

INSIDE

OT

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A Greeting from the Department Chair



Dear Colleagues,

I am thrilled to write this letter of greeting as your new Department of Occupational Therapy (OT) Chairperson. As you know, Dr. Wendy Coster retired from Boston University (BU) at the end of August 2021 after 34 years in the Department. Like so many others in the OT community, I am in awe of all Dr. Coster accomplished and it is my immense privilege to take over the role. At the time I am writing this, I have been in this role for eight weeks. I am already tremendously impressed by the vitality of the students in this Department, the commitment and ingenuity of the faculty, the dedication of the staff, and lovely reception that you in our extended community have offered to me.

For those I have not yet met, by way of introduction, I'd like to offer a few facts about my own background. First, I was trained in public health and earned my ScD in 2004. I have also partially completed a master's degree in mental health counseling from the BU Graduate School of Medicine.

Second, I am a family person: I love spending time with my two adolescent daughters, my husband, and our beagle-coonhound named Lola. Third: my area of scholarship sometimes raises eyebrows! I have spent my career focused on addressing inequities experienced by marginalized populations and on violence prevention, which means I have studied how to improve social norms and build interventions to prevent domestic violence, sexual assault, disruption caused by human trafficking, and firearms, and I wrote a book called “Pornography and Public Health.” In recent years, I’ve pivoted my program of research to focus on autism, social participation, and healthy relationships. I’m pleased that several OT students are already involved as research assistants on a few of my projects. For anyone who wants the long-winded version of that introduction, it is available in [podcast](#) form thanks to the generosity of the Health Matters podcast crew.



Emily (right) and her family participate in an outdoor leisure activity in the greater Boston area.

There is so much about the OT Department that has me enthused about our collective adventures ahead. I know that the past 18 months have been unendingly tragic, stressful and difficult in numerous ways. We have lots of healing to do, in our professional community, in our country, and at a global level. I see that OT students and OT practitioners are eager to rise to that challenge. I have observed that OT students are among the most kind-hearted individuals on campus, fierce social justice advocates, and highly motivated to dismantle any obstacles that they encounter. This determination will serve us all really well. I am grateful to the students and thankful to faculty and to our alumnae for teaching our students how to channel that powerful energy for positive change and into evidence-based best practice client care. I expect that we will be able to co-create an ambitious agenda for the OT Department that will engage our whole community. Please be in touch with me whenever you have a thought to share. Thank you for welcoming me into your community.

Best regards,
Emily Rothman

Students Leading the Way

Welcome “Back 2 BU”

By Minji Lee, BU-OTD ‘23 & Kayla Lee, BU-OTD ‘24



After more than a year of remote learning and hybrid classes, the bustle of Sargent College, and the collective commotion of the in-person experience, is back.

The students, faculty, and staff know the drill: we complete our daily symptom survey, flash our green clearance badges, keep our masks on indoors at all time except when actively eating or drinking in designated areas. These regulations are small inconveniences in comparison to the invaluable time spent in classrooms, offices, and hallways together this fall semester.

Students in the entry-level OTD program have become well-acquainted with the 1st floor lecture and lab rooms, 2nd floor study spaces, 5th floor OT offices and resource room, and 6th floor OBP clinic. Within these physical spaces, OTD-1s practice transfers for Functional Movement, OTD-2s practice goniometry and manual muscle testing for Skills, and faculty are facilitating discussions, guest lectures, and client interactions, utilizing a combination of virtual and physical settings to accommodate for every participant. Through trial and error, patience and perseverance, we have adapted to the semester’s challenges through collaboration, problem-solving, and support.

This edition of the newsletter features a combination of in-person and hybrid experiences with a throughline of innovation. Notable mentions include student capstone projects about advocacy, youth skills training, and family

group therapies, a student club started by OTD-1 students, the offering of an online interprofessional certification program, and Diverse OT events with hybrid opportunities for participation.

Though COVID-19 is not yet behind us, the OT department is making big strides forward. This pandemic has pushed us to reflect on our usual routine and patterns and see what can be adjusted and advanced for the future. This is evident in how faculty and students have been able to rise to the occasion and do their part by adjusting to new regulations, coming up with innovative solutions to barriers, and never losing sight of hope. It is unknown when the pandemic will end, but this lack of certainty is diminished by the confidence we have in ourselves and the people around us.

From the BU-OT community to our readers, welcome back!

who share a common interest in occupational therapy as an avenue for making a positive difference in the world.



OTD students and faculty members during the first in-person Diverse-OT Picnic in September 2021.

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Diverse-OT Fall 2021 Events: Fostering Community Amongst Students and Faculty

*By Kayla Lee, BU-OTD '24,
Bri Guillory, BU-OTD '23,
& Lilian Wang, BU-OTD '23*

Throughout the Fall 2021 semester, members of BU's Diverse-OT chapter gathered in person and online, many for the first time. Notable events included hosting a welcome picnic, facilitating a guest speaker lecture, donating clothing to Haley House, a nonprofit organization in Boston, and throwing an end-of-semester study break/dance party. Despite the difficulty of social gatherings and in-person interactions with the ongoing COVID-19 pandemic, the club members were able to foster a sense of community and shared interest in advocating for diversity for occupational therapy students, faculty, and staff at Sargent College.

A perspective from an OTD-1 student

On a late-September evening by the BU beach, occupational therapy students and faculty had the opportunity to gather for a picnic hosted by Diverse-OT. Diverse-OT is a student led organization in the BU-OTD program with aims to enhance cultural humility and provide opportunities to discuss and learn about topics on diversity and inclusion. Being together in person at the picnic helped foster a sense of community: a community of individuals

The picnic had a lively atmosphere, which was fueled by delicious vegan burritos and desserts provided by Rhythm & Wraps. The evening unfolded by exchanging introductions and creating new relationships as this event marked the first-time occupational therapy students in their first year of the program (OTD-1) met with their colleagues in their second year (OTD-2). Shanice Hamilton, an OTD-1, reflects: "I had fun learning about Diverse OT and what we could expect as the year unfolded. It was also really nice getting to connect with members of the OTD 2 class who I hadn't met in a casual setting. I heard a bunch from them about their first-year experience and got to share some of my hopes and expectations."

“Being together in person at the picnic helped foster a sense of community: a community of individuals who share a common interest in occupational therapy as an avenue for making a positive difference in the world.”

The main event of the picnic was when students and faculty discussed the significance of diversity in the field of occupational therapy and future directions and hopes for what Diverse-OT as an organization could provide. You could see people light up when sharing their ideas and passion in occupational therapy and specific hopes for what occupational therapy might be in the future, transcending boundaries. Diversity is the reality of this world, and working to be inclusive to promote the diversity that exists is something this community strives to encapsulate in their work in the field of occupational therapy.

