Physical Medicine 1954-1957 was to "use creative and manual arts, educational, recreational, and prevocational activities in aiding recovery from disease or injury" (pg 7).

We grew into an academic Master of Science degree program in 1997, and ten years later in 2007 we matured into a professional Master of Occupational Therapy degree, which is now located in the newly created Center for Allied Health Programs. This year marks the 66th year of continuous occupational therapy education at the University of Minnesota.



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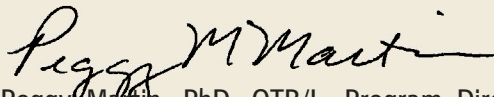


From the Director's Desk (continued)

I am struck by the consistency of our core belief in the ability of human occupation or everyday activity to cure human ails. Our Program retains these values today. We believe that meaningful everyday activity is an important part of living healthy lives. This belief grounds everything that we do. Just this week I listened to a mid-aged woman who uses an electric wheelchair describe her excitement at re-learning how to transfer to a manual wheelchair so she can attend community events in friends' cars rather than relying on adapted transit. I was struck by both the simplicity and the complexity of how we promote health and cure ails.

Change is constant in today's world and for us at the University of Minnesota. At our Twin Cities campus, students practice home skills in a modified apartment-type setting in our new experiential learning lab. We've also added a small group room enabling students an additional space to work on research and other projects. This summer we are moving ahead with plans to update our 48-year old classrooms. One component, movable tables and chairs, will allow us to quickly and easily transform our rooms between classes to support more interactive and practice-based learning.

We have experienced much change as we've transitioned four leadership positions at the University; President, Vice President for Academic Affairs, Vice President for Health Sciences, and Director of the Center for Allied Health Programs. We look forward to our future. Although we miss the wisdom of those who have left, we welcome the ideas and visions of our new leaders. I encourage you to share your stories with me about how occupations promoted health and well-being for you by phone at 612-626-4358 or email me at marti370@umn.edu. Please come for a visit!



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

Occupational Therapy Then and Now



Photos from top left to right depict therapists engaged in creative, manual, and recreational activities as described in the *Bulletin of the University of Minnesota: Department of Physical Medicine 1954-1957*. Photos on bottom left to right depict Michelle Pose (Saint Catherine University) and Jillian Mazura (University of Minnesota) at a Car Fit Event in Saint Paul in April of 2012.



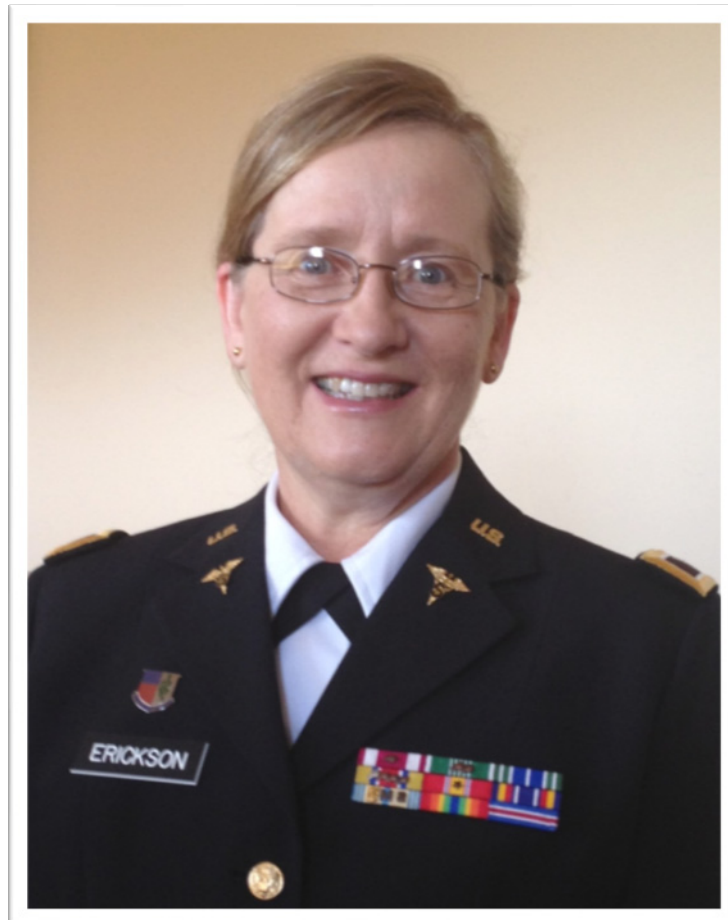
Occupational Therapy Helping Soldiers at Home

This year, Mary Erickson (COL - retired), ended 37 years of service in the Army Reserves that began in 1974 with her enlistment in the Women's Army Corps. After working at the University of St. Catherine (1995-2000), the University of Minnesota was lucky to have her as an active faculty member from 2000 to 2003. Many U of M graduates will remember her as their teacher in Compensatory Rehabilitation, Issues in Mental Health, Anatomy Lab, and Medical Science. But it is her actions on the national stage that are best known and that have integrated Minnesota occupational therapists so thoroughly within the national efforts to help returned soldiers and other service members.

