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SAVE THE DATE:

MAY 16, 2016
Justus F. Lehmann Day Symposium
"Neuromuscular Disease Across the Lifespan"

Keynote Speaker:
Krista Vandenborne, PT, PhD
Professor and Chair
Department of Physical Therapy
University of Florida
UW HUB, Lyceum Room

JUNE 8, 2016
16th Annual Graduate Project Symposium & Graduation
Center for Urban Horticulture

Call for MOT Graduate Projects
Contact OT Division Head
Janet Powell jmpowell@uw.edu

Creating a Community

UW MOT students, faculty, and staff join together to build a community of learning.

Four years ago, the Occupational Therapy Division was in transition. Janet Powell had been the Program Director for less than a year, some of the long-time faculty members had retired or moved away, and new instructors were coming on board. Dr. Powell wanted a way to bring everyone together. “We came up with the idea of intentionally creating a Community of Learning,” she said and cited the program’s formal definition: “A group of students and educators who, for a time, motivated by common vision and will, are engaged in the pursuit of knowledge, abilities, and attitudes.”

What drives the community, explained Dr. Powell, is the common will of everyone involved. “You have to want to make this happen,” she said. “You have to invest in it. It’s a shared responsibility between the faculty, staff, and the students. Everyone, through their actions and their desire, has to participate to create this community.”

And they have. The new student orientation has transformed into a more interactive event while the quarterly student-faculty forums have shifted to an atmosphere of solution-oriented dialogue. Students are more engaged, observed Associate Professor Tracy Jirikowic. “I see students communicating in a manner that is respectful of peers and faculty,” she explained. “I think they welcome and appreciate the culture of collaboration versus competition.”

Second year student, Christine Daly agrees. “There is such a sense of togetherness in our class,” she said. “It’s great to feel like my classmates are there to help and that we can all work together to understand the class materials.”

Students said they feel the same sense of solidarity with faculty. When current second year student Katie Gallagher moved to Seattle from Chicago, she felt overwhelmed by the newness of the city, the size of the university, and the pace of the program. She was grateful for the support of her instructors through the transition. One faculty member put her in touch with a former student who had experienced similar difficulties while another provided resources that helped her develop new study techniques and strategies.

“My first year brought me a lot of new experiences, skills, and people with whom I can share these experiences,” she said. “I have found a sense of belonging within the MOT program.”

Dr. Jennifer Pitonyak and students Leslie Knott, Cailey Marsh, and Suzie Kwon meet to discuss their Master’s project.
Letter from the Program Director

After moving to Seattle to go to OT school, I lived with my mother’s parents for a couple of quarters one year. I loved getting to know my grandparents and great-aunt better through such occupations as Sunday dinners, playing cards, and blackberry picking.

That Christmas, my grandmother taught me how to make lefse (lef-sa), a traditional Norwegian potato flatbread, using the special griddle she brought with her from North Dakota and the long lefse turning stick my grandfather had whittled for her in the early days of their marriage. After my grandmother’s death, her lefse griddle and stick were passed on to me, and I use them every Christmas to make lefse as part of a traditional family holiday meal.

Although I’ve kept her tradition of serving lefse every Christmas, I’ve adapted it, too. Instead of relying solely on my husband and two daughters for help, I now invite our guests to participate and teach them to turn lefse like my grandmother taught me. And, after many years of faithfully following my grandmother’s recipe, this year I successfully adapted it for wheat sensitivities so that my older daughter can, once again, eat her share.

Our UW Master of Occupational Therapy Program is also characterized by tradition and change. While there are many long-standing aspects of our program that we cherish, we continue to adapt to changing demands and circumstances in a process of continual improvement. I hope you’ll enjoy reading about some of these changes in this year’s newsletter including our development of a shared community of learning and recent student and faculty global outreach. We have embarked this year on a major review of our MOT curriculum, and I’m looking forward to seeing what traditions we keep and what changes we decide to make. We’ll be sure to keep you posted!