A perspective from OTD-2 students

Prior to the picnic, a culmination of events and intentional planning was required of the incoming Diverse-OT executive board (e-board), with leadership members beginning to meet in summer of 2021. The intention was to identify club goals for the semester, which included recruitment, collaboration with the department, fostering community, and hosting meaningful events. As with past years, the first event of the semester was a club picnic open to all students and faculty members of the department. The purpose of the event was to foster communication between faculty members, OTD-1s, and OTD-2s. With guidance from the club's faculty advisor, Leanne Yinusa-Nyahkoon, the e-board members collaborated on finding a BIPOC restaurant (Rhythms N' Wraps) to provide individually wrapped meals for the attendees following BU's COVID protocols, secured a space outside by the BU Beach to host the event, and facilitated meaningful group discussions.

***"Diversability"* Speaker Event**

Riding on the momentum from the first event of the semester, the Diverse OT leadership team pivoted the focus towards another portion of the club's mission, which is to increase occupational therapists' and students' knowledge of culturally responsive concepts and how to navigate crucial conversations with colleagues or classmates. This was accomplished through a programmed speaker event hosting Nico Meyering, who is a founding member of the Diversability Leadership Collective and board member of the Congenital Central Hypoventilation Syndrome (CCHS) Family Network. Nico met with club members to share his narrative and discuss rare and invisible disabilities as well as the paradoxes of disability as it pertains to independence and enablement. A takeaway that was shared at the end of the event by a student was stated as "when conducting client interviews, it is important to keep in mind that there is a balance in the clinician's expertise vs the client's understanding of their own bodies and experiences." The event was hosted in a hybrid format, with in-person and virtual participation available to the community.

Clothing Drive for Haley House

Following the speaker event, Diverse OT Treasurer Natalie Ellis also led a winter clothing drive and volunteer event with a Boston local non-profit, Haley House, which was in alignment with the organization's values of community partnership. The drive focused on collecting men's new or gently used clothing and toiletries for donations, and also

offered a monetary donation option that allowed the club to purchase some of the items for the drive. Donations were collected and dropped off at the Haley House by Diverse-OT volunteers. In total, over \$100 worth of warm clothes and healthcare items were delivered to men experiencing homelessness.

Community Study Hall

Towards the end of the semester, Diverse-OT e-board members wanted to host one more last event before the year ended. In order to encourage relieving stress before finals, e-board member Christine Jimenez thought of hosting a Just Dance Community study hall event. Equipped with snacks and Just Dance, members were provided a space to study and then dance every 30 minutes. This two-hour event took place before finals week in Sargent College during times where both OTD-1s and 2s did not have class, in order to encourage participation.

Executive Board & Club Relations

Over the course of 7 months, e-board members have met in-person and virtually over 10 times in order to plan for events, debrief, and collaborate with faculty and their faculty advisor. Meetings are held anywhere from 30 minutes to 2 hours and members cover topics from the agenda made by Bri Guillory and Lilian Wang. As their roles as President and Vice President they have also met with representatives from Diverse-OT National and the BU-OTD Chairperson, Emily Rothman.

One of Diverse OT's mission statements is to "increase occupational therapists' and students' knowledge of culturally responsive concepts and how to navigate crucial conversations with colleagues or classmates". Though many of these crucial conversations about diversity, inclusion, and equity are forged out of plain sight, the BU Diverse OT Club and its Fall 2021 offerings opened up a space for critical inquiry, dialogue, and community outreach.



New Kids on the Sargent Block: SCOTA

By Julia Drahzal, BU-OTD '24
& Tina Gichana, BU-OTD '24



As first year OTD students, starting a club was not the first thing we had on our to do list for our fall semester. What was on our to-do list, however, was to get to know our fellow cohort and those in the cohorts above us, and to look for volunteering opportunities in the Boston area. Once we realized there was not a program in place to facilitate these needs, we came up with the idea of starting a new club. Sargent College Occupational Therapy Association (SCOTA) was started in an effort to create a sense of belonging among all classes of OTD students, increase accessibility of opportunities to give back within the community (and therefore enhance our education), and provide more leadership opportunities to students.

Our first SCOTA event was a final exam study session with catering from Einstein Bagel Bro's (a BU favorite). The event succeeded in bringing students together and reminding us all that we are each other's teammates rather than each other's competition. It also helped to mitigate the burnout brought on by previous online learning, as the studying happened in a social, supportive environment.

“Sargent College Occupational Therapy Association (SCOTA) was started in an effort to create a sense of belonging among all classes of OTD students, increase accessibility of opportunities to give back within the community, and provide leadership opportunities to students.”

We hope to continue to combat the effects of COVID-19 on our academics with more support next semester. Events that members can look forward to include structured study groups to support academic success, bonding events in the greater Boston area (such as trips to museums, group exercise classes, and more), local volunteering trips, and

coordinated efforts to raise awareness of occupational therapy. Our hope is to build the foundation for a club that will be a constant in the BU OTD program.

Research on the Impact of COVID-19 on Geriatric Populations

By Ben Canter, BU-OTD '24



For the past year and a half, I have worked as a research assistant at the New Jewish Home Research Institute on Aging, collaborating with an interprofessional group of clinician-researchers to study the therapeutic recovery in geriatric COVID-19 patients. One of the topics of our lab group is looking at COVID-19-related dehydration. We found that individuals with COVID-19-associated delirium were more likely to experience dehydration during illness as well. We found an association between cognitive status during COVID-19 and COVID-19-related dehydration in patients at skilled nursing facilities and have published [our results](#) in the Journal of the American Medical Director's Association.

We followed this study up by presenting a theoretical model on how dehydration is associated with increased risk of falls, hospitalization, and mortality at the Massachusetts Association for Occupational Therapy annual conference in October 2021 and at the New York State Occupational Therapy Association annual conference in November 2021. Our team will be presenting a follow-up study empirically demonstrating our model at the American Occupational Association Conference in April 2022. Presenting at these conferences was such an enlightening experience, both to practice my own scientific communication skills and to hear about the work of other scholars in the field.