After the 9/11 attack, Mary was mobilized to active duty in February, 2003 and served until July 2011. During those years, she led or was involved in many of the most important national programs associated with Army rehabilitation and reintegration. These include her work as a Combat Operational Stress Control Officer with the 88th RRC Surgeon's Office (2003-2007), where she was responsible for developing and implementing a national *Deployment Cycle Behavioral Health Support Program for Army Reserve Soldiers and their Families*, and provided direct consultation, education/referrals and addressed topics including stress control, grief and loss, health, well-being and resiliency.

From 2007 to 2010 Mary served as the Reintegration Branch Chief at the Proponency Office for Rehabilitation and Reintegration (now the Rehabilitation and Reintegration Division of the Office of The Surgeon General—Army (R2D, OTSG-A). In this capacity, she helped develop national policies and strategically guide family wellness and reintegration care for wounded, ill and injured soldiers. Her expertise contributed immeasurably to the Warrior Transition Command's (WTC) *Comprehensive Transition Plan* (in which she defined the integral role of occupational therapists in the WTC) and to the publication of the *Warrior Self-Assessment*. For these and other works, she was awarded the Surgeon General's 9A designator.

More recently, Mary served as the Individual Mobilization Augmentee (IMA) Chief, Occupational Therapist Section where she authored the policy for *Animal Assisted Therapy in a Combat Operational Stress Control Unit*, and continued to address issues such as the role of Army OT in Behavioral Health, Deployment Public Health, and mild Traumatic Brain Injury (mTBI) Programs.

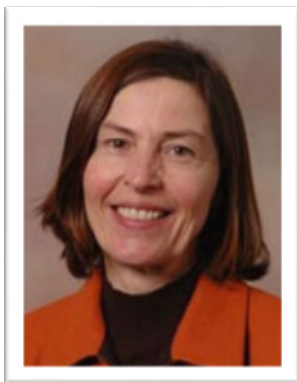


member Erica Stern to help describe the issues and find effective ways to assist Soldiers' reintegration to driving on American roads. As Erica notes, "COL Erickson is devoted to providing the best care to our Soldiers and, one of the ways that she accomplishes this is by being an expert at networking resources. She has an amazing memory, and always knows the right person to bring into a task. She brought both Mary Radomski (Clinical Scientist, Sister Kenny Research Center) and me into the Office of The Surgeon General—Army, giving us the extraordinary opportunity to assist reintegration on a national scale." COL Erickson's accomplishments resulted in her recognition as the Association of the United States Army (AUSA) Vesey Chapter "Soldier of the Year".

The University of Minnesota is proud to recognize her achievements! Thank you, Mary—for sharing yourself with us and for dedicating your career to our service members' health and well-being.

Focus on Faculty

Dr. Patricia Schaber receives the Minnesota Occupational Therapy Association (MOTA) Communications Award



Patricia Schaber (PhD, OTR/L) is an associate professor in the occupational therapy program and has published about the scholarship of teaching and learning (SoTL), as well as the scholarship of the OT practice about dementia.

Dr. Schaber was presented the Minnesota Occupational Therapy Communications

Award at the Minnesota Occupational Therapy Association (MOTA) Conference in 2011. The award honors “a MOTA member who has creatively contributed to the development of the body of knowledge of the profession” for contributions that improve practice in occupational therapy to serve clients and/or to highlight the ever developing profession of Occupational Therapy.

She recently co-authored a chapter titled *Relational Learning and Active Engagement in OT Professional Education* in the book, *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of the Mind*. This chapter traces occupational therapy professional education over the past fifty years, searching for the disciplinary approach to preparing future professionals. Her research interests in SoTL include examining the pedagogies in hybrid or blended learning formats.

In the scholarship of OT practice in dementia, Dr. Schaber authored the *AOTA Practice Guidelines for Adults with Alzheimer's disease and Related Disorders* and is releasing an AOTA Continuing Education (CE on CD) to accompany the *Guidelines*. She is active with the Alzheimer's Association in Minnesota and is serving on the Medical and Scientific Advisory Council of that organization. A requirement of receiving the award is to provide a one hour lecture at the 2012 MOTA conference in Bloomington, MN, next October.

Instructional Support Staff Teaching Collaboration

The Program in Occupational Therapy created a unique model of faculty to meet our goal of offering current, clinically relevant, evidence-based, and well-taught courses using hybrid methods of teaching. Our model includes four different categories of faculty to achieve our educational goals.