Looking forward to continued conversations,

Dr. Janet Powell
Associate Professor and Head
Division of Occupational Therapy

Thanks to the MOT Advisory Board

The MOT Program Advisory Board (see members listed left) meets twice a year to provide the faculty with information that helps us better shape our curriculum to meet current market needs. We are very appreciative of the Advisory Board members for their time, commitment, and support of our Master of Occupational Therapy Program.
Each June, the newest group of graduating students from UW’s MOT program gathers to celebrate the moment they’ve been striving toward for years—the moment their names are called and they are recognized for successful completion of the didactic portion of the program and their readiness to take the knowledge they’ve gained into the clinical world to hone their skills during their Fieldwork II placements.

On June 10, the 24 members of the UW MOT Class of 2015 finally got that moment receiving a recognition certificate from Tracy Jirikowic, 2nd Year Class Advisor, and an official UW OT pin from OT faculty Don Fogelberg, Tracy Mroz, Jennifer Pitonyak, and Beth Rollinger.

Student speakers Mike Clark and Hannah Lott-Havey summed up their time in the program and shared memories from the time they were accepted to their last day as a cohort. To tie it all up, they chose the word: Courageous. "We’ve learned and seen how OTs are constantly faced with new situations, patients and clients, time constraints, treatment ideas, billing standards, etc. Having courage is an essential job description. We will need courage as we move away from the familiarity of our academic lives, the support of our faculty, and each other." Clark and Lott-Havey went on to explain, “The preparation has been done, the hours put in, the tests passed, and it is finally time to show the world what everyone in this room already knows: we are going to be awesome.” They finished their remarks by leading the class in a pledge for their future success, promising to “learn it, love it, be true, do good, and pass it on.”

Associate Professor and OT Division Head Janet Powell congratulated the students on their accomplishments and the sense of community they had built while in the program. “I hope that you will continue to sustain this community that has meant so much to you and to us. However, I also hope that you will build new communities in your clinical roles—communities of practice. I hope that you will reach out and find others who share a passion for what you do, that you will foster those relationships, that you will learn from and support each other, and, as communities of practice, continue to build your knowledge and expertise together.”

Alumna of the Year Rose Racicot explained how OT could stand for many things besides occupational therapy including being “On Target” and noted that the students’ target was changing from themselves to the broader community. She shared her top tips for success as an OT encouraging the students to develop their skills to an expert level and use those skills to give back to others, to be life-long learners, to network with fellow OTs and get involved with professional associations, to be an advocate for their clients and the profession, to pass on their knowledge to future generations of students, to be creative and pursue their passions, to maintain a positive attitude, and to be open-minded and willing to say “Yes” to risks. Racicot concluded by reciting a poem “Discovering the Power, Passing the Flame” that she wrote for her post-professional Master’s degree graduation.

Graduating student Leticia Valadez concluded the ceremony with a cello performance of Julie-O by Mark Summer. The afternoon events were followed by a slide show showcasing student activities in and outside of class and a celebration reception for the new graduates and their family and friends.
The second-year MOT students presented their capstone projects, a culmination of nine months of work with community partners. Each project responded to an identified need in the community with a focus on program development activities. This year, there were a total of seven group projects covering a wide range of settings and client groups.

### Social Emotional Learning: Developing an Activity-based Program for Enhancing the Social-emotional Intelligence of Middle School Students

Students developed and piloted a social-emotional learning curriculum as part of the Youth Ambassadors Program at a middle school in the Highline School District. Based on feedback from students and faculty, the group protocols were refined and given to the Youth Ambassador Program for future use.

**Faculty Adviser:** Beth Rolinger, MHA, MS, OTR/L  
**Community Mentor:** Lori Markowitz, MPA

### Seattle Aquarium Staff Training: Enhancing Educational Environments Through Foundational Communication Skills and Behavior Analysis

Students created and led a two-hour training to teach staff at the Seattle Aquarium the communication skills required to effectively prevent and/or manage disruptive behavior of visitors. The training materials, including presentation slides, presenter notes, and participant handouts, were provided to the Aquarium management for use in future training sessions.

**Faculty Adviser:** Donald Fogelberg, PhD, OTR/L  
**Community Mentor:** Darcie Larson, MS

### Barrel Vaulting: An Intervention Supporting Core Learning Skill Development in Children With Dyslexia, Dysgraphia, and ADHD

Students collaborated with Fall City Children’s Therapy to develop an occupation-based intervention for children with learning disabilities and underlying deficits in core learning skills. Students identified needs related to postural stability, bilateral integration, and motor planning; constructed a vaulting barrel; and created an educational guide of barrel vaulting poses for use during OT services.