Doctoral Capstone Projects

Advocating for Occupational Therapy with Chicago Street Medicine

By Lucy Tamberrino, OTR/L, OTD



It is evident that the COVID-19 pandemic required many people to pivot from the original plans they had for themselves. Fortunately, I believe that my change in capstone projects was for the best. Flashback to June 2020: I had just found out that the capstone project I had planned was cancelled as a result of COVID-19 protocols placed at my project site. My initial reaction was one of shock; however, after connecting with faculty member Karen Jacobs and receiving support from Caitlin Synovec (BU PP-OTD '18), I was able to get connected with Andrea LeFlore. Andrea LeFlore OTD, OTR/L is the Vice President of Operations at Chicago Street Medicine. Chicago Street Medicine is a nonprofit organization that provides health care to people experiencing unsheltered homelessness in Chicago. Andrea was interested in having an occupational therapy student identify ways in which occupational therapy could be incorporated within the medical teams that provided care directly to people on the streets of Chicago.

Andrea and I agreed that my capstone project would consist of engaging with people experiencing unsheltered homelessness in Chicago to identify their occupational priorities and subsequently outline the role of occupational therapy in street medicine teams. By the end of my capstone project, 122 occupational performance issues were expressed by clients during street runs. Additional occupational performance issues were expressed during

the focus group session I facilitated with seven people who had been experiencing homelessness. To address the occupational performance issues, I recruited and trained nine occupational therapists, which enabled 22 street runs with an occupational therapist. Towards the end of my capstone project, I surveyed the medical professionals and students that were present on street runs with occupational therapists. 90% of the survey respondents agreed that client care is improved when an occupational therapist is present, and that street runs with an occupational therapist enhanced medical professional knowledge of the factors that influence a client's health condition.



A student from a Chicago-based OTD program (right) and Lucy host an occupational therapy drop-in clinic at a permanent supportive housing program.

“My capstone project would consist of engaging with people experiencing unsheltered homelessness in Chicago to identify their occupational priorities and subsequently outline the role of occupational therapy in street medicine teams.”

The feedback from this survey has enabled occupational therapy to be a consistent presence on street run teams at Chicago Street Medicine. Additionally, sharing the results of this project with the greater Chicago community has led to requests for occupational therapy volunteers from two other street medicine teams in Chicago, one supportive housing facility, one medical respite facility, and two community organizations to people experiencing homelessness. Upon reflection of my project, I am grateful for the BU OT community and for the many opportunities during my time at BU to advocate for occupational therapy in a new field.

Kitchen Hero Academy: A Healthy Cooking Skills Program to Address Food Insecurity

By Megan Bartley, OTR/L, OTD



A group photo of participants and staff of the 2021 Kitchen Hero Academy pilot program.

This project has been a dream since 2018. Shortly after beginning OT school, I realized my hometown in Hutchinson, Kansas was experiencing occupational injustice, and there was something I could do about it.

Reno County, Kansas is a food desert with food insecurity rates exceeding the state and national averages among households with children. Additionally, there is low student participation in summer meal programs, creating a larger gap to healthy eating among local students. Food insecurity has been found to lead to a myriad of conditions that may contribute to decreased participation in current and future occupations of young people in Reno County.

Cooking skills and gardening programs have been found to be an effective, occupation-based way to address food insecurity among students and families from low-income backgrounds. Occupational therapy is also uniquely equipped to address roles, habits, and routines that are associated with healthy cooking and healthy eating.

Kitchen Hero Academy (KHA) was created to improve the participants' healthy dietary habits and patterns. To facilitate this behavior change, I used the Social Cognitive Theory (SCT) as my framework to develop the curriculum. SCT describes the dynamic relationships of personal factors, environmental factors, and social influences that lead to food insecurity. KHA's curriculum aimed to teach kitchen skills that promote healthy eating. Additionally,

KHA provided positive models for healthy dietary habits, and addressed agency and self-efficacy through collaborative goal setting and cooking activities.

“Occupational therapy is uniquely equipped to address roles, habits, and routines that are associated with healthy cooking and healthy eating.”

KHA was a 10-week summer healthy cooking skills program that took place locally at Hutch Rec's Elmdale Senior Center in Hutchinson, Kansas. Sessions took place twice a week from 8am-12pm, at no cost to participating families thanks to the support of our generous donors. My site mentor, Rev. Kelcie Exline, and I served as the full-time facilitators, and we were supported by seven volunteers throughout the summer, as well as by Dr. Jennifer Kaldenberg. 10 students, between 5th and 8th grades, were recruited from the Hutchinson School District.

Each of the 10 weeks had a different topic, such as kitchen basics, food groups, or cooking on a budget. Recipes were carefully selected to promote participant access and ingredient affordability. Each program activity is evidence-based, as identified through a literature review. Every session included weekly goal setting, hands-on cooking, gardening, and nutritional lessons to support participant learning. Field-trips provided enriching experiences for applicational learning, and the program wrapped up with a family celebration where participants made a 3-course dinner for nearly 60 people to show off their skill development and encourage meal participation at home.



Kitchen Heroes making mini cheesecakes with program director, Megan Bartley (pictured with the black apron).

Outcomes were evaluated via a mixed method approach. After KHA, participants demonstrated an increase in healthy food preference, food preparation skills, self-efficacy to make healthy food choices, and overall nutritional knowledge. There was 100% participant and caregiver satisfaction with the program. Through the creation of a

program manual and published cookbook, I am thrilled that KHA will be continuing in my hometown, and I am eager to share this program to support healthy lifestyles and well-being of students across the country.

Sensorimotor and Psychoeducation Group Therapies for Families Impacted by Domestic Violence

By Carli Dimeo, OTR/L, OTD
& Carson DeSantis, OTR/L, OTD



Carson DeSantis (left), Ellen Cohn, and Carli DiMeo at the Lead the Way Capstone Symposium in August 2021.

Carli DiMeo and Carson DeSantis, BU-OTD '21 graduates, had the opportunity to work closely with families impacted by trauma and domestic violence this past summer. For their doctoral capstone experiences, Carli and Carson worked at The Child Witness to Violence Project (CWVP), a non-profit organization at Boston Medical Center serving children exposed to violence. Carli and Carson conducted independent needs assessments with the organization in the Spring of 2020. They noted that the site did not offer any services directly to the caregivers of the children at the site. They also noted that the site had difficulty creating group programming to allow clients, both children and their caregivers, to connect over their shared experiences. Caregivers at the organization were frequently reporting difficulty responding to the behavioral and emotional needs of their children and low confidence in their abilities to care for their children.

To address these needs, Carli designed a group protocol for caregivers and children to engage in occupational therapy treatment together while Carson designed a group protocol for caregivers alone. Because of the importance of carrying over and processing the skills learned in both groups, Carson and Carli identified combining the two groups as an essential component of the pilot programming. Therefore, the two designed their groups alongside one another and manualized them as a single intervention protocol: Caregivers participated in psychoeducation and group discussion once per week and then applied the skills learned in this group during a sensorimotor group with caregivers and children together twice per week. The group program included four intervention weeks (four caregiver group sessions and eight sensorimotor dyadic group sessions) along with individual consultation and support from Carli and Carson as sought by caregivers and their clinicians working at the CWVP.

