

School of Occupational Therapy



Spring 2022
Newsletter



Spring 2022

School of Occupational Therapy

FROM THE CHAIR

By Yvonne Swinth, Department Chair

I am sitting here in the first in-person Academic Leadership Meeting, at AOTA, since the pandemic shut everything down. The room is full with over 300 Program Directors, Academic Fieldwork Coordinators and Capstone Coordinators and the energy level is high. There is a buzz about the room that is occasionally interrupted as different people celebrate seeing each other face-to-face for the first time in over two years. At the same time, we have over 250 individuals attending the meeting online. Yes, we are continuing to navigate and need to respond to change.....

I shared about the practice of Kintsugi with the OT faculty earlier this year and as I read the draft of this newsletter, I found myself reflecting on how we continue to grow, develop and refine our work amidst the challenges we are facing in our world. While I am often someone who embraces and enjoys change, it seems like the pandemic has brought on a pace of change that leaves me feeling broken. This has brought me to the ancient Japanese practice of Kintsugi. In this practice, broken objects are repaired with gold. It is believed that this makes the vessel stronger and increases its value. The “flaw” is seen as a unique part of the vessel’s history and makes the vessel even more beautiful or refined than it was before. As I look at what is happening in our School and with our students, alum and community partners, I see Kintsugi in action.

**you can read more about [Kintsugi here](#):*

<https://www.bbc.com/travel/article/20210107-kintsugi-japans-ancient-art-of-embracing-imperfection>)

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(From the Chair continued)

However, despite the many changes we continue to navigate, we are all taking baby steps towards a new normal offered by the everchanging landscape of a world coming out of a pandemic. And, as you will see by this newsletter, the School of Occupational Therapy at the University of Puget Sound, is navigating this change well. As Dr. Kashiwa reflects in her article; our onsite clinic, while facing some changes, has continued to serve our community. Several other articles share how our alum continue to be involved in our Program and our Student Occupational Therapy Group (SOTA) continues to be active in new and exciting ways. I hope the stories in this newsletter will give you hope, and that some of the stories will bring a smile to your face. I hope you will see opportunities for partnering with us, working with students, and joining some of our activities. I hope you will celebrate the achievements of others and that someone's journey will give you inspiration for your journey.

As we navigate this next season as a learning community, some of the changes we are facing may feel painful – what will we do without the calm, sincere, caring wisdom of George? But, if I have learned anything walking through this pandemic with this community, like the practice of Kintsugi, the School of OT, will rise refined and stronger.

Finally, before I close, it is important to say a big THANK YOU to all of you....all of our students, our faculty, our alum, our fieldwork educators, and our community partners. We are thriving because of EACH OF YOU. Your commitment to our Program, our students and our profession has shined through these past two years. While many OT Programs across the nation have struggled with filling classes and graduating students on time, our classes have been full and a majority of our students have graduated on time. I hope as you read some of the stories in this newsletter you will see the resilience of our community. And, as we return to in-person for our Evidence Symposium in May, I hope I will be able to see many of you. We will be able to experience the “buzz of excitement” of being together and celebrate seeing some faces we have not seen for over 2 years.



SPRING 2022 ONSITE CLINIC MODIFICATIONS AND SUCCESSES

Amy Kashiwa, Adult Onsite Clinic Coordinator (2021, 2022)

Despite the challenges and unpredictability presented by the coronavirus Omicron variant, the spring onsite teaching clinic is underway. We acknowledge that clinics everywhere have been impacted by the coronavirus and are proud to report that the onsite clinic is overcoming such challenges while building character and resiliency among our students. One of the earlier challenges included a swift change from in-person CI orientation to a virtual orientation. Additionally, the first 1 1/2 weeks of the semester was held entirely virtual. Our clinic community continues to navigate pandemic-related disruptions with grace.

This spring we have 40 occupational therapy students and 13 Clinical Instructors (CIs) participating in clinic! We are profoundly grateful for returning pediatric CIs Jackie Brown, Tiffany Cunningham, Christina Draper, Amelia Jones, Marge Luthman, Tiffany Sparks Keeney, and Lisa Olsen as well as adult CIs Jenn Anderson, Christiane Buhl, Melissa Porrás-Monroe, Julie Tinsley Shaefer, and Deb Zahnow, and offer a warm welcome to new adult CI, Alyssa Ode (UPS class of 2018 and whose bio is featured in this newsletter). We are pleased to welcome Christine Hills as our new Occupational Therapy School and Clinic Assistant. Christine is receiving a crash-course in providing essential support for clinic operations. Additionally, Melissa Porrás-Monroe is teaching two adult clinic sections this spring, and Jackie Brown is the Pediatric Clinic Coordinator during Sheryl's sabbatical.

