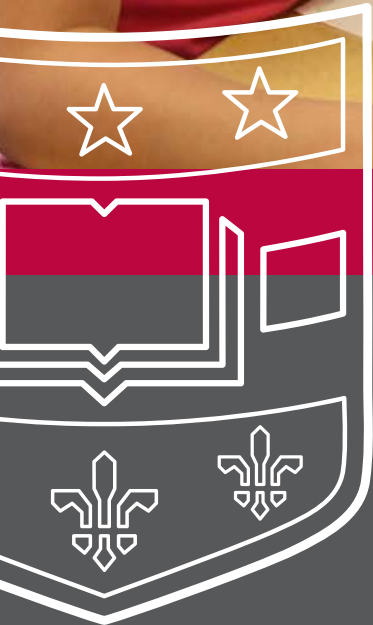


Changing Lives



Program in Occupational Therapy | Annual Report 2019



Washington University in St. Louis

SCHOOL OF MEDICINE

Occupational Therapy

ON THE COVER

Five-year-old Kayleen Spann works with occupational therapist Sarah Cheatham Oberle, OTD, OTR/L, on fine motor skills using a puzzle. Oberle sees clients like Spann at the Central Institute for the Deaf as part of our OT Clinical Services.

**Elias Michael Executive Director
Professor of Occupational Therapy
and Neurology**
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Welcome

Lisa Tabor Connor, PhD, MSOT, OTR/L

Elias Michael Executive Director, Program in Occupational Therapy
Professor of Occupational Therapy and Neurology



When I began my tenure as the Elias Michael Executive Director of the Program in Occupational Therapy on July 1, I knew I was taking the helm of the finest OT program in the country. Two historic milestones happened during the previous 12 months: the Program celebrated its Centennial on Oct. 5-6, and M. Carolyn Baum, PhD, OTR, FAOTA, stepped down as program chair after 31 years. Under her leadership, Dr. Baum has nurtured our educational, clinical and research programs with the highest possible standards of excellence and with indelible impact, as exemplified by the Program's No. 1 ranking nationally. I am also grateful to Dr. Baum for her continued

guidance as I prepare to build further on the Program's excellence at the dawn of its second century.

This annual report marks the start of our second century journey by highlighting where we are today in our research, educational and clinical missions and the incredible ways that students power, as well as benefit from, our missions. You will see how grant funding supports our faculty in generating the rehabilitation and participation science to guide evidence-based practice. You will learn about how our curriculum renewal better prepares students for the changing health-care landscape. You will see how our clinical services employ team-based, integrated health-care delivery models. You will learn about how critical community engagement is to our missions as we strive to promote healthy communities through participation. This report emphasizes the impact our alumni and donors make by contributing to our annual fund or establishing named scholarships for students that invest in the future leaders of our profession. This support is essential for recruiting the highly talented students who will lead future organizations and for more rapidly advancing our educational and research objectives.

I could not be more excited to lead this program through research and clinical capacity building, innovative educational initiatives and interdisciplinary team development to create a dynamic, energized environment for our faculty, clinicians, students and staff. Together, we will move the Program and the profession forward to enrich population health across the continuum of care. Our new chancellor, Dr. Andrew Martin, is promoting his inaugural theme of "momentum." I can think of nowhere on this campus where momentum is a better descriptor than in the Program in Occupational Therapy. We are moved to do great things from a platform of excellence. We are poised to contribute to an even greater extent to the St. Louis community and to the occupational therapy profession.



Top (left to right): M. Carolyn Baum, PhD, OTR, FAOTA, passes the director "baton" to Lisa Tabor Connor, PhD, MSOT, OTR/L, at OT Scholarship Day on April 26.

Bottom (left to right) Connor welcomes the MSOT '21 and OTD '22 students at orientation on Aug. 21.

Carlyn Foster (left) had difficulty getting laundry out of the dryer because of back pain, which was made worse by bending and twisting. She shows Susy Stark, PhD, OTR/L, FAOTA (right), how she can now retrieve her laundry independently and without pain by using a reacher.



Research

For more than a decade, Susy Stark, PhD, OTR/L, FAOTA, associate professor of occupational therapy, neurology and social work, has been researching how tailored, environmental interventions such as home modifications can reduce the risk of falling among older adults.

The translational research effort is significant because falls are the leading cause of death from injury among older adults aged 65+, with most of the falls occurring inside the home.* The U.S. Department of Housing and Urban Development (HUD) projects that medical expenditures related to fall injuries will approach \$60 billion by 2020.

“We need to consider falls a true hazard that can impede an older adult from successfully aging in place in their own home,” says Stark. “We’ve found that just improving physical function isn’t enough. The question we need to ask is how do we change behaviors and a person’s environment to decrease fall risk?”