Carson and Carli implemented the pilot program twice over the course of the summer, first with participants who were currently enrolled in CWVP services and then with participants who were on the waitlist and otherwise unable to receive support services at the time. Overall, the pilot data suggested that the program had good feasibility and clinically significant and positive changes in child emotional behavioral regulation, caregiver self-efficacy, caregiver-child relationship satisfaction, and attachment among participants rated on standardized caregiver report assessments.

“Caregivers participated in psychoeducation and group discussion once per week and then applied the skills learned in this group during a sensorimotor group with caregivers and children together twice per week.”

Carson and Carli shared these findings with their BU colleagues at the 2021 Leading the Way Capstone Symposium and have since presented the pilot program at the Massachusetts Association of Occupational Therapy state conference and the American Occupational Therapy Association Children and Youth Specialty Conference in Orlando, Florida. They will also be presenting the pilot program and related findings at the AOTA 2022 INSPIRE conference in San Antonio, Texas. As a result of the promising findings from the pilot program and advocacy from Carson, Carli, and the BU OT department, the CWVP has agreed to hire consulting occupational therapists for the first time and to have Carson and Carli continue offering this group program to the families at the organization.

Sargent College Simulation Lab Launches in Fall 2022

By Minji Lee, BU-OTD '23

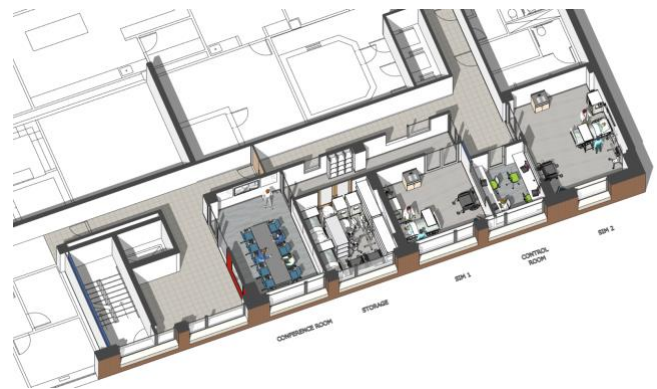
OTDs Abroad: Clinical Summer Experience in Brazil



This summer, six OTD-2 students will partake in a clinical summer experience in Brasilia, Brazil. For two weeks in July and August 2021, students will be part of a team that provides services at an outpatient clinic for local clients. Along with the students, two OT faculty members from Boston University, licensed OTs in Brazil, will be supervising the students and providing support and guidance.

The students will be a part of a diverse, multicultural interprofessional team consisting of occupational therapists, physical therapists, athletic trainers, medical residents, and rheumatologists. They will make visits to different healthcare sites around the city, such as rehabilitation hospitals and community centers to get to know the Brazilian healthcare system through the lived experiences of the clients. This intensive two-week clinical experience will provide opportunities for students to develop their hard skills in making orthoses, conducting manual assessments, and providing occupation-based interventions under OT supervision; it will also allow students to exercise their soft skills in holding consultations for clients with medical interpreters and participating in educational workshops. All of these services are provided free of charge to clients.

As the selected OTD-2 students prepare for this experience, they will attend information sessions and training workshops on how to deliver culturally competent care to populations in Brazil.



A digital blueprint of the simulation lab components, which include conference room, storage, simulation room 1, control room, and simulation room 2 (from left to right).

The simulation lab, structured as an acute care setting, will feature two rooms with state-of-the-art medical equipment, such as hospital beds, ventilators, and assistive technology devices. Students, supervisors, and standardized patients will occupy the spaces, and they will role play complex clinical scenarios together. The space will be shared by the OT, PT and SLP programs. The layout of the simulation lab is such that multiple programs can utilize the space simultaneously, which provides a chance for students at Sargent College to foster interprofessional collaboration on the same clinical case, reflecting a realistic healthcare setting. In addition to the simulation space, a control room will allow supervisors to monitor students remotely while the emerging clinicians interact with standardized patients independently. This not only gives students supervised guidance but also an opportunity to practice for future fieldwork experiences. The simulation lab also has a meeting room for planning interventions and debriefing with students after their activities.

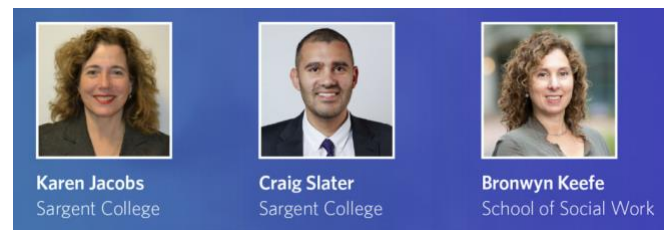


In this simulation, a student engages in a clinical intervention with trained actors and medical equipment while instructors monitor from the control room.

The simulation lab is expected to launch in Fall 2022. The lab is slated to be utilized for a number of OT classes such as Functional Movement, Skills 1 and 2, OBP and Level I Fieldwork. However, there are many other possibilities, including faculty research projects and extra-curricular activities, which will be shared by all graduate students at Sargent College.

education, thus lacking the skills they need to lead such teams in their work settings.

Three faculty members at BU, Karen Jacobs, Bronwyn Keefe, and Craig Slater, recognized this gap between learning and practice, and sought to pursue a project to bridge it. With backgrounds in education, research, and clinical practice, and having had experiences working with post-professional students, this was the dream team to start up the Interprofessional Leadership in Healthcare Certificate program. With the support of Dean Christopher Moore of Sargent College and BU Digital Learning and Innovation, the Interprofessional Leadership in Healthcare Certificate Program was born.



This non-credit, online certificate program is intended to support any individual with three or more years of professional experience in any healthcare profession. Running for a total of five months with a mix of asynchronous and synchronous content, the focus of this course is on interprofessional team-based approaches to explore case studies, simulations, and exercises related to the healthcare field through the high-tech platform of Project ECHO. Project ECHO is a platform where clinicians from all over the world can work together and disseminate their knowledge. With the ECHO model, participants are presented with real cases in which they can contribute to and learn from discussions from healthcare professionals in diverse fields.

Promoting Interprofessional Education for Practicing Clinicians

By Minji Lee, BU-OTD '23



“A large amount of practicing clinicians who assume leadership roles have not had an education on interprofessional education, thus lacking the skills they need to lead such teams in their work settings.”