Course directors are generally full-time faculty who participate in the tripartite mission of teaching, scholarship and service. These faculty members conduct research and serve on the program's curriculum committee with vested in curriculum decision-making power.

Instructional support staff members provide specific expertise in teaching and work under an assigned course director. We hire three designated roles of instructional support staff, each of which is described below. Generally these are part-time clinicians hired to enhance the online or in-class part of a specific course.

- 1. Laboratory instructors** carry out in-class learning activities as directed by the course director such as when evaluating student laboratory performance, ensuring safe laboratory practices and increasing faculty to student ratios to maximize learning.
- 2. Clinical instructors** provide online teaching support through activities such as grading key assignments, engaging in online discussions, and collaborating with the course director in the analysis of real-life, real-time clinical cases.
- 3. Client instructors** also enrich learning activities as directed by the course director through participation in online learning activities, grading assignments, contributing to online and face-to-face discussions in addition to standard participation in laboratory experiences. We have hired one client instructor to date and plan to hire more in the future. This member keeps us anchored in our ultimate purpose of improving health of our communities.

Fieldwork Sites Expand Across Minnesota

The Center for Allied Health Programs was originally mandated to provide an accessible, innovative OT curriculum that would graduate occupational therapists to meet the work force needs of Minnesota. Historically, we have placed most students for their Level I and Level II Fieldwork in Twin Cities based sites. Today however University of Minnesota OT students go all over the state to complete their clinical education. Even Level I students are completing clinical experiences in outstate Minnesota, thanks to the flexibility of the hybrid curriculum, which frees up time during the week so students can spend several days in a row at a site. Students have learned from fieldwork educators outside of the metro region including:



If you represent a potential fieldwork located in greater Minnesota and would like to develop a fieldwork program, we can help set up a contract if needed, collaborate in developing learning objectives and help place students at your site. Taking students is an excellent way to recruit future employees (see *contact information for Chris Bourland to the right*).

We are also looking for donors who can help us expand our presence in all of greater Minnesota by supporting students who travel to outstate locations. Even a small donation can help offset the cost of two nights in a local motel to complete a Level I FW at a great outstate location.

Coordinating Fieldwork Chris Bourland



As a graduate of this program, I feel a special connection with the history and traditions of this program.

I was recently reflecting on how alumni help me do my job, and the answer was obvious — you are essential! As a newly transitioned mental health clinician to Coordinator of Fieldwork, I have come to

truly appreciate the key contributions that you provide to our current students. I am amazed and impressed at your knowledge when I read your answers to the questions students asked of you in their Level II Fieldwork interviews. Many students write about your passion for your career and the partnership you model for students to join you in practice.

From alumni, I hear that students energize you, revitalize your practice, and teach you as much as you teach them. To all of our alumni educators, I thank you for your support and dedication to our profession and to our students!

To those of you who have not taken on a student, but want to consider doing so, please call me - I'm glad to help you get started!

**Support U of M OT
students in fieldwork!**

Please contact:
Chris Bourland (MHA, OTR/L)
(612) 626-3995 or stra0183@umn.edu

Spotlight on Alumnae



Kirsten Prouty, MS,OTR/L

I graduated in 2001. Faculty at that time were Judy Reisman, Patricia Shaber, Erica Stern, Diane Anderson, Virgil Mathiowetz, and Cheryl Meyers. My best memory of OT school was the group projects and the predictability of where everyone sat with their daily 'table partners'. I can still picture our classroom and who sat where!

My first job was at St. Mary's Hospital (Mayo system) in Rochester, MN. Since then I've worked in various roles as an OT. When my first child was born, I had just completed NDT certification with interest in acute rehab. I changed from being an OT supervisor in the acute hospital setting to working in an acute rehabilitation center. My current position has evolved into part-time, as my family has grown. I now job-share with a fellow UMN graduate, Liz (Keifenheim) Larsen, which has made work so much more fun! I've recently added another part-time role to my work, Clinical Liaison/PPS Coordinator. Although I'm still learning, the job is unique to acute rehab units, and I appreciate the opportunity to add this variety to my ever-growing Occupational Therapy knowledge base.

I also coordinate the observation, Level I, and Level II OT students for our post-acute rehabilitation setting. I've been lucky to have consistent contact with OT students. I believe that the hands-on experience they get in Level I and Level II OT fieldwork is critical to their development as future OTs. Most students come with great anticipation and leave the experience grateful for the "real-life" experience. This year, I've added mentoring a high school student through The School of Environmental Studies, a structured "mentorship" program. In addition, I have focused energy on literature reviews, and developing an assistive technology program within our rehab department.