Since 2010, HUD has consistently funded research in the Home Hazard Removal Program (HARP), which is part of Stark’s Participation, Environment and Performance Laboratory in the Program in Occupational Therapy. The latest funding is a five-year, \$665,000 grant that will keep the research going through at least the end of 2020.

Stark and her research team at Washington University already have found that simple home modifications can reduce fall risk, but they discovered that those modifications need to be customized to each individual, who then must be coached to change behavior and use those modifications.

“We know the most common barriers, but they are always a little different from person to person,” says Stark. “What’s really effective, for example, is when we note that a particular person shuffles their feet and then we suggest removing throw rugs or, depending upon a person’s height, we recommend that grab bars or hand railings be installed at different heights. The trick is identifying what is the risk, what changes need to be made, and how to educate these older adults to actually implement the modifications we recommend.”

Significant decrease in fall risk

In communities where Stark and her team successfully had older adults understand and make home modifications, the risk of falling was reduced by 30 percent. Now she’s taken that research further, translating the findings into an implementation manual and an innovative algorithm that she says will enable occupational therapists to assess where someone is in terms of their own understanding of fall risk. Explains Stark, “We have to meet people on their own readiness level and educate them so that they change their behavior and implement the modifications we suggest.”

Stark is advocating for including the algorithm and fall prevention education in the core curriculum for occupational therapy training nationwide. She’s also hoping to expand her research into HUD communities across the country.

This year, HUD is earmarking an additional \$10 million in fiscal 2019 for competitive grants focused on low-cost, high-impact home modifications that would enable low-income seniors to remain in their homes. The allocation comes after HUD released a comprehensive report, “Overcoming Obstacles to Policies for Preventing Falls by the Elderly” in 2017, which noted that fall prevention education and cost-effective home modifications are critical elements to support aging in place.

“HUD is excited about our work and the potential for an initiative that can reduce the number of falls,” Stark says. “A senior HUD advisor contacted us in August and told us to start planning for a site visit here so that they can determine if HARP is scalable into larger communities and can be embedded into HUD housing policies.”

Her goal in the HARP II study, which began last year and includes a larger number of older adults, is to reduce the number of falls among participating older adults by 15-20 percent.

“There are relatively few older adult communities that have successfully implemented intervention and home modification programs to reduce fall risk,” she stresses. “We’re in the right position to change that.”

Stark also is researching how falls impact other health issues. Last year, the National Institute of Aging awarded Stark a \$3.4 million R01 grant to see if falls are a potential marker of preclinical Alzheimer’s disease, a focus Stark has been pursuing for the past five years.



Top: Foster was unable to transfer in/out of the tub safely until grab bars were installed at appropriate heights.

Bottom: Foster couldn’t clean her floors because of back pain when bending over. Using a spin mop eliminated the need to bend over and wring out, allowing her to clean her floors again.

*Centers for Disease Control and Prevention, National Center for Injury Prevention and Control

Active grants July 1, 2018 – June 30, 2019

Peggy Barco, OTD, BSW, OTR/L, SCDCM, CDRS

Rural Driving Study and Traffic Signs: Fitness to Drive

Funded by MoDOT

M. Carolyn Baum, PhD, OTR, FAOTA

Cross-Cultural Issues in Stroke: Policy, Population and Clinical Comparisons

Funded by Harvey Friedman Center for Aging, Global Aging Initiative

ENGAGE: Promoting Participation and Health for People with Stroke-Related Disability and Low Income

Funded by WU CTSA SPIRIT (Sharing Partnership for Innovative Research in Translation) Pilot Program

Schultz Lifestyle Profile Series

Funded by Schultz Family Support Fund

Kelly Harris, PhD, CCC-SLP

Postdoc Supplement

Funded by Dr. Allison King's US NIH NHLBI U01

Racial Equity in Independent Schools: Examining the Relationships Between School Climate, Student Engagement

Funded by American Education Research Association: Education Research Service Project

Allison King, MD, PhD

Cerebrovascular Disease and Cognition in Adults with Hemoglobin Sc

Funded by ASH Physician-Scientist Career Development Award

Heartland/Southwest Sickle Cell Disease Network

Funded by U1EMC27865 Health Resources and Services Administration, Sickle Cell Treatment Demonstration Program

Impact of Hearing Impairment on Cognitive Function and Quality of Life in Pediatric Cancer Survivors

Funded by Children's Discovery Institute

The Implementation of Cognitive Screening and Educational Support to Improve Outcomes of Adolescents and Young Adults with Sickle Cell Disease: From Clinic to the Community and Back

Funded by US NIH NHLBI U01HL133994

Implementation of Evidence Based Care for the Acute Treatment of Sickle Cell Disease Pain