**Faculty Adviser:** Jennifer Pitonyak, PhD, OTR/L, SCFES  
**Community Mentor:** Ellie Olson, OTR/L

### Group Therapy for Children With Autism Spectrum Disorder to Improve Social Participation

This project aimed to improve social participation among 5 to 8 year-old children with autism spectrum disorder and limited verbal ability. A 10-week group protocol was designed and implemented at Seattle Therapy Services targeting social behaviors and incorporating the use of augmentative and alternative communication devices.

**Faculty Adviser:** Tracy Jirkovic, PhD, OTR/L, FAOTA  
**Community Mentors:** Ashley Anderson, MS, CFY-SLP, Megan Eastman, MOT, OTR/L

### A Culturally-sensitive Multifactorial Fall Prevention Program Serving the Aging Nikkei Community

Students collaborated with Kokoro Kai, an adult day program at Nikkei Manor Assisted Living, to develop a multi-pronged fall prevention program. The program included near falls education, a group exercise reference book in Japanese and English, and a workshop on personalized fall prevention plans for home and community safety.

**Faculty Adviser:** Janet Powell, PhD, OTR/L, FAOTA  
**Community Mentor:** Naoko Ulstein

### Addressing Cognition and Communication Within the Context of Early Mobilization in the Intensive Care Unit

Students presented an inservice to and provided a resource binder for occupational therapy staff at the University of Washington Medical Center on evidence-based cognitive and communication assessment and intervention in intensive care units (ICUs). Students also revised the ICU early mobility protocol to incorporate best practices for addressing cognition and communication.

**Faculty Adviser:** Tracy Jirkovic, PhD, OTR/L  
**Community Mentors:** Ann Buzaid, OTR/L, ATP Jessica Malinowski, MS, OTR/L

### Incorporating Occupational Therapy Services Into a Federally Qualified Health Center: A Needs Assessment

This project focused on the feasibility of adding occupational therapy to community health services provided by the Seattle Indian Health Board. A comprehensive needs assessment identified ways OT services could be integrated into existing programs with recommendations for service delivery models that would work in the context of a federally qualified health center.

**Faculty Adviser:** Tracy Jirkovic, PhD, OTR/L, FAOTA  
**Community Mentor:** Rebecca Corpuz
academic background

38% international studies
38% music
38% neuroscience
38% anthropology
38% biology
38% history
38% communications
38% chemistry
38% psychobiology
38% business
38% design
38% linguistics
38% social work
38% psychology
38% public health
38% kinesiology
38% health science
38% foreign language

30% Psychology
8% Public Health
8% Kinesiology
8% Health Science
8% Foreign Language

1st Year Students
2nd Year Students
Fieldwork Students
& Recent Graduates

average age: 26
STUDENT AWARD RECIPIENTS

The Mr. & Mrs. Walter E. Fallon Endowed Scholarship Fund

The Endowed Scholarship Fund was established by Mr. and Mrs. Fallon in 1989 in honor of their daughter’s dream to become an OT.

Andrea Betts, originally from Happy Valley, OR, graduated from Seattle Pacific University with a degree in Exercise Science. She was drawn to OT because it is a career that allows her to work directly with people and is a combination of her interest in psychology and physical rehabilitation. Andrea is drawn towards working in physical disabilities or geriatric settings and is looking forward to her fieldwork placements. In her free time, Andrea enjoys spending time with her friends and family, exercising, cooking, and exploring the Pacific Northwest.

Kit Johnston grew up in Seattle and majored in Environmental Studies and Communication Studies at the University of Montana. Kit was drawn to the field of OT because of the emphasis it places on quality of life, individual values, and the relationship of environment to health. Though she is particularly interested in neuro rehab, mental health, and older adult populations, Kit is excited about the versatility of the occupational therapy field and looks forward to exploring different settings through upcoming fieldwork placements. In her free time, Kit enjoys being outside, playing ultimate Frisbee, cooking, traveling, and playing with her pets Jack and Jinxy.