This spring, the pediatric clinic is serving approximately 36-40 clients. We have maintained a 1:1 student-client ratio in the pediatric clinic with clients attending one day per week. The adult clinic has been modified to a 2:1 client-student ratio with adult clients attending 2 days per week. In this model each client receives service from 2 two students who alternate taking the lead in planning and implementing service delivery. The adult clinic is currently serving approximately 24-26 adult community volunteers. These changes were designed in response to previous student feedback and aims to emphasize the benefits of observing peers and engaging in group processing about service delivery issues.

(continued on page 5)

ADULT CI HIGHLIGHT

We are always thrilled when an alumni of the program returns and contributes to the instruction of our students as a guest speaker, adjunct professor, clinical instructor, evidence project mentor or other collaborator. Here, we highlight one of our newest clinical instructors.



ALYSSA ODE, MSOT '18

After graduating from UPS in 2018, I completed my Fieldwork II placements at an outpatient sensory-based pediatric clinic and at an inpatient rehab facility on the spinal cord injury team. I had originally discovered occupational therapy through working with children and entered school with every intention of pursuing practice as an OT in a pediatric setting. However, through my Fieldwork II placement I started to warm up to the idea of working with adults, which was a surprise to me and everyone who knew me.

(continued on page 5.)

(Spring 2022 Onsite Clinic Continued)

The pandemic created opportunities for two clinic-oriented projects that also fulfilled student Experiential Learning in Context (ELiC) requirements. In 2021, the students began administering psychosocial screenings of depressive symptoms and life satisfaction with adult and pediatric participants using the Patient-Reported Outcomes Measurement Information System® (PROMIS®). Administering PROMIS® measures is a valuable opportunity for students to talk about mental health with clients and families, and provides data for tracking clinic outcomes. One student ELiC project produced an interpretive handout for utilizing PROMIS® measures in the adult and pediatric clinics. The second ELiC project emerged from training on the Washington State telehealth standards of care which students complete during clinic orientation. This prepares students to offer telehealth sessions that align with best practices, meeting new legislation requirements effective January 1, 2021 for all licensed health care providers (Senate Bill 6061). Engaging in telehealth supports client-centered care and increases client accessibility to the onsite clinic, while preparing students for real world clinical experiences. The student project created telehealth guides for students to use while teaching clients to set up email accounts and to access telehealth visits.

Finally, inter-professional learning experiences that were modified or postponed in 2020 and 2021 are returning! We are excited to resume our collaborative learning exchange on 'Lines and Tubes' with PLU School of Nursing, and to resume our OTS-OTA collaboration with Bates Technical College OTA students. Both of these collaborations will occur in April. Bates OTA students will work with OT students to design and implement adult interventions and practice documentation.

Despite the challenges, there is evidence of abundant growth surrounding us. All members of our learning community have demonstrated great flexibility, empathy, and resilience during these unprecedented times. The pandemic has revealed opportunities to talk more openly about mental health, not only with clients, but within our communities. We cannot deliver our program without each of our talented and dedicated Clinical Instructors and support staff, and we are deeply grateful for each of you!

(CI highlight continued)

During my time in the inpatient rehab facility, I developed an appreciation for the challenges that were presented through the medical complexities of the patients as well as the therapeutic skills needed for working with adults with physical and cognitive impairments. I learned that my ability to work with children translated well to being calm and therapeutic within this fast-paced and often high stress environment. Currently, I am working as an occupational therapist at an inpatient rehab facility in Puyallup, WA. I value working on an interdisciplinary team and find it very rewarding to be involved with helping my patients make rapid progress toward their goals everyday.

When I am not at work, I enjoy cooking, camping during the summer, and taking quick weekend trips in nearby towns. I also spend a significant amount of time researching tiny home living and have quite the obsession with the minimalist and tiny home lifestyle that I hope to someday pursue.