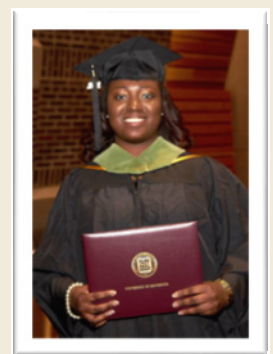
I'm now helping in the classroom at the UMN OT program, where I help teach a first semester course, OT 6113: OT Process for Community. Until I assisted in the course last fall, it was hard for me to wrap my head around the "hybrid" OT program, since it seems to be so different from when I learned in the classroom, full-time for 5 days a week. It was good for me to return to room 262 of Children's Rehab to help grade students' project presentations. I saw that they still have class together, and that the learning isn't all on-line. Students still do projects as a group and interact with other students that (in my opinion) is so helpful in learning and studying.

Spotlight on Students

Rebeca Chery, Class of '12

Rebeca Chery, UMN Class of 2012 Occupational Therapy graduate at Rochester, was awarded the Minnesota Campus Compact Chancellor's Awards for Public Engagement: Student Leadership Award for her exceptional leadership at the University of Minnesota Rochester where she worked and studied prior to joining the OT Class of 2012. Rebeca was the student leader for the AmeriCorps Students in Service program at the University of Rochester and was an amazing advocate for service in the Rochester community and a great support to other students in the program.

Rebeca completed more than 700 hours of community service including membership in the Kiwanis International, providing social support to families through the Adopt-A-Family program, and assisting daily living activities at Assisi Heights. Rebeca has helped to inspire and foster a strong community committed to civic engagement on the Rochester campus.



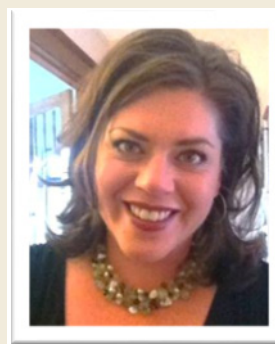
Thank you, Rebeca, for bringing honor to the Program in Occupational Therapy! We congratulate you on your achievements!

Students Benefit from Hybrid Learning



We asked current OT students to describe their experience in the hybrid curriculum. Common themes included flexibility learning at an individual pace and spending as much time as needed to learn more complex or difficult-to-grasp content. Many students found it easier to work and fit in other commitments such as level I fieldwork. Others described improved time management and motivation to learn since starting the hybrid OT program. First year student, **Kelly Keuffer**, stated that “the whole curriculum prepares you for the real world where you have to structure your own time. Here you have to figure out how to be a successful learner and how to seek out information you need”. Another first year student, **Bree Funk** (pictured left),

added, “and the professors make themselves very available to us even though we’re not in class.” Students who are parents especially appreciate the flexibility of the hybrid curriculum. First year student, **Nancy Her**, mother of three young children, likes the convenience of the online modules and that she can complete her assignments around her family’s schedule. Another first year student, Julia Wood, added “when my child is day.” Second year student, **Katie Carlson** (pictured right), currently completing her second Level II Fieldwork, thinks that her skill in self-directing her time was honed during the hybrid OT program; easing her transition to Level II Fieldwork. Katie also described accessibility of professors listing email, phone or in-person and drop-in visits as ways of connecting with professors. When Katie attended the AOTA National Student Conclave in November 2011, she was pleased that AOTA President, Florence Clark, “knew the UMN faculty and about the hybrid curriculum”. We are happy that students seem to appreciate the flexibility and autonomy provided by the hybrid curriculum. Students utilize the opportunities to self-direct and manage their engagement in the occupation of being a student!



Program in Rehabilitation Science



The Program in Rehabilitation Science continues to prepare PhD and Masters students for academic and scientific careers in rehabilitation related fields. There are currently 15 students enrolled in this program. Three new students began their studies in fall 2011, including Tara Mader, advised by Dr. Dawn Lowe; Divya Bhaskaran, advised by Dr. David Nuckley; and Lynda Anderson, advised by Dr. Peggy Martin. Four Rehabilitation Science students graduated in 2011: Bernadette Gillick, PhD, PT completed her PhD in July of 2011 investigating “Pediatric Hemiparesis: Synergistic Treatment Using Repetitive Transcranial Magnetic Stimulation and Constraint-Induced Therapy.”

Bernadette was advised by Dr. James Carey and is now in a tenure track faculty position here at the University of Minnesota. Khader Al Mhdawi completed his PhD dissertation “Effects of Occupational Therapy Task-Oriented Approach in Upper Extremity Post-Stroke Rehabilitation,” in August of 2011, advised by Dr. Virgil Mathiowetz. Khader is currently in a tenure track faculty position in Occupational Therapy in his native Jordan. Jarrod Call completed his PhD dissertation “Eccentric Contractions and Dystrophic Muscle: Strength Loss, Recovery, and Adaptation” in September of 2011, advised by Dr. Dawn Lowe. Jarrod is currently a post-doc at the University of Virginia in Charlottesville. Xiaolin (Selena) Zheng completed her masters degree Plan B project in October, advised by Dr. LaDora Thompson. Congratulations to all of these accomplished graduates!

