Students Gain Interprofessional Experience

A new course was added to the MOT curriculum this year, REHAB 554: Perspectives in Interprofessional Practice.

Twice a quarter, first and second year MOT students meet with first and second year students from Physical Therapy, Orthotics and Prosthetics, Speech Language Pathology, and Audiology.

The course, led by an interdisciplinary faculty team including OT Associate Professor Tracy Jirikowic, is the culmination of nearly two years of planning.

The goal of the course is to prepare students for workplace collaboration through the practice of interprofessional communication.

“Oftentimes [in the field] you are required to communicate more interprofessionally than intraprofessionally,” explained Jirikowic. OTs often work closely with other professions, she explained, even to the point of co-treating.

The goals of the course are to help students from these five different disciplines develop an understanding of their individual role on an interprofessional team, the roles of their fellow teammates, and how to effectively communicate across disciplines for patient-centered care.

A new case is introduced each academic year. This year the students are working with a hypothetical adult male with a traumatic brain injury (TBI). Interdisciplinary teams of 10 to 12 students participate in group activities, case-based problem solving, discussion, and self-reflection. Students from the Rehabilitation Science PhD program act as “floor managers,” providing in-class support for student teams.

Every class introduces a new focus involving the case. In February, the focus was an ethical dilemma. Students discussed individual and disciplinary perspectives on the issue.

Following each class students submit an online reflection and session evaluation. “There is a step back and students are asked to reflect,” Jirikowic explained. For example, “How did that communication go for you, did you feel heard, or what kind of communication style did you bring to that group?”

Responses from recent evaluations reveal that students are gaining a greater understanding of the unique contributions of each discipline, how the disciplines overlap, and the value of interprofessional communication.

One student used swallowing as an example. “A PT or OT may be involved in treatment because of the posture aspect of this. I hadn’t considered this before. If the client cannot sit up well, they won’t be able to safely swallow foods, so input from a variety of professions is important.”

Jirikowic and her co-instructors meet weekly and the feedback from the evaluations helps them to shape future lessons. Next year, they plan to introduce a pediatric case study to the course.
Letter from the Program Director

In my personal life, I’m not much of a team person. I’ve only ever been on two official teams. The first was my high school math team. Roles included “speed problem-solver” and the ever-important “slide rule expert” (my future husband’s specialty). I was always the pick for the “chalk talk” event, where I would explain mathematical concepts - like quadratic equations or Fibonacci numbers – while illustrating them on the chalkboard.

I didn’t join another team until more than 20 years later, when I decided that the best way to get to know one of my neighbors was to join the soccer team she was organizing. Having never played or even followed sports before, I wasn’t exactly a star player, but I did end up with a very dear friend.

In my professional life, it’s a different story. I have enthusiastically embraced the joys of working on an interprofessional team. From my very first clinician job at Green Lake School in Seattle to my current position as Head of the Occupational Therapy Division. I’ve gained the wisdom that comes from sharing ideas and perspectives while working together towards common goals. And when things aren’t going well, I’ve experienced the support that only a fellow team member can give.

In my opinion, there is nothing better than being part of a well-working professional team. I’m excited about the opportunities our students have to hone their teamwork skills in the new Interprofessional Perspectives course (see cover story).

The faculty and PhD student assistants have set an outstanding example of inter-disciplinary teamwork in developing and delivering the course. It will be interesting to see how the course evolves over time, as well as what kinds of teams our students join as they move into the future of occupational therapy practice.

Looking forward to continued conversations,

Janet Powell
Associate Professor and Head

Thank you to the MOT Advisory Board (see members listed left) who meet 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 board members for their time, commitment, and support of our Master of Occupational Therapy Program.
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.

University of Washington Medical Center Shower Safety Screen

Students collaborated with occupational therapists at the UW Medical Center to revise a pre-shower balance screen to reflect current evidence and best practices for patient safety in acute care. Students presented the revised tool and administration guide through a staff in-service to educate clinicians on how and why to complete shower safety screening which led to increased use of the screening tool.

Family Centered Support Groups for Families Receiving Early Intervention Services at Northwest Center

This project assessed the needs and interests of families receiving early intervention services at Northwest Center to inform development of a group series for social participation. Students used The Canadian Occupational Performance Measure to gather information from mothers, planned a series of four family-centered activity-based groups, and created a resource guide to support future programming.

Developing an Infant Massage Program in Snoqualmie Valley

This project assessed the need for community programs supportive of family wellness and mental health in the rural area of Snoqualmie Valley. Students developed, piloted, and evaluated an infant massage instruction program for caregivers of young infants in collaboration with several community organizations.

Arthritis-Friendly Trail Assessment for Seattle Parks and Recreation

Students collaborated with Seattle Parks and Recreation to enhance programming for individuals with osteoarthritis and chronic pain. Students developed and piloted an assessment on usability of trails based on physical and psychosocial benefits of walking and outdoor exercise. Information on arthritis-friendly features of local trails was disseminated to encourage walking outdoors.

Developing Sensory Friendly Performances at Seattle Children’s Theatre

Students worked in collaboration with Seattle Children’s Theater on three sensory friendly performances. The students created parent guides, environmental modifications, a tool kit with visual supports, and a brief training module with the goal of enhancing the accessibility of the theater environment to meet the diverse needs of children and their families.