Suzie Kwon was born in Seoul, South Korea, and moved to the US when she was 10 years old. Suzie, who has a bachelor’s degree in Psychology from the University of Washington, discovered OT while working as an Applied Behavior Analysis provider. She has a strong interest in volunteering internationally and recently returned from a service trip to Peru (see page 10). Suzie hopes to combine her interests in pediatrics and hand therapy to provide services to underserved populations locally and globally. In her free time, Suzie enjoys running, riding her bike, hiking, baking, and spending time with friends, family, and her cat, Nash.

Maegan Catchpole’s journey to OT began on a Friday the 13th, when she broke her dominant arm and was in a cast for about 6 months. “I suddenly had to learn how to do things one-handed, things I had previously taken for granted like making a sandwich, showering, and getting dressed. I learned some one-handed techniques pretty quickly.” When she discovered OT in college, it seemed like a perfect fit for her. Maegan just completed her Fieldwork II placements and is looking forward to applying for licensure and getting her first OT job. In her spare time, if she’s not in her kitchen baking or out enjoying Seattle’s hiking trails, Maegan can probably be found at the local craft store, planning her next project.

Help Students Realize Their Dreams

Your contribution to either of these endowed funds can help us continue to offer students financial support for their OT education. Please follow the links below if you would like to make a donation.

- Fallon Endowed Scholarship Fund
- Patricia A. Folsom Endowment for OT Students

STUDENT AWARD RECIPIENTS

The Patricia A. Folsom Endowment for Occupational Therapy Students

The Patricia A. Folsom Endowment was established in 2011 as a gift from alumna Patricia Folsom. She graduated from the OT program in 1969 and practiced as an OT for 35 years.

Maegan Catchpole, WOTA Scholarship recipient

Maegan’s journey to OT began on a Friday the 13th, when she broke her dominant arm and was in a cast for about 6 months. “I suddenly had to learn how to do things one-handed, things I had previously taken for granted like making a sandwich, showering, and getting dressed. I learned some one-handed techniques pretty quickly.” When she discovered OT in college, it seemed like a perfect fit for her. Maegan just completed her Fieldwork II placements and is looking forward to applying for licensure and getting her first OT job. In her spare time, if she’s not in her kitchen baking or out enjoying Seattle’s hiking trails, Maegan can probably be found at the local craft store, planning her next project.
ANNUAL CLINICIAN FACULTY MEETING

At the Clinician-Faculty Meeting, community clinicians and OT faculty learned strategies for cultivating emotional intelligence during the fieldwork experience with community clinicians offering valuable insights into how to prepare students for interprofessional practice.

The annual OT Division Clinician-Faculty Meeting took place on March 20, 2015, with more than 75 clinicians and faculty in attendance.

Kurt O’Brien, Director of Organization Development and Training at UW Medicine, led an interactive session designed to increase participants’ understanding of emotional intelligence and how to cultivate it in fieldwork students. Attendees described the session as “very informative, relative to my roles and responsibility and enabling crucial conversations” and “giving me more confidence in my emotional intelligence and how to improve my skills.”

In the afternoon, Beth Rollinger, Academic Fieldwork Coordinator, presented on “Aligning Interprofessional Education with Practice: Helping Students Prepare for Today’s Practice.” Participants discussed the range of interdisciplinary collaborations in their settings and shared ways to help fieldwork students develop interdisciplinary skills. Rollinger explained that the information would be used to further develop interprofessional education in the UW MOT curriculum. Participants commented that they enjoyed the afternoon session because it “reminded me to widen my view of treatment” and “made me feel great about where I work because we are encouraged to work with other disciplines.”

“The annual Clinician-Faculty meeting always highlights the incredible wisdom, dedication, and positive energy we have in our professional community,” said Rollinger, who organized the meeting. “We have a strong team to help support the growth of our students.”

The day ended with door prize drawings where books recommended by Kurt O’Brien were available as prizes.

ALUMNA OF THE YEAR

Rose Racicot

The Alumnus of the Year award is given annually to a UW OT graduate whose knowledge, expertise, and efforts have made an outstanding contribution to the profession of occupational therapy.

Rose Racicot graduated from the UW in March 1987 with a B.S. in Occupational Therapy. Ms. Racicot’s OT journey started after she learned about the profession through the UW Career Center. Her previous involvement in sports as a swimmer, diver, and tennis player had spurred her interest in the physical body. This interest paired with her creativity in art and other aspects of her life made OT the perfect match.