Funded by subaward from The Medical College of Wisconsin's US NIH NHLBI award U01HL143477

Engaging Parents of Children with Sickle Cell Anemia and their Providers in Shared-Decision Making for Hydroxyurea

Funded by subaward from Children's Hospital Medical Center's PCORI award CDR-1609-36055

Kerri Morgan, PhD, OTR/L, ATP

Efficacy of a Wheelchair Propulsion Training Program for Manual Wheelchair Users

Funded by Encompass Health (previously HealthSouth)

Exercise Training in a Community-Based Setting For People with Spinal Cord Injuries

Funded by Craig H. Neilsen Foundation Psychosocial Research Grants Pilot Grants

Feasibility of a Community-Based Exercise Intervention for Persons with Spinal Cord Injury

Funded by NIH/NICHD K12HD055931 Multicenter Career Development Program for Physical and Occupational Therapy Comprehensive Opportunities in Rehabilitation Research Training Program

Wheelchair Propulsion Training for Manual Wheelchair Users with Spinal Cord Injury

Funded by Craig H. Neilsen Foundation Spinal Cord Injury Research on the Translational Spectrum

Benjamin Philip, PhD

Quantitative Handwriting Assessment Tool for Healthy and Impaired Children

Funded by subaward from NewVentureIQ's US NIH STTR award R41HD097833

Bobbi Pineda, PhD, OTR/L

Engaging Families in NICU Care to Optimize Outcomes of Preterm Infants

Funded by Gordon and Betty Moore Foundation-Patient and Family Engagement Early-Career Investigator Awards

The Baby Bridge Program: Easing the Transition from NICU to Home

Funded by Washington University Institute of Public Health Center for Dissemination and Implementation

Duana Russell-Thomas, OTD, OTR/L

Regional Arthritis Center – Greater St. Louis Region

Funded by US MO DHSS

Susy Stark, PhD, OTR/L, FAOTA

Building Capacity to Improve Community Participation for People Aging with Long-Term Disability Through Evidence-Based Strategies

Funded by US HHS-NIDILRR 90DPCP0001

COMPASS: A Novel Transition Program to Reduce Disability after Stroke

Funded by US NIH NICHD R01HD092398

FALLS: A Marker of Preclinical Alzheimer's Disease

Funded by US NIH R01AG057680

Removing Home Hazards for Older Adults Living in Affordable Housing

Funded by US HUD MOHUU0040-17

Retaining Participants in Longitudinal Studies of Alzheimer's Disease

Funded by subaward from University of Washington's US NIH award U01AG016976

Alex Wong, PhD, DPhil, BSOT

Ambulatory Monitoring of Daily Function in Stroke Survivors

Funded by US NIH/NICHD K12HD055931 Multicenter Career Development Program for Physical and Occupational Therapy Comprehensive Opportunities in Rehabilitation Research Training Program

Measuring Activities of Daily Living in Stroke Patients with Motion Artificial Intelligence

Funded by US NIDILRR SBIR 90BISA0015

Patient Engagement Intervention in Inpatient Spinal Cord Injury Rehabilitation

Funded by 542448 Craig H. Neilsen Foundation's Psychosocial Research Grants

Recovery Dynamics of Depression, Social Support, and Functional Status in Stroke Survivors after Inpatient Rehabilitation: Longitudinal Evidence from the Stroke Recovery in Underserved Populations Study

Funded by The University of Texas Medical Branch at Galveston's US NIH award P2CHD065702

Smart Stroke Registry

Funded by Program in Occupational Therapy, Program in Physical Therapy and Department of Neurology Collaborators

PhD student Pin-Wei Chen, MA (standing), and Kerri Morgan, PhD, OTR/L, ATP (right), put reflective markers on research participant Scott Brandon (left) to track motion for Morgan's research study, Efficacy of a Wheelchair Propulsion Training Program for Manual Wheelchair Users.



Left to right: Betsy Hawkins-Chernof, OTD, OTR/L, ATP, Steve Taff, PhD, OTR/L, FNAP, FAOTA, Lauren Milton, OTD, OTR/L, and Christine Berg, PhD, OTR/L, FAOTA, discuss the renewed curriculum at the faculty retreat.



Education

Academic institutions and disciplines periodically review, renew and/or revise their curricula. The Program in Occupational Therapy reviews its curriculum every five years. In fall 2017, Stacy Smallfield, DrOT, OTR/L, BCG, FAOTA, associate professor of occupational therapy and medicine and assistant director of entry-level professional programs, spearheaded the latest curriculum renewal with a committee composed of Education Division faculty members. Driving this review were three key factors.