OVER, UNDER, AND BACK TO WHERE IT ALL BEGAN: CATCHING UP WITH ALUMNUS JACKIE BROWN

by Renee Watling, faculty

Jackie (Roadruck) Brown '00, '19, described her love for occupational therapy this way “Watching people light up – it’s why I do what I do!” Her career has taken her to multiple states, various job sites, a range of employment positions, and back to her roots at UPS. I recently had the chance to sit down with her to hear about it. Here’s her story:



**Jackie (Roadruck)
Brown '00, '19**



Jackie came to University of Puget Sound as an undergraduate student, interested in a liberal arts education at a small-ish school. She enrolled in an Introduction to OT/PT course with then faculty member Ron Stone. It was through this course that she heard of occupational therapy for the first time. She was intrigued by the creativity and holistic nature of the field and decided to pursue OT as her major. She completed the entry-level coursework while continuing to fulfill the liberal arts core requirements, naming courses in European Peasants and Ceramics as memorable experiences. After completing the academic requirements, she received Fieldwork Level II training in physical disabilities and mental health settings, and opted for a third placement in her primary area of interest – pediatrics – and officially completed her entry-level Bachelor of Science degree in 2000.

On her journey toward becoming a pediatric practitioner, Jackie took positions working in acute care with an adult population, working part-time in a skilled nursing facility, and working part-time at an outpatient pediatrics clinic. Describing her love for pediatrics and the connection she felt for outpatient work with populations with challenges in self-regulation and behavior management, she says sensory approaches “just made sense to me in ways other things didn’t.” After working for six years in local pediatric clinics, she sought a change that offered professional growth and moved to Anchorage, Alaska to be the first OT in an expanding speech therapy practice. She enjoyed the opportunity to build out the clinic space and began dreaming about one day having her own clinic. A second position in Anchorage provided the opportunity to work with a multidisciplinary team, mentor other practitioners, and eventually take on a supervisory role when the clinic created a new position in an effort to keep her on staff.

Health changes experienced by one of her family members created a desire for Jackie to move back to Washington. Upon returning, she sought another position working in pediatrics, but instead accepted a position as the Rehab Director at a skilled nursing facility, realizing that the leadership opportunities would drive her professional growth forward in valuable ways. She described this as the hardest job she’s had as the industry was undergoing massive changes in reimbursement structures. She was immersed in wading through chart records in order to provide documentation to justify services billed. This challenging time provided valuable insight into the appeals process and the crucial nature of effective and accurate documentation. During this time, Jackie sought to maintain her connection to pediatric practice by writing a book aimed at helping children understand self-regulation, but her busy schedule left the manuscript sitting on a shelf.

(Jackie Brown Continued)

Jackie continued to contemplate opening her own business, but was hesitant. While growing up, she had seen her parents run a successful business that later folded as corporate competition beat out independent business owners. Upon her father's advice that "you're still young enough – if it fails you have time to rebuild. There are plenty of jobs out there for you", Jackie and her husband decided to go for it. They rented a 1,000 square foot space in 2013 and opened AppleTree Therapy LLC, with Jackie as the sole practitioner. The space was huge, she said, not being able to imagine filling it up. She set about making business decisions such as which EMR system to use, pursuing the insurance credentialing process, and marketing her services. She said it was fun and exciting to be on her own, but she missed co-treating and collaborating with other therapists. As her business grew, she learned a lot about management, a variety of ethical practice issues, and the hiring process. Within two years she had out-grown her space and in 2015 she expanded her facility to 3,000 square feet. She hired more staff and added Fieldwork II site to her facility's services.

As a practitioner, Jackie felt a deep connection to sensory processing and designed her clinic to meet these needs among her clientele. She pursued advanced training in sensory integration as well as a range of complementary approaches including craniosacral therapy, Therapeutic Listening, Reiki, feeding and oral motor approaches, and Floortime. Desiring to ensure delivery of evidence-based practice, as well as distinguish herself among practitioners entering the field with the entry-level occupational therapy doctorate (OTD) degree, Jackie explored opportunities for a post-professional degree and returned to UPS in the DrOT program in 2018. This time, she brought a range of additional identities to her role as student: practitioner, business owner, wife, mom and employer. In fact, in her enthusiasm for pursuing new learning, she invited her employees to apply to the program and was joined by colleague Jennifer Jarest (DrOT '20).