OT Students Travel to Honduras

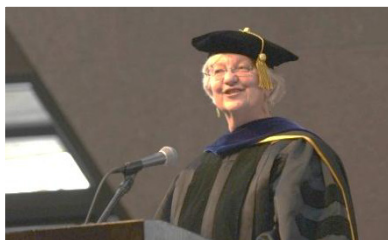
Several OT students helped deliver a day camp for children with special needs in Honduras. The camp, sponsored by Shy Ministries of Clark Grove (MN) gave opportunity to practice OT more independently than we typically can as first year OT students in the U.S. Prior to the trip, we planned themes for each of the four days of camp. Once there, daily activities were refined according to the theme. Activities were fun and involved motor skills, concentration, socialization, and more. Every day, we planned and implemented one-to-one activities with each child; although we asked advice from the other students and the supervising OTR. Afterwards, we wrote SOAP notes for the children's day camp files. We had lots of interaction with others who lived at the children's home as well as those who attended a feeding program. It was a great experience to interact with children from a different culture and who spoke a different language. It was a wonderful experience in so many ways, but especially in experiencing a different culture from what we are typically accustomed to in the US. Our time was much appreciated by parents because this annual day camp is the only special education these students receive. Unlike the United States, Honduras does not provide special accommodation in the public schools. We now appreciate the opportunities for people with disabilities in the United States. We also appreciate the challenges when a language barrier is present. We can better appreciate the difficulties that might occur while providing therapy to someone who does not speak fluent English. It was rewarding to see the progress made by the children in just four days. These trips are very important for all occupational therapists and occupational therapy students to experience. We wish that all of our classmates could have joined us in Honduras!



Graduating Class of 2012



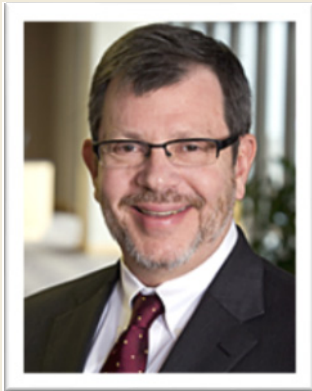
December 16, 2011 marked the graduation of the OT Class of 2012 at the McNamara Alumni Center. Students from both the Twin Cities and Rochester campuses, along with their friends and family, celebrated the Center of Allied Health Program's commencement ceremony. Katie Carlson, OTS, Class President for students attending class in the Twin Cities, delivered the welcoming address on behalf of the graduating class. Commissioner Edward Ehlinger from the Minnesota Department of Health delivered the commencement address. Before being appointed as the commissioner, Dr. Ehlinger served as Director and Chief Medical Officer for Boynton Health Services at the University. Graduating Occupational Therapy students walked across the stage to receive their diploma and a handshake from the program director, Dr. Peggy Martin and The Honorable Maureen Ramirez from the Board of Regents. A reception followed the ceremony.



New U of M Leadership



University of Minnesota President



Eric Kahler, Ph.D., became the 16th president of the University of Minnesota on November 18, 2010. Most recently Dr. Kahler served as provost and senior vice president for academic affairs at Stony Brook University in Stony Brook, New York. He received an undergraduate degree from the California Institute of Technology and a Ph.D. in Chemical Engineering from the University of Minnesota. Welcome Dr. Kahler!

University Senior Vice President for Academic Affairs and Provost

Dr. Karen Hanson was chosen by President Kaler to serve as senior vice president for academic affairs and provost. She began her administration in February 2012 and will oversee the academic activities and budgets of the university, faculty tenure and promotion, student recruitment and retention, and outreach and research. Dr. Hanson received her undergraduate degree from the University of Minnesota in 1970 and her doctorate in philosophy from Harvard in 1980. Prior to her appointment she was the executive vice president for Indiana University and provost for its Bloomington campus.

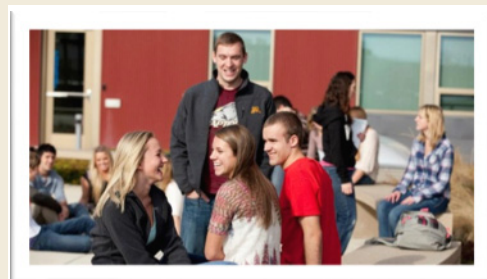


Vice President for Health Sciences



Upon the retirement of Dr. Frank B. Cerra, Senior Vice President for Health Sciences, Dr. Aaron Friedman assumed leadership for the Academic Health Center in January 2011. Dr. Friedman serves a dual role as Vice President for Health Sciences and Dean of the Medical School, overseeing six schools and colleges and several programs including our Center for Allied Health Programs. Dr. Friedman joined the medical school in 2008, and most recently served as pediatrician-in-chief at the University's Amplatz Children's Hospital. Prior to arriving at the University, Dr. Friedman served as chair of his department at both Brown University and the University of Wisconsin-Madison. Recordings and transcripts of the annual State of the Academic Health Center presentations given by Vice President Friedman can be found at: <http://www.health.umn.edu/facultystaff/srvpfiles/index.htm>.