“Occupational therapy science has emerged rapidly in the last 20 years, and we need to be teaching current practice and evidence-based interventions to our students,” says Smallfield. “Managing chronic conditions are putting a strain on the current system, and we need to think about new models of care. Occupational therapy interventions need to be much more community based than they were before.”

The third driver, however, was more complicated.

“When we started this process in 2017, it looked as if there was going to be a single point of entry doctorate mandate for our profession. We needed to be prepared to accommodate a full class of 90 or more doctoral students,” explains Smallfield. “The mandate didn’t happen, but we still need to offer the best degrees possible while staying competitive in regards to tuition, technology, scholarship and research opportunities.”

The Curriculum Committee began meeting monthly. “We started by asking ourselves, ‘What skills do we want a WashU OT graduate to have?’ That gave us the outcomes to work backwards from,” says Smallfield. “Special task groups were created to explore in-depth any issues that emerged. We like to think of it as an accordion process. We would make a decision, and members would share it back to all faculty for input. The committee would regroup, and we’d make another decision based on the feedback and share it out again.”

Following a year of intense work, a renewed curriculum sequence with course descriptions that met the Accreditation Council for Occupational Therapy Education (ACOTE) standards was mapped out. The proposed curriculum

then went through a series of approvals, beginning with the committee itself and moving internally all the way up to the Washington University School of Medicine Executive Faculty. It was submitted to ACOTE in November 2018, who approved it in January 2019.

It was finally time to design the courses. Distinguished educational scholar Barbara Hooper, PhD, OTR, FAOTA, from Duke University led a two-day faculty retreat in June 2019. Under her facilitation, the faculty applied principles of subject-centered integrative learning as they worked on the courses. “Our core subject is occupation, and we learned how to keep it the focus of every course and class session,” says Smallfield.

The resulting curriculum model is rooted in five central concepts – threads – which are illustrated in a kaleidoscope graphic (see graphic). The five threads are woven through the curriculum, but combined with the kaleidoscope concept, they create individualized experiences for each student. “The curriculum is the same, but each student will experience it differently because of their backgrounds, perspectives and experiences. Students can also personalize the curricula to meet their learning goals and objectives to prepare them for the career they want,” explains Smallfield.

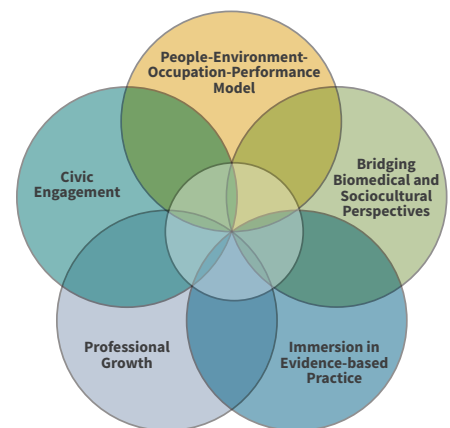
In addition to the technical skills taught, the renewed curriculum provides numerous opportunities for students to engage in experiential learning with actual clients to teach students empathy, compassion and inclusiveness. All students will complete field experiences in the Program’s clinics and other sites to be exposed to diverse areas of practice before meeting back in groups to share their experiences with their peers.

On August 21, 2019, the Program welcomed more than 90 new entry-level students. They will be the first master’s and doctoral graduates under the renewed curriculum. Each semester, faculty will collect data from each course to evaluate the educational outcomes and, eventually, the impact the renewal will have on alumni entering the profession. “We want our graduates to leave our program with leadership and advocacy skills. We want them to be the change and the future leaders of our profession,” says Smallfield.



Top: Barbara Hooper, PhD, OTR, FAOTA, leads a discussion.

Bottom: Faculty members with Hooper (center) at the June retreat.



Curriculum Model

Patient care



Top: Stacy Baker, MOT, OTR/L, CHT, and Charles Goldfarb, MD.

Bottom: Baker and Goldfarb conduct a clinic follow-up visit with a patient.



OT Services Model

For more than 60 years, the Program in Occupational Therapy has been part of a comprehensive hand rehabilitation program at Washington University School of Medicine that provides treatment for patients with hand and upper extremity injuries and abnormalities. Within the Milliken Hand Rehabilitation Center are certified hand therapists who are either occupational or physical therapists and who collaborate with orthopedic and plastic surgeons, as well as referring physicians. The center is one of the oldest in the country and one of the busiest in the region.

“We log an average of 1,100 to 1,200 patient visits monthly in two locations,” says Patricia Nellis, OTD, OTR/L, director of clinical operations for Washington University Occupational Therapy. “From our program, we have 16 therapists, with almost all having advanced certification as hand therapists.”

Nellis has a long-standing interest in the benefits of team-based, integrated health-care delivery models (see graphic), and she notes that the collaborative approach in the Milliken Hand Rehabilitation Center is responsible for enhancing long-term positive outcomes for hand patients.