Since returning to UPS, Jackie has earned her post-professional DrOT degree, served as a Clinical Instructor in the onsite pediatric clinic, and worked as an adjunct professor, co-teaching the Management and Pediatrics course. Oh, and she also published her book! [Meet the Overs and the Unders: An Activity Book to Help Children Understand Their Sensory Needs](#) is available through Amazon, Barnes & Noble and other booksellers. Currently, she is working as the Pediatric Clinic Coordinator while Dr. Sheryl Zylstra is on sabbatical. Throughout her career, Jackie has learned to evaluate opportunities by asking herself the question "What do I want to be doing?". If an opportunity aligns with her passions and desires, she pursues it. When asked about her choice to continue her connection to the OT program at Puget Sound, she stated "I enjoy the energy the newest generation of OTs bring. There's something about their learning, when they have an a-ha or breakthrough moment, when they get it for the first time – that's the best part. That's why an on-site clinic is so powerful. Watching people light up – it's why I do what I do."

CONNECT WITH JACKIE BROWN

You can connect with Jackie Brown, DrOT, OTR/L at jackiebrown@pugetsound.edu or appletreeot@gmail.com



**COLE CHANG:
THE IMPORTANCE OF
DIVERSITY IN
FIELDWORK**



*by Andee Spehar, MSOT, '12,
Associate Academic Fieldwork
Coordinator*

Cole Chang, MS, OTR/L '18, is one of our wonderful Fieldwork Educators who recently stepped into the role of Fieldwork Coordinator for CHI Franciscan's Rehabilitation Hospital here in Tacoma. Cole played an important role assisting students during the height of the COVID-19 pandemic through their coordination of multiple student placements.

Coming from both a racially diverse background as well as being a part of the LGBTQIA+ community, Cole stressed the importance of diversifying the occupational therapy field. They identified this as a factor in their decision to mentor students. The sense of belonging, of seeing themselves in their clinician, extends to students as well as patients.

8 *(continued on page 9)*

FIELDWORK HIGHLIGHTS

By Andee Spehar, Staff

Congratulations to the Class of 2021 students who completed Level II Fieldwork in December! Many of them have passed their board exams and are accepting their first positions as practitioners in the field. We are so proud of all of you!

One such student is Rebekah J, who recently accepted her dream job at a local hospital in acute care. Rebekah kindly shared some insights on her Fieldwork experience with us.

What was the focus of both of your rotations?

- Acute Care @ Madigan Army Medical Center
- School Based @ Federal Way Public Schools (Elementary, High School, AT, & Child Find)

How did you prepare for both of your rotations?

- Overviewing the SEFWEs provided for each setting
- Contacted FW educators and coordinators and introduced myself and asked what they felt I should do to prepare
- Filled out any and all onboarding paperwork
- Brushed up on setting-specific dx, assessments, and intervention approaches
- Rested
- I think it is important to understand as you are preparing that your FW educators understand that you are a student and that FWII is an aspect of your education. They do not expect you to know everything, just that you understand the OT process, tenets of our profession, and that you are able to ask for clarification when you need support.

When my FW educators gave me honest, consistent feedback. This helped me to grow as a practitioner, even when the feedback was that I had room to grow in an area.

(Continued on Page 8)

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(Fieldwork Highlights continued)

What is a moment that stands out to you?

For both settings, when the OT process and student/patient interactions started to flow. I remember, very specifically, at FWPS when it “clicked” and I felt like I was “doing OT,” it was such a proud moment to put my learning into action.

What was most helpful to you during Fieldwork?

When my FW educators gave me honest, consistent feedback. This helped me to grow as a practitioner, even when the feedback was that I had room to grow in an area.

If you could give students who will be starting their Fieldwork rotations soon one piece of advice, what would it be?

Go easy on yourself. You know a lot more than you are likely giving yourself credit for. It is OK and normal to not know everything or admit when you’ve made a mistake. Fieldwork is an exciting experience! Approach it with an open mind and an eagerness to learn and you will thrive!

What advice would you give to Fieldwork Educators who are new to mentoring or clinicians who might be considering mentoring a student?

Be patient with your students. They are learning and likely very nervous. Consistent, kind, and direct feedback helps with the learning process. Finally, be clear and upfront with your expectations at each step of the way. This removes mystery and, I feel, allows for more room for independent learning.