Interprofessional education (IPE) is a buzzword in our academic curricula; more and more, it is being integrated into clinical practice. As students at Sargent College, the majority of our learning process involves synthesizing and incorporating recently published articles and relevant case studies into our future clinical toolkits. However, a large amount of practicing clinicians who assume leadership roles have not had an education on interprofessional

The cohort meets once a week via Zoom for one hour for live discussion, during which professionals are able to share reflections on the weekly content. Weekly online classrooms facilitated by e-mentors who are Boston University alumni, creates a dynamic learning experience for all participants. Each of the alumni mentors have vast experience leading interprofessional teams and have clinical backgrounds in a range of healthcare professions.

From an interview with Karen and Craig, we learned that many of the issues professionals encounter in the healthcare field are not setting-specific. From fields as far-reaching as school-based OT, acute care rehabilitation PT, to dentistry and cosmetic surgery, one healthcare professional's experiences of working with clients, and serving as leaders on an IPE team, echoed that of another's. In reflecting on a striking example from class, Karen spoke about one specific "aha!" moment. During the synchronous class, as Thanksgiving was looming around the corner, dentists learned how to communicate compensatory strategies for attending Thanksgiving dinner from their speech-language pathologist and occupational therapy colleagues. As we know that interprofessional care has a positive impact on healthcare outcomes, it is time for healthcare professionals to look outside of their department-specific domains, and to broaden their horizons toward interdisciplinary learning and teaching.

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Faculty Spotlight: Pam Vaughn and Leanna Katz

Pam Vaughn (PV) and Leanna Katz (LK) are faculty members whose careers in school-based occupational therapy and acute care settings are used to readily help students apply their learned knowledge to future clinical settings. Pam is an adjunct faculty member who joined the BU OT program this past year. Leanna has been an adjunct for a few seasons, and has become a full-time lecturer in the OTD program. As application section instructors, they are constantly thinking "on their feet" and answering student questions about hypothetical clinical scenarios. Here, we present an excerpt from a conversation about their professional lives and occupational interests.

What did you do before you started teaching at BU? How did you transition from working full-time to teaching?

PV: For the past 8 years, I have worked as a school-based OT. As was the case for many people, I made a shift in my career to accommodate the changes in my life that took place (both directly and indirectly) as a result of the COVID-19 pandemic. After staying home for a year with my daughters, I decided to try out a different practice area as an adjunct faculty member in the BU OT program as well as Lesley University's Threshold program.

LK: I was drawn to occupational therapy due to the ability to practice in diverse clinical settings and make an impact on the quality of life of clients. I have worked with

individuals with neurological conditions, cardiac arrhythmias, and those with burn injuries in the acute rehabilitation and acute care settings. I also do home visits where I can make a lasting impact in my clients' daily routines and overall independence. In addition to patient care, teaching has always been an interest and passion of mine. I started teaching at BU and working with bright and motivated Sargent OT students who will be the next leaders in the field.

How do you balance teaching and clinical work?

LK: I enjoy being both an educator and clinician as these skillsets most definitely complement each other. I find the clinical pearls I learn daily from the work I do with clients can be easily transferrable to the classroom. Similarly, the theory that I teach in my classes directly impacts how I plan sessions for my clients. I thoroughly enjoy both the clinical and academic work and feel very fortunate to be able to do both.



Leanna (left) and Pam pose in the OT lab with a skeleton, goniometer, magnifier, and a kitchen utensil.

What are your most meaningful roles and occupations?

PV: Being a wife to my husband and mom to our two smart, funny, and active little girls, and being a part of our church community in the Boston area. We love raising our daughters here--I especially love that they get to experience four distinct seasons (I grew up in Southern California, so all I wanted each winter when I was little was to see snow!) as well as the diversity and community-focused life that apartment-living near a big city gives us.

What advice would you give yourself if you could go back in time and talk to yourself as an OT student?

PV: The BU OT program is strong because it lays such a crucial theoretical groundwork and constantly focuses on the holistic occupation-based needs of an individual client.

This will serve you so well as a clinician because you'll be trained to keep the most important aspects in the forefront of your mind. I remember thinking "if I just had a class on [this specific clinical setting/population], I would feel more prepared for this fieldwork placement" and was pleasantly surprised to see how it all prepared me to pursue any practice area with confidence.

LK: Take advantage of all that the OT department, BU, and Boston have to offer, such as guest lectures, Sargent Choice Test Kitchen, community service events, research opportunities, and conferences. I had the opportunity to engage in some life-changing experiences as an OT student that stick with me to this day.

Faculty Presentations and Publications

Faculty Publications

Abbott-Gaffney, C., Cason, J., **Gafni-Lachter, L.** Donehower, K., Harasink, R., Schaefer, K., **Jacobs, K.** (in press). Toward successful future use of telehealth in occupational therapy practice: What the COVID-19 rapid shift revealed. *WORK*.

Abplanalp, S. J., Mote, J., Uhlman, A., Weizenbaum, E., Alvi, T., Tabak, B. A., & **Fulford, D.** (2021). Parsing social motivation: Development and validation of a self-report measure of social effort. *Journal of Mental Health, 24*, 1-8.

Abplanalp, S. J., **Mueser, K. T.**, & **Fulford, D.** (In press). The centrality of motivation in psychosocial functioning: Network and bifactor analysis of the Quality of Life Scale in first episode psychosis. *Psychological Assessment*.

Achtyes, E. D., Kempema, K., Luo, Z., Thakkar, K. N., Adams, C., D'Mello, D., Stilwell, K., Tran, D., Marcy, P., **Mueser, K. T.**, Schooler, N. R., Robinson, D. G., & Kane, J. M. (2021). Implementation of NAVIGATE coordinated specialty care for first episode psychosis: The Michigan experience. *CNS Spectrums, 26*, 177-8.

Adams, W. E., **Rogers, E. S.**, Edwards, J. P., Lord, E. M., McKnight, L., Barbone, M. (2021). Impact of COVID-19 on peer support specialists in the United States: Findings from a cross-sectional, online survey. *Psychiatric Services*.

Almeida, P. H. T. Q., Bernardo, L. D., **Pontes, T. B.**, Davis, J. A., Deodoro, T. M. S., Ferreira, R. G., Souza, K. I., &

MacDermid, J. C. (2021). Short-term impact of social distancing measures during the COVID-19 pandemic on cognitive function and health perception of Brazilian older adults: A pre-post study. *Journal of Applied Gerontology, 40*(9), <https://doi.org/10.1177/07334648211015458>

Aschbrenner, K., Naslund, J. A., Gorin, A. A., **Mueser, K. T.**, Browne, J., Wolfe, R. S., Xie, H., & Bartels, S. J. (2021 Ahead of Print). Group lifestyle intervention with mobile health for young adults with serious mental illness: A randomized controlled trial. *Psychiatric Services*.