“It’s not a common model, but true team-based care in practice is when we all communicate, collaborate and work together for a common goal, which is to improve care and enhance recovery for the patients we see,” she says.

In the hand center, occupational therapists are involved throughout the full continuum of care — from pre-surgery through post-surgery and then follow-up care after the patient returns home. All are highly skilled and trained in anatomy and physiology, as well as surgical protocols for each procedure and individual surgeon. To enhance their knowledge base, they also observe surgeries.

In the clinics, pre-surgical visits are focused on education, exercises and precautions for each patient. “We work closely with each physician and make recommendations to them related to how therapy needs to flow both before and after surgery,” says Stacy Baker, MOT, OTR/L, CHT, a certified hand therapist at Milliken.

Baker partners with Charles A. Goldfarb, MD, Professor and Vice Chair of the Department of Orthopedic Surgery and co-chief of the hand and microsurgery service at Washington University School of Medicine, for the care of patients needing hand therapy and care.

Goldfarb says the expertise and the knowledge base of a trained hand therapist is vital to patient recovery and maximization of function. In fact, hand therapists must have an equal seat at the table for optimization of patient care.

“For complex issues such as tendon injuries, birth anomalies, or challenging fractures of the wrist and hand, therapist involvement is a must,” he says. “Knowing when to increase therapy loads or forces, when to slow down, when to add modalities — these are not well defined in the literature and depend on therapist experience and therapist-physician interaction. This relationship and the complementary skill sets and knowledge base are so critical for the best patient outcomes.”

“Physicians, nurse practitioners, therapists and the staff are all on the same page, with the same plan and same goals,” stresses Nellis. “Patients may all see us separately, but we are located in the same place, and there’s tremendous value in that model!”

Especially with health-care reimbursements increasingly focused on outcomes and prevention of readmissions, Goldfarb notes that team-based care is at the forefront of where health care needs to be.

“The daily interaction between the patient, Stacy and myself is vital,” he explains. “Our clinic is filled with complex patients, and having a knowledgeable partner whose experience and skill is additive to my own is amazing. I depend on Stacy for patient assessment and planning, whether for nonsurgical care, surgery or postoperative management. Ultimately, the biggest benefit is that the patient receives the best possible care.”

Nellis agrees. “In our center, we have a seat at the table. We make recommendations, are asked for opinions on therapy strategies, and are truly collaborating with physicians,” she says. “Everyone working together helps to ensure that a surgeon’s surgical outcomes are good because there is appropriate pre- and after-care.”

“Frankly,” she adds, “if you are not engaged in team-based, collaborative care where you practice, your patient won’t benefit as much. Patients don’t live in silos, and delivering health-care services does not happen in them either.”



Baker uses a goniometer to assess a patient's range of motion in his rebuilt thumb.

Allison Doerpinghaus, OTD/S '20, reviews the board meeting agenda with Mark Keeley, Arc's chief executive officer.



Community engagement

Christine Berg, PhD, OTR/L, FAOTA, is always in search of ways for the Program in Occupational Therapy to partner with local agencies so that students can engage with the St. Louis community. When she learned about the Olin/United Way Board Fellows Program offered through the Olin Business School at Washington University, she knew she wanted to offer this unique leadership experience to our students.

“The program places a student as a full voting board member on a nonprofit board of a United Way agency for one year. The student participates in United Way ‘Get on Board’ seminars, Olin School of Business Board Fellows orientation, and a course focused on occupational therapy’s role and board governance,” Berg explains. “They have an agency mentor and a board mentor, and together they select a program development project for the year.”

For her project, Allison Doerpinghaus, OTD/S ’20, chose to work with St. Louis Arc, whose mission is to empower people with intellectual and developmental disabilities and their families to lead better lives by providing a lifetime of high-quality services, family support and advocacy. Her project, which centers around diversity and inclusion, was initially identified by Mark Keeley, Arc’s chief executive officer, and key staff members.

“I am assisting the Arc in creating a committee that will address diversity and inclusion concerns within the agency and promote inclusive practices. I am also developing a pipeline program to educate and train individuals with intellectual and developmental disabilities to serve in leadership positions,” Doerpinghaus shares, after serving a year on the Arc Board. “As an occupational therapy student, I can bring a unique, client-centered and occupation-based perspective to the board. In meetings, I can ask questions that highlight these core values of occupational therapy — holistic, client-centered and occupation-based practice — to ensure that the wants and needs of all Arc participants are being represented and included in program development.”