(The Importance of Diversity in Fieldwork Cont.)

Cole’s advice for occupational therapists who are considering mentoring Level II Fieldwork students is that the partnership can be mutually beneficial. While mentoring a student is a lot of work, students have access to the latest evidence sources for implementing evidence-based practice. Educators can learn just as much from their students as the students learn from them.

One of their proudest moments as a Fieldwork Educator came with their first student. Witnessing them trust the process and go from a nervous student to an independent practitioner was very rewarding. Cole’s advice for new Level II students is that it is totally normal to be nervous and to ask for what you need to be successful. “Trust yourself and what you bring to the table. Nobody knows everything- it’s about learning how to find the answers.”

SOTA HIGHLIGHTS!

By Monica Lyons MSOT '22 and Inga Rhondes MSOT '22 SOTA Co-Presidents

THANK YOU!

We want to thank everyone who has given to the OT Gift Account. These donations support student research and the presentation of their projects at local, state and national conferences. Your support makes a difference!



Our SOTA officers are enjoying being back on campus full-time and planning in-person SOTA events.

SOTA has enjoyed a meaningful year navigating in-person and hybrid classes while adapting to new ways of learning. Board members and committees (Professional Development, Advocacy, Coalition of Occupational Therapy Advocate for Diversity, Fundraising, Social, and Health & Wellness) have been hard at work hosting guest speakers and providing learning opportunities for students to engage with advocacy, professional development, and cohort comradery.

Some highlights include:

Spring SOTA OT/PT Job Fair coming up!: The professional development committee is organizing a Spring OT/PT Job Fair in person on April 22nd from 3pm-7pm in the Upper Marshall Hall on campus where OT and PT students will have the opportunity to engage with potential employers and practice their professionalism skills. Are you interested in recruiting a Puget Sound OT or PT student for future employment? Join us on April 22nd! For more information regarding the job fair, please contact otjobfair@pugetsound.edu.

(Continued on page 11)

(SOTA Highlights Continued)

Coalition of Occupational Therapy Advocates for Diversity (COTAD) Chapter: This past semester, the UPS COTAD chapter held multiple events to share information regarding topics such as race, gender, sexuality, religion, and disability, and their relation to health care systems, client care, and occupational therapy. The chapter hosted a Brown Bag event to discuss gender identity, representation and inclusivity within OT concepts through the OT lens and sponsored a film showing of *Do The Right Thing* directed by Spike Lee.

SOTA Fundraising Success: The SOTA fundraising committee was able to break records by raising over \$1,000 through the OT polo and quarter-zip fundraiser this last semester. Thank you to everyone who supported us! It's been fun to see everyone on campus rocking their new gear! All funds raised have gone directly to support various SOTA events, workshops, and opportunities for students to receive an AOTA annual conference registration scholarship.

SOTA Social Events: The Social Committee has been consistently committed to finding Covid-safe ways to host events that provide fun opportunities for connection both within and outside of our program. One of those events was a gingerbread house decorating competition! In partnership with our Health and Wellness committee, there are plans for a therapeutic yoga training event later this spring. SOTA's end of the year party is planned for Friday May 13th at West of the Waterway and we're so excited to celebrate our accomplishments!

SOTA Advocacy Efforts: The Advocacy Committee has been voracious at providing actionable opportunities for UPS OT students to show up and participate in advocacy efforts. These opportunities included attending a virtual lobby week in February for the National Alliance on Mental Illness (NAMI) and multiple legislative processes to make our voice heard as mental health advocates.

We continue to find creative ways to find opportunities to use occupational therapy to meet the needs of our community. SOTA is excited to continue to support 1st year students as they declare their MSOT or OTD route, 2nd year MSOT students as they graduate this May, and the inaugural OTD cohort as they begin planning and developing their doctoral capstone projects.

YOUR SOTA CO-PRESIDENTS

Monica and Inga



OCCUPATIONAL THERAPY /DENTAL HYGIENE STUDENT TRANSFER TRAINING COLLABORATION

Shelly Norvell, OTD, OTR/L



On December 1, 2021, five volunteer second year occupational therapy students had the exciting opportunity to participate in an inter-professional transfer training event with Pierce College dental hygiene students. Professors Amy Kashiwa and Shelly Norvell, who co-instruct the OT Process with Adults I course, organized the on-site event to re-establish a pre-COVID-19 collaborative tradition with the Pierce College



Dental Hygiene School. The aim of this program is to help prepare future dental hygienists to safely work with clients who may have limited mobility. The event allows second year OT students the opportunity to reinforce transfer training skills they have learned over the semester and more fully understand the occupational therapist's role in inter-professional education opportunities.