<https://doi.org/10.1176/appi.ps.202100047>

Aschbrenner, K., Naslund, J. A., Salwen-Deremer, J. K., Browne, J., Bartels-Velthuis, A. A., Wolfe, R., Xie, H., & **Mueser, K. T.** (2021 Advance Online). Sleep quality and its relationship to mental health, physical health, and health behaviors among young adults with serious mental illness enrolled in a lifestyle intervention trial. *Early Intervention in Psychiatry*. <https://doi.org/10.1111/eip.13129>

Aschbrenner, K., Naslund, J.A., Gorin, A.A., **Mueser, K.T.**, Browne, J., Wolfe, R.S., Xie, H., & Bartels, S.J. (2021 Ahead of Print). Group lifestyle intervention with mobile health for young adults with serious mental illness: A randomized controlled trial. *Psychiatric Services*. <https://doi.org/10.1176/appi.ps.202100047>

Bernardo, L. D., **Pontes, T. B.**, Souza, K. I., Ferreira, R. G., Deodoro, T. M. S., & **Almeida, P. H. T. Q.** (2021). Activity card sort and the occupational repertoire of older adults: An integrative literature review. *Brazilian Journal of Occupational Therapy, 29*, e2130. <https://doi.org/10.1590/2526-8910.ctoAR2130>

Berner, K. & Alves, A. N. (2021). A scoping review of literature using speech recognition technologies by individuals with disabilities in multiple contexts. *Disability and Rehabilitation: Assistive Technology*. <https://doi.org/10.1080/17483107.2021.1986583>

Bond, G.R., & **Mueser, K.T.** (in press). Supported employment. In H.L. McQuiston, J.M. Feldman, J.M. Ranz, & W. Sowers (Eds.), *Handbook of Community Psychiatry* (2nd ed.). Springer

Browne, J., & **Mueser, K.T.** (in press). New models of social skills training for persons with schizophrenia. *Integrated Intervention in Community Psychiatry* (2nd ed.). Pacini Editore Medicina.

Browne, J., Cather, C., & **Mueser, K. T.** (2021). Common factors in psychotherapy. *Oxford Research Encyclopedia of Psychology*.

- <https://doi.org/10.1093/acrefore/9780190236557.013.79>
- Browne, J., Cather, C., & **Mueser, K.T.** (in press). Common factors in clinical treatment. In T. Wykes (Ed.), *Oxford Research Encyclopedia of Psychology*. Oxford University Press.
- Browne, J., Wright, A., Berry, K., **Mueser, K. T.**, Cather, C., Penn, D. L., & Kurtz, M. M. (2021). The alliance-outcome relationship in individual psychosocial treatment for schizophrenia and early psychosis: A meta-analysis. *Schizophrenia Research*, *231*, 154-63. <https://doi.org/10.1016/j.schres.2021.04.002>
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- Colon-Semenza, C., **Fulford, D.**, & Ellis, T. (2021). Effort-based decision-making for exercise in people with parkinson disease. *Journal of Parkinson's Disease*, *11*, 725-735.
- Delbert, T. and **Jacobs, K.** (2021). Best practices in leadership curriculum development: A case study of a curriculum designed to foster authentic leadership skills in graduate students. *The Journal of Higher Education Theory and Practice*, 166-183.
- Desrochers, P. C.** & **Gill, S. V.** (2021). Temporal accuracy of gait across multiple levels of practice. *Human Movement Science*, *77*, 1-9.
- Desrochers, P. C.**, **Kim, D.**, **Keegan, L.**, & **Gill, S. V.** (in press). Association between the functional gait assessment and spatiotemporal parameters in individuals with obesity compared to normal weight controls: A proof-of-concept study. *Journal of Musculoskeletal and Neuronal Interactions*.
- DeTore, N. R., Gottlieb, J. D., & **Mueser, K. T.** (2021). Prevalence and correlates of PTSD in first episode psychosis: Findings from the RAISE-ETP study. *Psychological Services*, *18*, 147-153. <https://doi.org/10.1037/ser0000380>
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- Fulford, D.**, Mote, J., Gonzalez, R., Abplanalp, S., Zhang, Y., Luckenbaugh, J., Onnela, J. P., Busso, C., & Gard, D. E. (2021). Smartphone-based sensing of social interactions in people with and without schizophrenia. *Journal of Psychiatric Research*, *137*, 613-620.
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- Rothman, E.F.**, Holmes, L.G. (in press). Using formative research to develop HEARTS: A curriculum-based healthy relationships promoting intervention for individuals on the autism spectrum. *Autism*. <https://doi.org/10.1177/13623613211024521>
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- Vax, S.**, **Farkas, M.**, **Russinova, Z.**, **Mueser, K. T.**, & Drainoni, M. L. (2021). Enhancing organizational readiness for implementation: Constructing a typology of readiness-development strategies using a modified Delphi process. *Implementation Science*, 16:61. <https://doi.org/10.1186/s13012-021-01132-0>
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- Wright, A. C., Browne, J., Cather, C., Pratt, S. I., Bartels, S. J., & **Mueser, K. T.** (2021). Does self-efficacy predict functioning in older adults with schizophrenia? A cross-sectional and longitudinal mediation analysis. *Cognitive Therapy and Research*, 45, 136-8. <https://doi.org/10.1007/s10608-020-10171-8>
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- Zajac, J.A., Cavanaugh, J.T., Baker, T., Colón-Semenza, C., DeAngelis, T.R., Duncan, R.P., **Fulford, D.**, LaValley, M., Nordahl, T., Rawson, K.S., Saint-Hillaire, M., Thomas, C.A., Earhart, G.M., & Ellis, T.D. (2021). Are mobile persons with parkinson disease necessarily more active? *Journal of Neurologic Physical Therapy*, 45, 259-265.

Faculty Presentations

- Abbott-Gaffney, C. & Jacobs, K.** (2021, April 15). *Well-orchestrated occupational therapy telehealth sessions: Training and preparation for safe and effective service delivery* [Virtual poster presentation]. 2021 International Symposium on Human Factors and Ergonomics in Health Care.
- Abbott-Gaffney, C. & Jacobs, K.** (2021, June 16). *Telehealth in rehabilitation-Primary to pivotal pandemic use:*

Part 2: Coaching to success through case scenarios [Virtual presentation]. Global Perspectives on Medicine, Rehabilitation and Robotics Webinar Series. IEE Robotics & Automation Society.