Having formed partnerships with more than 100 St. Louis social service agencies, Berg has seen how the “occupational therapy lens” can bring a fresh, new perspective to a nonprofit organization. “Our goal has always been to help build capacity in program partners. We don’t come in and say, ‘You need this or that.’ We listen to what their needs are, match a need to our occupational therapy skill set, and then students collaboratively explore and develop a program to fill that need,” says Berg. “Through the Board Fellow Program, students have to listen, research and think critically to understand the specific issues that a board is grappling with. It helps students see the difference between an organizational approach and a direct service approach when trying to solve a problem.”

Doerpinghaus feels the skills she is learning will help her in future professional endeavors. “I’ve learned so much about leadership, communication and problem-solving, as well as how to manage a team of different personalities, backgrounds and opinions,” Doerpinghaus says. “I’m learning to share my occupational therapy point of view and to advocate for people the Arc serves.”

Rick Skinner, who runs the United Way’s Volunteer Center in St. Louis, hopes similar Board Fellow Programs emerge throughout the country. “This is basically a model for the nation to follow, and it’s great to know that these students are not only voting members of the board of directors, but they are making real inroads and making real impact to solve our communities’ most pressing issues. So whether it’s helping kids succeed or helping senior citizens, people with disabilities, or any type of health or human service activity needed in our region, students from WashU are making a difference,” Skinner says.



Doerpinghaus with her board mentor, Kathie Winter.



The Olin/United Way Board Fellows Program has provided*

29,000 hours

of impact in the last six years to nonprofits

70%

of Board Fellows are invited back to serve on their nonprofit

There are more than

40 student placements

at various United Way agencies in the region

*Source: Center for Experiential Learning, Olin/United Way Board Fellows video published Mar 6, 2019.

Faculty appointments and promotions



Jessie Bricker



Chih-Hung Chang



Wanda Mahoney



Marian Keglovits



Emily Somerville



Sue Tucker



Quinn Tyminski

Faculty appointments

Jessie Bricker, MSOT, OTR/L, is an instructor of occupational therapy and serves as academic fieldwork and capstone coordinator. She advises students in making fieldwork selections and capstone experiences that best relate to their career goals and serves as course master for the professional identity and practice series of courses. Bricker ensures that our fieldwork and capstone experiences are integral to the didactic curriculum and are consistent with the Program's mission and accreditation requirements.

Chih-Hung Chang, PhD, is a professor of occupational therapy, medicine and orthopaedic surgery. He is a psychometrician and health services researcher trained in research methodology and quantitative psychology. Chang's research focuses on the integration of methodology and technology to improve patient care quality and safety through efficient yet comprehensive assessment, education and management of patients, their family members, and health-care professionals. He has a joint appointment with the Institute of Informatics.

Wanda Mahoney, PhD, OTR/L, is an associate professor of occupational therapy and medicine. She serves as a clinician-track educator in the Division of Professional Education, where she teaches coursework related to occupational therapy theory, occupational therapy assessment, pediatric practice and other content. She mentors students on scholarly projects that align with her research interests, and she is a key contributor to the renewed curriculum's development and to our diversity and inclusion and program evaluation committees.

Promoted to faculty

The Program in Occupational Therapy promoted the following clinicians and researchers to its faculty.

Marian Keglovits, OTD, MSCI, OTR/L, is an instructor in occupational therapy and neurology. Her research involves occupational performance and participation in the home and community for older adults, people with physical disabilities and their caregivers. Keglovits' primary focus is on the impact of the environment on occupational performance and participation.

Emily Somerville, OTD, OTR/L, is an instructor in occupational therapy and neurology. Her research interests include promoting the participation of older adults with functional limitations through the provision of intensive, tailored home modification interventions designed to enhance the performance of daily activities in the home.

Sue Tucker, OTD, OTR/L, ATP, is an instructor in occupational therapy and neurology. Her scholarly activity focuses on seating and mobility, mobility evaluation and training, and adaptive sports and fitness. Tucker also conducts research in the areas of clinical outcomes and health and wellness.

Quinn Tyminski, OTD, OTR/L, is an instructor in occupational therapy and psychiatry. Her scholarly work focuses on clinical research and assessment development in community-based mental health practice. Tyminski has clinical experience practicing with individuals living with mental illness in both inpatient and community-based settings, as well as individuals experiencing homelessness and incarcerated individuals.

Left to right: AOTF Board of Trustees Chairperson Mary Lawlor, ScD, OTR/L, FAOTA, presents Susy Stark, PhD, OTR/L, FAOTA, with the AOTF Academy of Research award on April 6, 2019.



Faculty honors

The Program in Occupational Therapy's faculty were honored this past year with several awards, appointments and professional accomplishments.