The event began with the professors delivering a brief slide presentation entitled, "Wheelchair Transfer Training in General Dentistry" which covered principles of proper body mechanics to avoid injury when performing safe transfers in the dental clinic, how to don/doff a gait belt, medical precautions to consider before a transfer, overview of wheelchair components, and steps of a safe transfer to/from the dental chair.

Students Alan Wong, Colleen O'Hagan, Sarah Riddle, Tessa Dunbar, and Danielle Beck then led breakout sessions with the 20 dental hygiene students. In these small groups, the OT students demonstrated gait belt application and oriented the dental hygiene students to wheelchair components and positioning to prepare for transfers. Next, the dental hygiene students were able to practice their skills in a dental clinic simulation lab while OT students provided feedback.

(OT/ Dental Hygiene Continued)

When asked what was meaningful about the experience, Puget Sound OT students reported,

“I found working with people that are less familiar with the W/C, gait belts, and transfers to be beneficial in learning about what may be issues for other care providers or caregivers.”

“I thoroughly enjoyed collaborating with healthcare professionals as I believe the more active we are in the community the more awareness we will bring to our profession.”

“I love showing what OTs can contribute to the conversation/ experience.”

“Honestly the time away from campus while still learning, it helped to solidify things in a novel experience and location which is always great when trying to generalize skills.”

“Being able to demonstrate my emerging skills on/with people other than my OT peers.”

We look forward to continuing this valuable partnership in the future!



UPDATES ON DEVELOPMENT OF THE DOCTORAL CAPSTONE EXPERIENCE

By Aimee Sidhu, Doctorial Capstone Coordinator

ON CAMPUS GRIEF OF LOSS SUPPORT GROUPS

Amy Kashiwa, faculty, is supporting Puget Sound students experiencing the grief of loss by offering two on-campus support groups. She will also be supporting our OT students in learning how to support others who are experiencing grief through a brown bag talk later this semester on Enhancing Grief Sensitivity: What Occupational Therapists Need to Know.

To find out more, contact Amy at:
akashiwa@pugetsound.edu.

Puget Sound's School of Occupational Therapy currently has our first cohort of entry-level doctoral students finishing up their second year of the curriculum. Their third and final year consists of scholarly work in an individualized area of study, culminating in a 14-week, self-directed experience in the community implementing the in-depth knowledge they have diligently navigated over the preceding years. Students work with both Faculty Mentors and Site/Community Mentors to develop an immersive experience to complement their scholarly work.

One of the unique aspects of the Doctoral Experience differentiating it from the fieldwork experience is that it can be mentored by interdisciplinary partners and can happen in new and emerging practice areas. Doctoral Projects and Experiences allow for students to dive into an area of particular passion or interest, giving them depth, rather than breadth, when understanding the scholarly process.

The University of Puget Sound is currently the only school in Washington State offering this unique, in-depth opportunity. We are excited to partner with our community practitioners to further the development of this process, as our first doctoral students will be completing their doctoral experience in Spring 2023. If you are interested in learning more, please reach out to Dr. Aimee Sidhu at asidhu@pugetsound.edu.

ELIC EXPERIENCES

Danielle Van Dusen

For my first ELiC, I decided to volunteer at the Tacoma Rescue Mission (TRM). At TRM, I worked in the kitchen alongside other volunteers to prepare meals for members of the community who could walk in to eat a warm meal at no cost to them. My main goal in this experience was to challenge my own stigma around homeless people and reflect on the skills necessary to work in this type of setting. While serving at TRM, I noticed how many people came regularly for each meal, and would even sleep right outside to make sure not to miss any meals. To see this was challenging for me because much of the food at TRM is donated, and most of it is very unhealthy and processed. Overall, I am happy that there are organizations such as the Tacoma Rescue Mission. While I enjoyed making meals for others who need it, I felt conflicted about the food options available to people who have little or no income. I would like to see a role for occupational therapists at the TRM to educate individuals about healthy versus unhealthy foods, the health consequences of eating a diet rich in processed food, and the impact it could have on their lives.