Abbott-Gaffney, C. & Jacobs, K. (2021, May 19). *Telehealth in rehabilitation-Primary to pivotal pandemic use: The essentials* [Virtual presentation]. Global Perspectives on Medicine, Rehabilitation and Robotics Webinar Series. IEE Robotics & Automation Society.

Aburida, S. A., Mow, J. L., Gandhi, A., Quidore, L. M. & **Fulford, D.** (2021, September). *Depression risk and prosocial behavior in college students in an online social media paradigm* [Virtual meeting]. Society for Research in Psychopathology.

Ayoub, M., Keegan, L., & Gill, S. V. (2021, Mar.). *Adapting to COVID-19 constraints: Assessing motor development in a virtual research setting* [Online poster presentation]. North American Society for the Psychology of Sport and Physical Activity Conference.

Ayoub, M., Mueser, K. T., Gill, S. V., & McGurk, S. R. (2021, Mar.). *Motor skill, motor planning, and motor performance in adults with several mental illnesses and obesity* [Online poster presentation]. North American Society for the Psychology of Sport and Physical Activity Conference.

Beshay, K. & **Jacobs, K.** (2021, April 22). *OT's Role in Home Office Ergonomics.* [Virtual poster presentation]. AOTA 2021 Inspire.

Botello, R., Gill, K., Mow, J. L., Leung, L., **Mueser, K. T., Gard, D. E., & Fulford, D.** (2021, September). *Negative symptoms and social functioning in schizophrenia: The contribution of social effort* [Virtual meeting]. Society for Research in Psychopathology.

Cotes, R.O., Kopelovich, S.L., Garrett, M., **Mueser, K.T., Granholm, E., & Sax, E.** (2021, May 2) *Psychotherapy for psychosis: Perspectives on current interventions and future directions* [Panel discussion]. 174th Annual Meeting of the American Psychiatric Association.

Desrochers, P. C., Ayoub, M. J., Gill, S. V. (2021, Mar.). *Depressed mood and physical health moderate the effect of obesity on gait* [Online Poster]. Presentation for the North American Society for the Psychology of Sport and Physical Activity Conference.

DiMeo, C., DeSantis, C., **Gill, S. V., & McConnico** (2021, Oct.). *Group approaches for family social participation in child-caregiver dyads exposed to trauma* [Poster presentation]. Massachusetts Occupational Therapy Association Conference.

Doyle, N. Gafni Lachter, L., & Jacobs, K. (2021, September 16). *Mentoring in Occupational Therapy: A Scoping Review* [Virtual poster]. COTEC-ENOTHE 2021.

Doyle, N., Gafni Lachter, L. & Jacobs, K. (2021, October 25). *Inspiring resilience, courage, and compassion through mentoring* [Virtual poster]. Massachusetts Association for Occupational Therapy conference.

Doyle, N., Gafni Lachter, L., & Jacobs, K. (2021, September 16). *Mentoring in occupational therapy: A scoping review* [Online poster presentation] COTEC-ENOTHE Congress, Prague, Czech Republic.

Doyle, N., Gafni Lachter, L., & Jacobs, K. (2021, September 18). *Resilience in higher education: The contributions of peer-to-peer mentoring* [Online presentation]. COTEC-ENOTHE Congress, Prague, Czech Republic.

Farkas, M. (April, 2021). *Mental Health Today: What have we been up to?* [Virtual presentation]. Danish Branch, World Association of Psychosocial Rehabilitation. Copenhagen, Denmark.

Farkas, M. (June, 2021). *Aligning Recovery and Psychiatric Rehabilitation: How are they the same? How are they different?* [Virtual presentation]. PRA Canada National Education Series.

Farkas, M. (June, 2021). *Implementation Science: What Is It and What Does It Do For Me?* [Virtual presentation]. Massachusetts Department of Mental Health's Research Centers of Excellence Conference.

Farkas, M. (June, 2021). *Using technology to scale up evidence-based practices for large scale implementation: The Integrated Scaling Approach* [Invited Speaker]. 7th International Schizophrenia Abu Dhabi Forum, Abu Dhabi, UAE.

Frame, A. & **Jacobs, K.** (2021, October 26). *Journey towards healing: facilitating reintegration of combat veterans* [Virtual poster]. Massachusetts Association for Occupational Therapy conference.

Gandhi, A., Mow, J. L., Quidore, L.M., Aburida, S. A., & **Fulford, D.** (2021, September). *The Impact of ambiguous feedback on social motivation: Associations with schizotypy, loneliness, and social anxiety* [Virtual meeting]. Society for Research in Psychopathology.

Halverstadt, A., Chavva, S., **Gill, S. V., & Lewis, C.** (2021, Feb.). *Effect of trunk and shank position on hip-to-knee moment ratio* [Poster Presentation]. Combined Sections Meeting for the American Physical Therapy Association.

Hutchinson, D. (May, 2021). *Managing Post-Covid Burnout-Strategies for Self-care* [Presenter]. Tufts Health Plan, Boston, MA.