Update on UMTC at Rochester



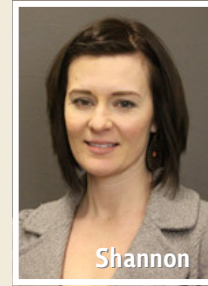
Students at the University of Minnesota, Rochester can now rent newly constructed, modern apartments that are located conveniently close to campus. 318 Commons is located in the center of Downtown Rochester, with a direct skyway connection to UMR, the Mayo Clinic, and restaurants and shopping. Apartment-style living offers students security, on-site maintenance, a student community, and no need to pay for gas! Every apartment includes furnished living spaces, cable connections, wireless internet, a full kitchen with separate living room, and a dishwasher, washer and dryer.

Housing staff are available to support students with the challenges of everyday living that inevitably come up during the college years. They are dedicated to helping students uphold community standards and problem-solve in a way that builds confidence and self-authorship.

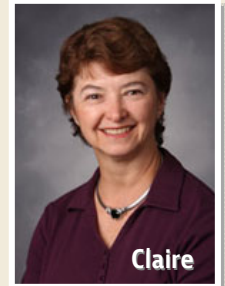
Center for Allied Health Programs Staff

We are pleased to announce the growth of our staff!

Shannon Hofmann, Associate Director of CAHP, directs central operations including student and administrative services in both Twin Cities and Rochester. **Claire Bjorklund** started working with Medical Technology (now Clinical Laboratory Sciences) in 1996 after 23 years of experience in the AHC. She is responsible for classroom requests, course evaluations, and departmental support for both CLS and OT within the Center for Allied Health Programs. **Sarah Huhta Corrigan, M.S.**, brings an avid interest in biology and twelve years of experience in University of Minnesota advising and program planning. She will be developing advising services for current students. **Debra Markert, M.P.A.**, has a background in management and operations, student services, case management, and K-12 education. She is very experienced with U of M systems, policies, and procedures and brings a wealth of expertise to her new role as office manager for CAHP. **Beverly Schmidt** joined the Program in Occupational Therapy in 1986 and has provided 25 years of support to student services and the program. Her current duties include operations and faculty support. **Robyn Zastrow, B.A.**, is a proud alumnus of the U of M and is excited to be working here after moving back from Chicago in 2011. She brings several years of experience in records and admissions from her former institution to her work with prospective students.



Shannon



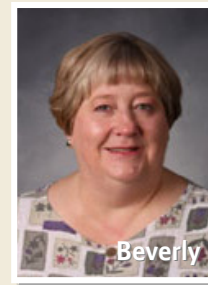
Claire



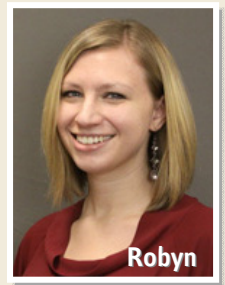
Sarah



Debra



Beverly



Robyn



Top: West-viewing photo of Washington Avenue with Moos Health Sciences Tower on the left. **Bottom:** Artist depiction of an east view of Washington Avenue with Moos Health Sciences Tower on the right. (Source: UM News <http://www1.umn.edu/news/features/2011>)

Major Changes on Campus

One attempt at navigating Washington Avenue will make you keenly aware of a big change on campus. The central corridor of the Metro Transit light rail line is alive and well. This above-ground rail line will stretch for 11 miles, linking downtown Minneapolis and St. Paul via the University and the State Capitol. The trains will run along University and Washington Avenues and also connect to the Hiawatha and North Star lines. The East Bank Station is located directly in front of Moos Tower and construction of the platforms is in full progress. Washington Avenue will only be open to pedestrian and bike traffic after the line opens in March 2014.

Major projects also include an expansion of the recreation center and construction of the 4th street residence hall, the biomedical discovery district, and the physics and nanotechnology building. Current maps and construction information can be found online at http://lightrail.umn.edu/index_construction.html.

Relocation of the Nuclear Magnetic Resonance facility from Nils Hasselmo Hall was necessitated by the vibrations from the light rail line construction and operation. Mayo Garage was renovated and the new NMR facility opened in 2011. The state-of-the-art renovated facility houses eight superconducting magnets used to advance research in areas such as HIV, heart disease, and Alzheimer's. Renovation of the garage also included Mayo Plaza, now graced with curved walkways, benches, and beds of trees, shrubs and flowers.