My second ELiC experience was with Outdoors for All (OFA), an organization that supports kids, teens, and adults with disabilities in accessing a variety of outdoor sports, such as kayaking, rock climbing, and skiing. When volunteering with this organization, I spent time with individuals with developmental, physical, and sensory disabilities in outdoor activities such as kayaking and rock climbing. I challenged myself to utilize an individualized approach to promoting activity engagement by recognizing each individual's needs and helping them fully engage in activities through means such as adapting equipment, assisting with transfers into kayaks, providing lots of encouragement when I sensed hesitation from participants, and providing instruction on strategies for those who had never kayaked or rock climbed before. I enjoyed seeing these individuals participate in physically demanding leisure activities that others wouldn't think could be an option for them. I also learned how adaptive equipment can be used to support engagement. This experience helped me better understand different needs and challenges experienced by people with different disabilities in experiencing the outdoors. I recognized the joy and improved quality of life that engaging in leisure activity promotes for people with disabilities and realized that occupational therapists have a role in advocating for outdoor accessibility. I am grateful to have had the opportunity to spend time with people with a range of diagnoses in a variety of outdoor activities.

These two ELiC opportunities impacted my educational experience because I was able to integrate a lot of the information I was learning in class into real situations that didn't originally involve occupational therapists. I found that I challenged myself to look at opportunities that did not conventionally use occupational therapists and identified ways that OTs could play a role in these settings.



GEORGE TOMLIN RETIRING AFTER 38 YEARS ON THE OT FACULTY

By George Tomlin, PHD, OTR/L, FAOTA

It began in February 1984- George was an emergency fill-in part-time clinical instructor in the pediatric on-campus clinic. Each semester following he took on more coursework (Performance Adaptation, Clinic Coordination, OT/PT Management seminar, Functional Anatomy- particularly Biomechanics [HELP!], Pediatrics- Adolescent portion, Research, Research Design, Research Projects, Mental Health, Foundations, Program Development Projects, Ergonomics), as well as helping design and overseeing students through 84 collaborative evidence projects, done for and with practicing therapists (2016-2022). George chaired the Occupational Therapy Program from 1998-2012, leading the department through two successful re-accreditations (2002, 2012), the historic move from South Hall to Weyerhaeuser Hall (2011), and the transition to a MOT/MSOT-only curriculum. Perhaps his most gratifying experience was leading the program through the low enrollment crisis of 2001-2004 and in the process meeting Professor Emerita Marjorie Mann, founder of the OT program at Puget Sound (1944). Over these years George has had the benefit of co-teaching, working-- and learning-- from many dear colleagues:

Margo Holm- thinking big is a necessary condition, and working hard to implement it is the sufficient one

Steve Morelan- statistics can be clear, and generalizability is generalizable

Shelby Clayson- fastidious attention to detail in teaching and testing is crucial

Juli McGruder- there's no transformative teaching without sharpening your cutting edge

Ron Stone- keep it practical, make it fun, preferably with the dumbest practical jokes; work at 3 am if you have to, for the show must go on when the curtain goes up

Corinne Chan- good faculty are good project managers

Roger Allen- in liberal arts anatomy and neuroscience, all references are relevant, and so is compassion

Christine Stephan- activities and crafts can soothe, balance, restore, heal

Lucretia Berg- teaching with a heart is education for the soul

Marge Luthman- a good laugh is as good as a good book



(George's Retirement continued)

Anne James- a good (clinical) story is worth 1,000 words (of lecture)

Yvonne Swinth- setting metacognitive expectations for students pays off

Marie DeBenedictis- a professionally and fiscally responsible employee is worth her weight in diamonds

Tatiana Kaminsky- never underestimate the power of an inspiration (Tin Man: "I now have full range-of-e/motion!"); ethics matters

Martins Linauts- being on time with getting your tools in order is 90% of it

Kirsten Wilbur- unshakable steadfastness adheres to a good heart

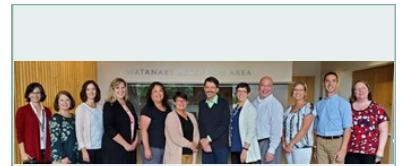
Jennifer Pitonyak- teaching from a theoretical framework is really coherent

Dawn Yoshimura-Smith- a warm network of contacts is a basket of golden eggs

Renee Watling- poetic license and metaphorical thinking are best balanced by careful, step-by-step planning

George has also learned much because of his students-- from his first peds clinic section to his final evidence project supervisees. Those who have gone on to publish their student work and to become faculty are especially endearing (15 current clinical instructors in the OT program were former students of George's). Also never to be underestimated is the magnificent dedication of OT students to their educations. They are inspiring.