Ms. Racicot cemented her interest in OT through volunteering with children with severe disabilities and giving over 200 hours to swimming programs at Green Lake School and the pool and recreational therapy room at Seattle Children’s. She describes her volunteer work as helping her learn patience and to see through layers of disability to see abilities—enabling her to cheerlead people in small victories.

Her career path has led Ms. Racicot to become an expert in school-based practice and assistive technology (AT). She has been a pediatric OT in the Kent School District since graduating from the program and an active member of the District AT team for 15 years. She is also well known for her advocacy work. She has held a position on the WOTA legislative committee for 15 years, serving as Chair from 2006 to 2011. She credits her parents for her interest in advocacy—describing how they taught her by example to be someone who acts, someone who doesn’t complain about injustices, but becomes part of the solution.

Alumna of the Year continued on pg. 8
SOTA UPDATE

The Student Occupational Therapy Association (SOTA) is a Registered Student Organization (RSO). SOTA serves to broaden the educational, service, social opportunities, and to promote awareness and visibility of the occupational therapy profession within the University and the greater community. The SOTA club sponsors and invites student participation in a wide variety of activities that include community service projects, fundraising events, and scholarly presentations. The club promotes communication between the first and second year classes and with the faculty.

Fall Quarter was exceptionally busy for the University of Washington SOTA! This was the first year the UW Student OT Association was able to achieve the American Occupational Therapy Association bronze level membership circle. This means that 70% of our student body are members of our profession’s national organization. We held a successful apparel fundraiser, selling almost 80 t-shirts, sweatshirts, and polo shirts, making over $500. SOTA also partnered with DRISO, the Department of Rehabilitation Interdisciplinary Student Organization, to put on a toy drive in support of the Wellspring Family Services organization, a nonprofit, multi-service agency serving low-income and vulnerable individuals, children, and families in Seattle and King County.

Winter Quarter started off with a great student, faculty, and staff event. SOTA hosted a potluck to give everyone in the UW MOT community an opportunity to get to know each other better. Five faculty, one staff, and over 30 students attended with lots of delicious food. We had two volunteer events—the SkiHawks Alpine Ski/Snowboard Invitational and the Seattle Slam Pacific Sectional event.

Spring Quarter will be busy with the Job Fair the first Saturday of the quarter. Many SOTA members actively worked on securing vendors, with over 50 registered.

ALUMNA OF THE YEAR CONTINUES...

Ms. Racicot is committed to being a lifelong learner and sharing her knowledge. She earned her Master’s degree in OT in 2009 from San Jose State. She has been a presenter at the WOTA Conference for the past 10 years. She is a frequent guest lecturer at academic programs and presenter at a multitude of different conferences. Looking forward, she hopes to continue working for international system change and to use her OT skills to empower people in developing countries.

Early in her career, Ms. Racicot saw a need for school OTs to get service credit for non-school experience. After 15 years of advocacy, in 2007, a new law was passed allowing up to two years of service credit for Washington State OTs. Ms. Racicot has also had a hand in bills relating to scope of practice. She has built a reputation in legislative circles as a skilled negotiator, someone who talks and educates in a respectful way and is always looking for “win-win” solutions. Her advocacy efforts led to her being featured in a 2000 issue of OT Practice.
Global Perspectives

MY PATH TO CHINA

Jean Deitz, PhD, OTR/L, FAOTA
Professor Emeritus, Division of Occupational Therapy

Sometimes the paths we take start with an email...mine came from Maggie Tai Tucker, a UW OT Program graduate. After graduation, Maggie and her family relocated to Shanghai where she met Olivia, a charming little girl with Down syndrome and her parents, Nelson and Quynh Chow. The Chows were committed to finding high quality therapy services for their daughter. Together with Maggie, in 2010, they founded Olivia’s Place, a children’s clinic offering occupational, physical, and speech therapy along with psychology, behavioral analysis, and learning support services. Maggie’s email captivated me with the mission and vision of Olivia’s Place, and I willingly joined their Technical Advisory Board along with four therapists from the US; Dr. Ao, from Kunming Medical University; and Dr. Lew, a former UW Physical Medicine and Rehabilitation Medicine resident and fellow. Since then, I have had the pleasure of participating in board meetings, helping define future directions, giving input regarding clinic design, consulting with therapists, and witnessing a vision become a reality as Olivia’s Place expanded and Elliot’s Corner, a new clinic in Beijing, was started.