The Power of Scholarships

The cost of higher education continues to go up, and graduates have more loans to repay after graduation. Each of the funds below helps support an OT student financially. Please help these funds grow. A targeted area for next year is to offset costs experienced by students when attending fieldwork outside of their home commuting range.

Richard J. McCauley Fellowship in Occupational Therapy

(Fund 5643) The goal of the Richard J. McCauley Fellowship in Occupational Therapy is to expand student diversity in the profession of occupational therapy. Two awards ranging from \$1000 to \$2000 are awarded in the spring for entrance into the program the following academic year.

Borghild Hansen Memorial Fellowship in Occupational Therapy

(Fund 5849) The goal of the Borghild Hansen Memorial fellowship is to promote applicants with academic excellence entering the Program in Occupational Therapy at the University of Minnesota. Two awards ranging between \$1000 and \$2000 are awarded in the spring for entrance into the program the following academic year.

McCauley, Alumni, and Friends Occupational Therapy Fieldwork Fellowship

(Fund 6423) The goal of the McCauley, Alumni, and Friends Occupational Therapy Fieldwork Fellowship is to assist second year occupational therapy students completing the Level II fieldwork for a degree in Occupational Therapy. Awards ranging between \$2000 and \$4000 will be awarded each year in the fourth semester of the curriculum.

Optional Fieldwork CCR Fellowship in Occupational Therapy

(Fund 1750) The goal of the Optional Fieldwork CCR Fellowship in Occupational Therapy is to assist second year occupational therapy students completing a third Level II fieldwork course. The Program in Occupational Therapy will offer awards ranging between \$1000-\$2000 in the fourth semester of the curriculum.

Marie Louise Wales Fellowship in Occupational Therapy

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

Marvin Lepley Memorial Fellowship in Occupational Therapy

(Fund 6299) This commemorative fellowship will support students entering the Program in Occupational Therapy. Once this fund reaches \$25,000, the University will match dollar for dollar.

Jane Dunning Copper & John A. Copper Strategic Initiatives Fund

(Fund 7227) This fund provides an ongoing source of revenue for strategic initiatives in the Program in Occupational Therapy and for projects that align with the program's strategic plan.

Occupational Therapy Fund

(Fund 1667) This general purpose fund supports student research, alumni functions, strategic activities, and other initiatives not associated with academic courses.

Fiftieth Anniversary Fund for Occupational Therapy

(Fund 4065) Alumni marked the Program's 50th anniversary by forming this fund. Contributions support student research and initiatives to enhance the student learning experience. The program will be planning for the 75th Anniversary in the next decade and is soliciting funds for the celebration.

2011 Contributors to OT Fellowship Funds

\$100,000 - \$500,000

Jane E Larson Estate

\$5,000 - \$99,999

McCauley-Brown Fd-Comm Fdn Sarasota Co

\$500 - \$999

Blandin Foundation

Gloria J Moen

\$1,000 - \$4,999

Janet E Albrecht

Sonia M Lager

\$300 - \$499

W W Grainger Inc

Karen G Rudeen

\$100 - \$299

Sarah L Anderson

Susan Becker

Paul D Berrisford

Nancy J Callinan

Marion A Calph

Joyce A Carden

Kimberly A Christianson

Joan L Daems

Margaret E Drake

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Jane M Wallentine

Mamie Snoddy

Return to Practice

Refresher Course

Each year the Program in Occupational Therapy hosts a continuing education course designed for occupational therapists who wish to re-enter the field after an absence or to change their area of practice. The course prepares participants to work with children, adult, and elderly populations by following the OT process described in our practice framework, the defining guide to current OT practice (AOTA, 2008). Each year the OT Refresher course has successfully prepared therapists for re-entry. Data from pre and post course surveys consistently demonstrates significant changes in participants' self-efficacy to re-enter the field. One-year post-course surveys of participants from 2010 showed that 79% were again employed in the field of occupational therapy and yielded very positive feedback regarding the course.



Some comments included:

"The course gave me the confidence to return to the workforce after a 7 year absence. During the interview process, I was asked extensively about the course, and believe I would not have been hired without the course."

"I had taken 7 years off raising my children. It gave me the confidence I needed to remind me I still loved OT and I could be a successful therapist."

"The Refresher Course provided a wealth of current information and resources to allow me to be successful in my chosen career. I am very pleased that I took this course as it contributed to increased confidence with my skills required to be an OT."

"It helped me update my knowledge of OT, reconnect me with other OTs and COTAs, and give me the confidence and support to reenter the field."