Finally, in retirement George will not stop thinking about the profession he cares deeply about. After an attempt this summer to walk the 84 miles of Hadrian's Wall in northern England (he first saw a bit of it in 1970, and has waited 50+ years to return to walk the length), George plans to continue scholarly work with colleagues from around the world on the Research Pyramid, on collaborative projects to diversify the conceptualization and implementation of evidence-in-practice, and on a new (7th) edition of the Rice, Stein, and Tomlin research textbook. He is grateful for the 40+ years in the Puget Sound environment, where he has learned to grow, change, be humbled, and flourish.



Earn Contact Hours at the Spring 2022 OT Evidence Symposium

SPRING 2022 OT EVIDENCE SYMPOSIUM



[Registration Form](#)

After two years of virtual presentations, the OT Student evidence Symposium is returning to a **live and in-person** event!

You can earn up to three contact hours for continuing education requirements at no charge. The program will showcase 12 Puget Sound OT student evidence groups presenting their university/community collaborative evidence and knowledge translation projects. Presentations will provide comprehensive reviews of the scientific evidence on a variety of current hot topics and strategies for applying the evidence in practice.

***Save the date and plan to join us on Thursday,
May 12, 2022 from 6:00 to 9:00 pm.***

Topics include:

- approaches to early feeding in the NICU;
- effectiveness of indocyanine green lymphography in detecting and guiding treatment for lymphedema;
- best practices for toilet training children with special needs;
- multi-layer compression bandaging for edema in clients with heart failure;
- best practices to address self-feeding in clients with tremors;
- craft-based interventions in an inpatient mental health setting;
- effect of ear infections on social and behavioral development;
- outcomes associated with varying intervention dosage in outpatient pediatric services;
- using auditory interventions to treat pain in orthopedic patients; and more.

To RSVP please complete the registration form at [this link](#).

More details about the event will be sent to registrants and posted to our Facebook page in early May.

CONNECTING PROSPECTIVE OT STUDENTS WITH ALUMNI AND CURRENT STUDENTS

By Samantha Reed OTD '23

As an undergraduate student at Puget Sound, I knew enough about occupational therapy (OT) to be interested in it as a career, but wanted to learn more to ensure it was going to be a good fit for me. At that time, the resources on campus available to help me explore the OT profession were extremely limited and I did not feel supported in learning more about the profession. I did my own research and used connections that I had in my hometown community to gain shadowing hours. This struggle of figuring out how to learn more and gain exposure to OT motivated me to create a resource for Puget Sound undergraduate students who are interested in learning more about the profession and gaining shadowing experience. As one of my Experiential Learning in Context (ELiC) opportunities, I decided to work with the Health Professions Advising (HPA) office on campus to create an online resource about the OT profession that they can share with interested undergraduate students. The resource will be part of the HPA website and will support students in better understanding what OT is. It includes descriptions and resources about the role of OT in a variety of practice settings and offers strategies for gaining observation hours. The target date for publishing this webpage is the end of April 2022.

An additional goal of this project is to connect pre-OT students with Puget Sound OT alumni and current OT students. The aim of this component is to give pre-OT students the opportunity to network with existing and upcoming professionals in the field to hear firsthand what OT is like, and to allow for possible shadowing opportunities. I am looking for Puget Sound OT alumni who would like to enroll as partners in this project. Contact information of project partners will be maintained by the OT department and shared with the HPA office. When a pre-OT student contacts the office seeking resources to learn more about OT, an HPA advisor will consult the list and provide contact information to the student so they can reach out and connect with a partner to learn from.

If you are interested in helping advocate for the profession by connecting with prospective OT students, please indicate your interest through completion of the [Alumni Engagement Survey](#).

**KEEP IN TOUCH WITH
PUGET SOUND OT!**



[Alumni Engagement Survey](#)

Help advocate for the profession by connecting with prospective OT students.

Indicate your interest in the Alumni Engagement Survey!