In 2014, because of my involvement with Olivia’s Place, I was invited to participate in two events. The first was the Tianrui Cup of the Second Clinical Skills Contest of Rehabilitation Therapy Students of China. This three-day event reminded me of school sports events in the US. Competing teams were chosen from each of the rehabilitation schools in China. The competition started with a formal, but enthusiastic, opening ceremony. Each team paraded into a large auditorium carrying flags and wearing matching uniforms. The actual competition involved student groups in case-based problem solving and role-playing. I valued joining faculty from schools in China and representatives from the World Federation of Occupational Therapy and World Confederation for Physical Therapy in helping with the contest. The students were hard-working, competitive, and eager to learn. Their serious demeanor changed during breaks, when they enthusiastically approached us, wanting to talk and asking us to autograph their uniforms.

The second event was the 3rd National Congress of Rehabilitation Education of the Chinese Association of Rehabilitation Medicine. The participants in this event were primarily rehabilitation educators and the focus was on improving therapy education in China. My three presentations related to OT education in the US with a focus on accreditation, the OT curriculum, and teaching pediatrics. Though I enjoyed the competition and the Congress, the best part of the trip involved spending time with the people from Olivia’s Place that I had only connected with previously through technology. Recently, Olivia’s Place has become LIH Olivia’s Place due to a merger. The vision remains the same, but the scope has expanded with plans to develop several more clinics and a hospital.

Jean autographing a student’s uniform

Opening ceremony for the Tianrui Cup of the Second Clinical Skills Contest of Rehabilitation Therapy Students of China

Jean with Nelson and Quynh Chow and their children Olivia and Payton

Chinese National Congress of Rehabilitation Education of Chinese Association of Rehabilitation Medicine

The 3rd National Congress of Rehabilitation Education of Chinese Association of Rehabilitation Medicine
Global Perspectives

VOLUNTEERING IN PERU

Second-year student Suzie Kwon traveled to Peru last summer to provide assistance to several organizations serving children and adolescents.

Suzie Kwon started her trip volunteering at Manos Unidas, a private special education school. She assisted teachers in the Camino Nuevo program with behavior management and social skills for students with autism. She also helped in the Phawarispa program where young adults were learning how to work in a restaurant—valuable job skills in a city with many visitors from around the world. Suzie enjoyed spending time with four UW physical therapy students who were at the same facility as part of a trip sponsored by the Global Rehabilitation Organization at Washington (GROW).

Suzie also volunteered at the Madre Teresa de Calcutta orphanage. She was struck by the number of children and older adults in the care of the orphanage, but was also impressed with the ability of the nuns and volunteers to care for everyone. On the weekends, Suzie took advantage of her free time and explored the city and surrounding areas. Her adventures included a weekend trip to Machu Picchu—courtesy of Manos Unidas in recognition of her fundraising efforts to raise money for scholarships for their students.

“My experience volunteering in Peru confirmed my passion for early intervention, especially for underserved populations,” said Kwon. “Although the United States has more resources than Peru, there are also many children in this country who experience adverse environmental factors such as poverty and lack of access to early intervention services.”

UW AND GUNMA UNIVERSITY BI-ANNUAL CULTURE EXCHANGE

Visiting OT and PT students and faculty from Gunma University share information on healthcare and cultural dynamics in Japan with UW students and faculty with all participants enjoying the opportunity to forge personal connections.

The 7th bi-annual cultural exchange with OT and PT students from Gunma University was a great success. The two day visit included a presentation by Janet Powell on the Assessment of Motor and Process Skills, an OT measure based on observation of everyday tasks. Powell highlighted the cross-cultural aspects of the assessment which includes tasks familiar to people from Asian cultures. The visiting students and faculty toured Harborview, Seattle Children’s and the UW Medical Center psychiatric unit; sat in on a prosthetic and orthotics class; and rounded out their stay with a joint student dinner and campus tour organized by the student group GROW (Global Rehabilitation of Washington). One of the highlights of the exchange for the UW students and faculty was a series of presentations from the Gunma students about healthcare and cultural dynamics in Japan. The students kept the crowd laughing and interested with their animated, educational talks.