If you, or someone you know, would like to refresh their skills and knowledge about OT while connecting with other OTs from around the globe, consider next summer's Refresher Course in July of 2013.

Reference
American Occupational Therapy Association (2008). Occupational therapy practice framework: Domain and process (2nd ed). *American Journal of Occupational Therapy*, 62, 625-683.

LEND Fellows



The Occupational Therapy Program continues to be a core discipline in the University of Minnesota Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program (<http://lend.umn.edu>). This program is one of 43 LENDs in 37 states which, together, form a national network to share information, resources and impact. Peggy Martin, PhD, OTR/L serves as the core OT faculty member on this project. The LEND program provides fellowships for students, learning opportunities for community members, and research studying questions about autism and other neurodevelopmental disorders. Gracia Folkerling (*above right*), occupational therapy student and Theresa Schreder (*above left*), rehabilitation science student were awarded fellowships during the 2011-2012 academic year.

Widening the CarFit Community

Several of professor Erica Stern's research groups have examined aspects of CarFit, a national free community program designed to improve senior drivers' safety and comfort. Recently, after completing their scholarly project comparing learning from face to face CarFit training to that of an on-line training program, U of M OT students Matt Thate, Brennen Gulden, Jaclyn Lefebvre, and Emily Springer (2011 graduates) wrote "CarFit: Finding the right fit for the older driver" a feature article for the AOTA's SIS Gerontology quarterly's December 2011 issue. The article describes CarFit and how to get involved in the program. The online training program that was developed and studied by Erica, the above students and AOTA's Elin Schold Davis, Tina Curtis and Lindsey Wegner (2009 graduates) and Lauren Belinkoff and Theresa Olmstead (2010 graduates), has been accepted for national use by CarFit leadership. Stay tuned to the U of M OT website (www.cahp.umn.edu/ot) where we will post updates for CarFit Event Coordinators' use.



Reuniting Friends from '57



Pictured above from left to right: Janet (Schmidt) Albrecht, Sandra (Wonderly) Shumate, and Diane (Singer) Jordan.

What happens when three members of the Occupational Therapy class of 1957 bump into each other after 55 years? Memories of school, classmates and teachers begin to emerge.

The Occupational Therapy curriculum for the class of 1957 contained many of the same basic courses that it contains today. Anatomy stands out as a time when there was competition with other medical students for choice cadaver specimens. Diane remembers being repulsed by the sights and smells in lab to eventually munching lunch while dissecting.

Splinting materials today are a big improvement over the leather and aluminum we had to use. However, it was nice not to have to deal with all of the insurance requirements of today.



We are thankful for the staff that directed us: Borghild Hansen, who reminded us that we treat the "whole person", Marv Lepley, Marian Eliason, Dortha Esch, Elizabeth Wagner... and others we may have forgotten.

Little did any of us know, when we lined up for graduation practice 55 years ago, what courses our lives would take. Looking back, some of us wish we could have kept closer contact with each other. Over the years, we have lost class members. Now we are hoping to gather those who are able to attend a reunion for the Program in Occupational Therapy. It will be a big surprise to see how the curriculum has changed!

Thank you for the Memories!

Janet (Schmidt) Albrecht

Jan remembers total dedication to her craft courses, weaving on a loom in a temporary building, long into the night and early morning, and requiring an escort back to Comstock Hall. Coming from "out of town," dorm life and activities such as Aquatic League and Campus Carnival kept her from thinking of home. She married soon after graduation, worked in pediatrics just long enough to start her own peds "department" (family size) then moved about the country until settling down in Minnesota and resuming a career that eventually grew into a specialization in hand therapy, writing and teaching.

Sandra (Wonderly) Shumate

Sandi remembers dorm life at the University, coupled with activities at her sorority. She set out on a 42 year long career after graduation, that included establishing Occupational Therapy departments here and in California; then broadening her talents to include consulting, CD counseling and long term and home care with rehab agencies wherever she found herself living. She was volunteering at the Minneapolis VA OT department when she and Jan recognized each other this past year.

Diane (Singer) Jordan

As a commuter, Diane remembers the quest for places to study or rest... sometimes in classmates' dorm rooms. After graduation, she worked at the Heart Hospital for 1 year and 3 years in Adult Psychiatry. Then came the wedding, the sweeping away to Newfoundland, the children and all that family entails. When she could not locate a school that provided a Masters in OT she got a degree in Library Science to fulfill her craving to continue in school. Back in Minnesota she worked as a Medical Librarian for the Department of Health on the U of M campus. Since Jan and Diane have kept in touch over the years, they have memories that go back to pre-OT school and their jobs as Camp Courage counselors.

**Graduates from 1955-1960
if you are interested
in a reunion for
Fall of 2012, contact:
Program in Occupational Therapy
877-334-2659 or cahpinfo@umn.edu**

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