- Hutchinson, D.** (May, 2021). *Supporting Workers with Serious Mental Illness* [Presenter]. Work Without Limits, Massachusetts.
- Hutchinson, D., and Cherchia, P.** (June, 2021). *Moving to Virtual Platforms: PASS* [Presenter]. UMASS Medical School, Transitions to Adulthood Center Webinar.
- Jacobs, K.** (2021, March 6). *Make Work From Home Work for You: Ergonomics Strategies to Support a Healthy Lifestyle* [Virtual presentation]. OTICON 2021. All India Occupational Therapy Association's annual conference.
- Jacobs, K.** (2021, May 22). *Ergonomics* [Invited speaker]. IInd Occupational Therapy Congress with International Participation and IVth National Occupational Therapy Students Congress, Turkey.
- Jacobs, K.** (2021, May 27). *Key aspects of digital learning & social media* [Virtual presentation]. Center on Knowledge Translation for Employment (CeKTER) Virtual Kick-Off Meeting. Boston, MA
- Jacobs, K. & Nardone, A.** (2021, September 15). *Reaching Academic and Employment Success: An Analysis of Cognitive Support Technology's Effects in College Aged Students with Traumatic Brain Injuries* [Virtual poster]. COTEC-ENOTHE 2021.
- Jacobs, K., Gafni Lachter, L., Doyle, N.** (2021, September 18). *Resilience in Higher Education: The Contributions of Peer to Peer Mentoring* [Virtual presentation]. COTEC-ENOTHE 2021.
- Jacobs, K., Gafni-Lachter, L. & Hoel, V.** (2021, May 28). *Tele-occupational therapy.* Spotlight Telemedicine [Virtual presentation]. International Summit on Innovation & Technology.
- Jacobs, K., Slater, C., Keefe, B., Abrams, B., Shawn, D.** (2021, May 10). *Pedagogical Experimentation with the Digital Education Incubator* [Panel discussion]. Faculty Forum Virtual Symposium. Boston University, Boston, MA.
- Kangaroo, T., Mote, J., Abplanalp, S., James, P., Gard, D. E., & **Fulford D.** (2021, September). *How does nature improve well-being in daily life?* [Virtual Meeting]. Society for Research in Psychopathology.
- Kirschner, L., **Doyle, N. W.,** & Desport, B. C. (2021, September 25). *IC25: Uncovering the obstacles – Using a uniform terminology to identify contextual and environmental factors that affect participation* [Online presentation]. Conference of the American Congress of Rehabilitation Medicine.
- McGurk, S. R.** (May, 2021) *Cognitive Enhancement for Successful Employment* [Remote workshop]. California Association of Social Rehabilitation.
- Mow, J. L., Gard, D. E., **Mueser, K. T.,** Mote, J., Gill, K., Leung, L., & **Fulford, D.** (2021, September). *Moving through a social life: Passively measured mobility tracks with daily reports of social motivation and behavior in schizophrenia over eight weeks* [Virtual Meeting]. Society for Research in Psychopathology.
- Mow, J., Gandhi, A., Aburida, S., Quidore, L., & **Fulford D.** (2021, May). *Is the social glass half full or empty? Ambiguous feedback probes individual differences in social motivation* [Virtual Convention]. Flash Talk, Association for Psychological Science.
- Mow, J., Gard, D. E., **Mueser, K. T.,** Mote, J., Gill, K., Leung, L., & **Fulford D.** (2021, September). *Oh the places that motivate: Smartphone-derived mobility metrics and social motivation in daily life in schizophrenia, in Mechanisms of Amotivation in the psychosis spectrum* [Symposium]. European Congress on Schizophrenia Research, Virtual Conference.
- Mueser, K.T.** (2021, July 31). *Psychiatric rehabilitation and early intervention for psychosis: Doing the right thing* [Virtual Conference]. *International Conference on Schizophrenia (IConS) – 9th Edition* Chennai, India.
- Mueser, K.T.** (2021, May 21). *Illness Management and Recovery: Current status and future directions* [Presented virtually]. Illume: The Behavioral Health Center of Excellence at Places for People, St. Louis, MO.
- Munsell, E., Orsmond, G. & Coster, W.** (2021, April) *Self-management of daily life tasks for adolescents with autism spectrum disorder without intellectual disability* [Virtual poster presentation]. American Occupational Therapy Association Annual Meeting.
- O'Connor J., Gill K., Borrelli B., **Mueser K. T., & Fulford D.** (2021, September). *Modification of a behavioral activation mobile application to address the needs of people with schizophrenia: User experience and feedback* [Virtual meeting]. Society for Research in Psychopathology.
- Parra, J. L., **Hutchinson, D.** (February, May, 2021). *Group Facilitator at Supporting BIPOC Community College Students Convenings for Community Colleges staff in New England* [Presentation]. Mental Health Technology Transfer Center, New England.
- Phillips, J., Niemeyer, L. & **Jacobs, K.** (2021, October 28). *Supporting knowledge on obesity and bariatric care for occupational therapy* [Virtual poster]. Massachusetts Association for Occupational Therapy conference.
- Reilly, M., & **Doyle, N. W.** (2021, April 23). *Occupational justice practices & assistive technology: A school-based example* [Online poster]. Conference of the American Occupational Therapy Association.

Rothman, E.F. (2021, October). *Creating synergy between public health and Occupational Therapy* [Keynote lecture]. Massachusetts Association of Occupational Therapy (MAOT), Boston, MA.

Sanchez, C., Penaranda, A., Gonzalez, M., **Jacobs, K.** & Upegui, J. *Colombian Congress of Ergonomics Adaptation of Ergonomics to New Realities* [Webinar presentation]. Bogota, Colombia.

Schmidt, E.K., & Orsmond, G. (2021, May). *Characteristics associated with receipt of reproductive health education among autistic students* [Virtual presentation]. International Society for Autism Research Annual Meeting.

Schmidt, E.K., Gordillo, M., Getz, M., Orsmond, G., & Long, K. (2021, May). *Sibling and service provider perspectives on sibling involvement in the lives of adults on the autism spectrum* [Virtual presentation]. International Society for Autism Research Annual Meeting.

Shin, D., Keegan, L., & Gill, S. V. (2021, June). *Beyond weight loss: Changes in psychosocial and physical factors four and eight months after bariatric surgery* [Online poster presentation]. OT Summit of Scholars.

Solet, J., Marrion, E., **Jacobs, K.** (2021, April 23). *Last to Sleep & First to Wake: The Sleep Gap Among American Youth* [Virtual poster presentation]. AOTA 2021 Inspire.

Sterneke, A., & **Doyle, N. W.** (2021, April 14). *Aligning the common core to occupation-based assessments for functional life outcomes in school-based practice for students with severe disabilities* [Online poster presentation]. Conference of the American Occupational Therapy Association.

Sullivan-Soydan, A. P. (2021, April 14). *Mental health impact and best practices in undergraduate advising.* [Invited Speaker] Boston University Advising Network monthly meeting.

Sullivan-Soydan, A. P. (2021, June 4). *Motivational Interviewing for facilitating change.* New Jersey Psychiatric Rehabilitation Association.

Sullivan-Soydan, A. P. (2021, June 9). *Pandemic Meets Academic: Best Practices on College Mental Health* [Zoom presentation]. Northeast Association of Advisors for the Health Professions.

Yinusa-Nyahkoon, L. (2021, April). *Return of the JEDI: The force of a new generation* [Keynote address]. 4th Annual Pitt Occupational Therapy Colloquium, University of Pittsburgh, School of Health and Rehabilitation Sciences, Pittsburgh, PA.

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To our clinical partners-
Thank You!



Over the past 2 years we have learned a lot about flexibility, adaptability and gratitude in the midst of the pandemic. Our students faced many challenges in completing their Level II Fieldwork and Doctoral Capstones with the ever-changing COVID requirements and uncertainty. While many programs in this country had significant delays in fieldwork and graduation, no students within our program were delayed in graduation as a result of the pandemic. This is a result of your dedication to our program and your commitment to supporting occupational therapy education. We would also like to acknowledge the hard work of Jennifer Kaldenberg and the Clinical Education Services Office for supporting the students throughout their fieldwork and capstones in order to complete their program on time.

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