Stark elected to AOTF Board of Trustees

Susy Stark, PhD, OTR/L, FAOTA, was elected into the American Occupational Therapy Association (AOTF) Academy of Research. This is the highest scholarly honor that AOTF confers, and one of the highest honors in the occupational therapy community. Stark joins an elite group of scientists and scholars who have met the Academy of Research criterion of "outstanding contributions through research to the advancement of knowledge in occupational therapy."

Wong receives 2019 ACRM award

Alex Wong, PhD, DPhil, BSOT, was honored with the 2019 ACRM Deborah L. Wilkerson Early Career Award supported by CARF International. The Wilkerson award is given in recognition of significant contributions to rehabilitation research during early career work. Alex's early career accomplishments, including his NIDILRR-funded research on improving patient outcomes through engagement in inpatient spinal cord injury rehabilitation, are reflective of the spirit of interdisciplinary rehabilitation.

King elected to AOA Honor Medical Society, receives mentor award

Allison King, MD, PhD, was elected to the Washington University School of Medicine Chapter of Alpha Omega Alpha (AOA) Honor Medical Society. King also received the Outstanding Faculty Mentor Award for 2019 from the Graduate Student Senate at Washington University for her dedication to graduate students.

Foster appointed to new work group

Erin Foster, PhD, OTD, OTR/L, was appointed by the American Occupational Therapy Association to the American Academy of Neurology Movement Disorder Measure Development Work Group. This standing work group is composed of 8-10 health-care professionals and patients. The first task for the group is to review the Parkinson's disease quality measurement set and update it as needed. Foster is serving a two-year term.



Alex Wong, PhD, DPhil, BSOT (standing)

AOTA's 2019 Annual Conference & Expo

The American Occupational Therapy Association's (AOTA's) Annual Conference & Expo was held in New Orleans on April 4-7. Faculty, clinicians and students presented posters, workshops, short courses, research platforms, buzz sessions and tech day sessions during the conference.

Pre-conference Institute

Scholarship of Teaching and Learning (SoTL) Institute and Mentoring Program

Lorrie George-Paschal, PhD, OTR/L, ATP; Andrea Bilics, PhD, OTR/L, FAOTA; Anne James, PhD, OTR/L, FAOTA; Amanda Giles, OTD, OTR/L; Bridget Piernik-Yoder, PhD, OTR/L; Jennifer Pitonyak, PhD, OTR/L, SCFES; Steven Taff, PhD, OTR/L, FNAP, FAOTA

Posters

A Student-Run Free OT Clinic for Individuals with Acquired Brain Injury: Evidence, Models and Client Outcomes

Meghan Doherty, OTD, OTR/L; Duana Russell-Thomas, OTD, OTR/L; Caitlin Strobel; Molly Dyer, MS; Emily Wilson

A Trauma-Informed Approach Distinct to OT—Changing Our Perspective

Dianna Derigo; Christine Berg, PhD, OTR/L, FAOTA

Assessment and Intervention of Individuals with Down Syndrome (DS): A Life Span Approach

Lauren Milton, OTD, OTR/L; Kara Schuele, OTD; Rachel Koszalinski, OTD

Bridging the Gap in Therapy Activation after Discharge from the Neonatal Intensive Care Unit (NICU)

Margaux Collins; Sarah TenBarge

Bringing Sunshine Children Out of Hiding: Exploring a Community-Based Role for OT in Kyrgyzstan

Allison Burns; Parul Bakhshi, PhD, DEA (M Phil); Kathy Kniepmann, OTD, OTR/L, CHES; Lauren Milton, OTD, OTR/L

Cognitive and Functional Outcomes in Adults with Sickle Cell Disease

Taniya Varughese MSOT, OTR/L; Mallory Varnum; Erica Hull

Differences in Early Auditory Exposure Across Neonatal Environments

Lara Liszka; Maggie Crabtree; Bobbi Pineda, PhD, OTR/L, CNT

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Effects of Animal-Assisted Therapy (AAT) Compared to Progressive Muscle Relaxation (PMR) on Stress and Anxiety

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Test-Retest Reliability of the Infant Toddler Activity Card Sort (ITACS)

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The Infant Toddler Activity Card Sort (ITACS): A Caregiver Reported Measure of Occupational Development of Young Children

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Young Adult Siblings of Individuals with Autism Spectrum Disorder (ASD): A Phenomenological Study

Lauren Milton, OTD, OTR/L; Queeny Brown

Scientific Research Panels

The Neonatal Eating Outcome (NEO) Assessment: A New Developmental Feeding Assessment for Preterm Infants in the NICU
Bobbi Pineda, PhD, OTR/L, CNT

Short Courses

(AOTA) Family, Youth and Community Engagement

Meira Orentlicher, PhD, OTR/L, FAOTA; Ashley Stoffel, OTD, OTR/L, FAOTA; Wanda Mahoney, PhD, OTR/L; Sandra Schefkind, OTD, OTR/L, FAOTA