To help welcome the Gunma students, students in the UW rehab programs put on a bake sale that raised funds to buy friendship gifts for the visitors. Catherine Whitlock, president of GROW, remarked, “Gunma’s students did a phenomenal job presenting cultural differences specifically related to health care, but it was even more meaningful to connect on a personal level after the presentations. A seemingly small, but important, moment was starting our time together with gift-giving to our guests; they truly appreciated our efforts and it set the tone for the rest of their visit.” “We are already looking forward to the next visit from the students and faculty of the University of Gunma,” said Beth Rollinger, key organizer of the event.
2015 Faculty and Student Publications and Presentations

PUBLICATIONS


Presentations continued on pg. 12
POSTER/PLATFORM PRESENTATIONS


Mroz, T. M., & Reid R. J. (June 2015). Home health services for Medicare Advantage beneficiaries within an integrated delivery system. Poster presented at AcademyHealth Annual Research Meeting, Minneapolis, MN.

Mroz, T. M., & Reid, R. J. (June 2015). Uptake of hospice and place of death among home-based care users. Poster presented at AcademyHealth Annual Research Meeting, Minneapolis, MN.

Mroz, T. M., & Reid, R. J. (June 2015). Uptake of hospice and place of death among home-based care users. Poster presented at AcademyHealth – Long Term Care Services and Supports Special Interest Group Meeting, Minneapolis, MN.

Mroz, T. M., & Reid, R. J. (May 2015). Therapy provision in home health within an integrated delivery system. Poster presented at Occupation Therapy Summit of Scholars, Los Angeles, CA.


Pitonyak, J. S. (April 2015). Curricular alignment: An active learning pedagogy. Presented at CLIME Active Learning Community, School of Medicine, University of Washington.


Pitonyak, J. S. (June 2015). Examining pedagogy in a clinical conditions course: Strengthening curricular alignment and interprofessional education (IPE). Presented at CLIME Work in progress session, School of Medicine, University of Washington.


South Ballroom
The HUB
Room 211B

Saturday
April 2, 2016
1–4pm

Early Bird
Registration
Specials!

Contact:
rehabjob@uw.edu

4.2.16
Rehabilitation Job Fair
University of Washington, Seattle

Our annual Rehabilitation Job Fair is now open for registration! Come to this networking event to interact with current students, recent graduates, and transitioning professionals who are seeking job opportunities as PTs, OTs, PTAs, OTAs, SLPs, and other rehab professionals.

Register now by visiting
www.rehabjob.wordpress.com

Washington
Two Ways You Can Help

1) Help Students Realize Their Dreams
   Your contribution to either of these endowed funds can help us continue to offer student financial support for their OT education.
   
   - Fallon Endowed Scholarship Fund
   - Patricia A. Folsom Endowment for OT Students

2) Enhance the Teaching & Learning Experience
   Your donations to the OT Program fund help us purchase supplies, materials, and equipment to support classroom teaching and capstone project work.
   
   - Occupational Therapy Education and Training Fund

Donate by Mail

Make checks payable to:
University of Washington Foundation

In the memo line:
Identify "Occupational Therapy" along with the intended fund.

Mail the check to:
UW Medicine Advancement
Box 358045
Seattle WA 98195-8045

Donate Online

Go to the UW Foundation website: https://www.washington.edu/giving/ and type in the name of the fund in the Find-a-Fund field under Make a Gift.

Thank you to our alumni and friends who contributed to OT program development and scholarship funds this past year. Your support is greatly appreciated by the students and faculty.

Travis Arendse
Janet and Luke Determan
Margery and Dean Dickinson
Tina Eng
Sharon and Ronald Hagedorn
Rochele Hammond
Elizabeth Kanny
Jeffrey Kline
Audrey Mattson
Jeanette and James Murphy
Janet Powell
Stephanie and Joel Ream
Beth Rollinger
Leslie Rosenwaike
Margaret and Bradley Smith
Elizabeth Spencer-Steffa and Kendal Steffa
Nancy Stokes
Joyce and Fred Titus
Faye and Steven Tom