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OT Practice Guidelines for Productive Aging for Community-Dwelling Older Adults

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Remembering to Remember in Everyday Life: Prospective Memory as a Critical Aspect of Functional Cognition

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The Development of a Structured Sensory-Based Guideline: Supporting and Enhancing NICU Sensory Experiences (SENSE)

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The Role of OT in Work Transitions for Individuals with Autism Spectrum Disorder (ASD): Action Research with Project SEARCH

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Technology Panels

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Crafting an Assistive Technology Learning Experience for OT Students with a Pop-Up Makerspace

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Workshops

Functional Cognitive Intervention: What OTs Need to Know

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Top: Rehabilitation and Participation Science PhD students (left to right) Ryan Walsh, MSOT, OTR/L, Catherine Hoyt, OTD, OTR/L, and Moon Young Kim, MSOT, at a poster session.

Bottom (left to right): Program alumni Taniya Varughese, MSOT, OTR/L, Meghan Doherty, OTD, OTR/L, Catherine Hoyt, OTD, OTR/L, and Peggy Barco, OTD, OTR/L, SCDM, CDRS, FAOTA, at the Program's booth.



M. Carolyn Baum, PhD, OTR, FAOTA, Steve Taff, PhD, OTR/L, FNAP, FAOTA (center), and students attended the School of Medicine Scholarship Donor Recognition Dinner on Nov. 17, 2018. The event celebrates donors who generously support student scholarships.

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The following scholarship recipients were recognized at Commencement 2019.



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Left to right: Steve Taff, PhD, OTR/L, FNAP, FAOTA, Patricia Nellis, OTD, OTR/L, Andrew D. Martin and M. Carolyn Baum, PhD, OTR, FAOTA.

On March 26, chancellor-elect Andrew D. Martin visited the Program in Occupational Therapy to learn more about occupational therapy and our research, educational and clinical missions.

Martin was appointed Washington University's 15th chancellor by the university's Board of Trustees on July 14, 2018. He began his tenure at the university on Jan. 1 as chancellor-elect and became chancellor June 1.



Future leader

Ronald Drummond, OTD/S '20

Hometown: New Baden, IL

Undergraduate degree: BA in biopsychology from McKendree University

Leadership: 2019 Assembly of Student Delegates Chairperson, American Occupational Therapy Association

What are your meaningful occupations?

My meaningful occupations include making people laugh; I enjoy nothing more than seeing others smile or laugh. I also find occupations that help me “recharge” meaningful, whether it be through exercise, being outdoors, spending time with friends/family or cheering on the St. Louis Blues. I am a person who feeds off the energy of others, and I love being around people.

What is your definition of OT?

My definition of OT is that occupational therapy helps people gain independence in both the activities that they need to complete on a daily basis, but also the activities that are most meaningful to their lives, the things they do that give them individuality.

Why did you choose the OTD degree?

I chose the OTD degree because I aspire to pursue a career in education, and I believe the additional experiences involved in the program will help me accomplish my goals. I am also interested in exploring policy and government affairs, as it relates to occupational therapy, along with program development as part of my doctoral experiential component.

What are your career goals?

My career goals begin with passing the NBCOT, of course. Upon successful completion of that, I would like to develop an OT program at a local non-profit organization that provides services to the homeless population. I aim to eventually join faculty at a university and complete research related to my interests in the homeless population and community mental health. Another long-term goal of mine is to hold office as the AOTA President; while I aspire to hold several positions within AOTA as I work toward this goal, I would ultimately like to become president.

What WashU experience so far stands out to you?

The experiences that have stood out to me thus far in the Program are the experiences that have been completed through Dr. Quinn Tyminski’s Community Independence Occupational Therapy Clinic, one of four student experiential learning clinics the Program has. Working with individuals experiencing homelessness has been one of the most enlightening and fulfilling experiences not only at WashU, but in my entire life. Providing services to these underserved populations has guided my path toward the development of all my future goals.



Congratulations, Class of 2019!

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Master of Science in Occupational Therapy



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**Master of Science in Occupational Therapy/
Master of Public Health**

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Clinical Doctorate of Occupational Therapy



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PhD in Rehabilitation and Participation Science

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Program in Occupational Therapy
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 Washington
University in St. Louis
SCHOOL OF MEDICINE

Occupational Therapy

2019 St. Catherine Challenge MVP



Washington University in St. Louis won the 2019 St. Catherine Challenge MVP Award. The award recognizes a veteran school that went above and beyond in the challenge. The Washington University Student Occupational Therapy Association (WUSOTA) hosted several fundraising events throughout the year and raised \$3,032 total to support occupational therapy research grants awarded by the American Occupational Therapy Foundation.