Sensory Modulation for Inpatient Psychiatry at the Seattle Veterans Affairs Hospital

Veterans on the inpatient psychiatry unit at the VAPSHCS–Seattle often have difficulty regulating reactions to sensory input. To expand and customize a sensory modulation program for veterans, staff in-services were developed and presented, group protocols were researched and refined, group materials were secured, and discharge systems were implemented to support continued use of sensory regulation skills.

Piloting a Recess Program to Promote School Wide Mental Health

Students implemented the Refreshing Recess program at Southern Heights Elementary School in the Highline School District. The students worked collaboratively with the Positive Behavior Interventions and Supports (PBIS) team with the goal of using recess activities to promote mental health and develop social skills among the school’s kindergarten and first graders.
In 2016, the MOT graduating class shared the unique quality of what Division Head Janet Powell calls “courageous curiosity.”

In her opening remarks at the graduation ceremony, Powell said this group of students asked courageous questions from the first quarter to their last. “They have asked the hard questions—the ones that point out the gaps in our OT knowledge and thinking, the ones that open up their own ideas and performance for critical feedback,” she explained. “We have seen their questions develop from asking for the one right answer to asking for what they need to form their own opinions. Their questions have shaped and expanded their learning and clinical reasoning skills and made everyone reflect more deeply.”

After the OT faculty presented each student with a certificate and a UW OT pin, the two student speakers addressed the crowd. “As our courses transitioned from foundations to theory, we transitioned from classmates to friends...” said Catherine “Katie” Gallagher and Stephanie Kiracofe. “Every one of you has dreams, goals, stories, ambitions, and passions that helped to motivate us to continue even when getting through another exam or homework assignment seemed impossible.”

Gallagher and Kiracofe ended their speech with quotes from 23 inspiring women and one man (reflective of the gender representation in the class) to praise and encourage their cohort. Alumna of the Year Jeannette Murphy closed the ceremony by urging the 24 graduating students to welcome change. “It is a powerful force that takes us out of ourselves and moves us in new directions to grow and develop. Without it, we become complacent, stale, unimaginative, and uninspiring.” Throughout her 41 years as an OT, Murphy explained, she had encountered many forms of change and each instance taught her to be even better at her job. When her position was eliminated as a cost-saving measure, she said she felt that she went from being an expert to being a novice. “But I couldn’t undo the situation, so I embraced the change, reinvented myself, and learned how to learn all over again.”

She cautioned the graduates not to avoid adversity. “This is what our patients have to do every day in therapy to adapt to their life-changing disability. As OTs, we can help them if we are willing to do it ourselves. ”
meet the students

academic backgrounds

Biology 5%
Health Sciences & Public Health 7%
Kinesiology & Exercise Sciences 8%
Social Sciences & Sociology 8%
Psychology 21%

average age: 27
STUDENT AWARD RECIPIENTS

The Mr. & Mrs. Walter E. Fallon Endowed Scholarship Fund
Established by Mr. and Mrs. Fallon in 1989 in honor of their daughter’s dream to become an OT.

Megan Chain
Hometown Philadelphia, PA
Education BA English Literature, Colorado State University

Megan discovered OT while volunteering as an adaptive ski instructor. She is interested in developing higher education and vocational programs for adults with developmental disabilities. When she is not studying or in class, Megan spends time with her family, friends, and pets; practices yoga; and skis and mountain bikes around the Pacific Northwest.

Geneva Pritchett
Hometown Bainbridge Island
Education BA Psychology, University of Washington

Before the MOT program, Geneva worked as an Applied Behavior Analysis (ABA) Therapist and assisted in research that examined treatment interventions for individuals at high-risk for suicide. She is interested in pediatrics and mental health and is drawn to the holistic and versatile role OT offers. In her free time, Geneva writes, explores forests and beaches, plays the piano, and dotes on her two cats, Madeline and Stewart.

Shannon Wiese
Hometown Seattle
Education BA Medical Anthropology/Global Health, minor in Dance, University of Washington

Shannon discovered OT through pediatrics, but is also interested in neuro rehab. She loves that through OT she can combine science and creativity to impact an individual's life. She is excited about her upcoming fieldwork placements. In her free time, Shannon runs, bikes, plays volleyball, dances, and spends time with her family.

The Patricia A. Folsom Endowment for Occupational Therapy Students
Established in 2011 by alumna Patricia Folsom, graduated in 1969, who practiced OT for 35 years.

Paige MacPherson
Hometown Colorado
Education BA Chinese Studies, Pacific Lutheran University

As a volunteer with International China Concern, Paige worked at an orphanage under the supervision of an occupational therapist from Canada. She learned that sustainable and culturally relevant change for people with disabilities requires the integration of Western medicine, therapy, and standards of care with the local cultural values and beliefs. Paige currently volunteers with L'arche Communities, an international organization that creates local community group homes for adults with disabilities. Her OT interests are focused on advocacy for people with disabilities, community health, and OT education in developing countries.
The results of Jeanette Anderson Murphy’s career interest test, which she took as a college freshman, pointed her towards occupational therapy.

OT integrated her three passions: working with her hands, science, and striving to make the world a better place through active work and engagement.

Murphy’s first job after graduation was with Seattle Home Care of King County. Always prepared, she kept a heat gun and electric drill in her car just in case she needed to adapt equipment for a client.

She spent a few years working with children and adults with mental and physical disabilities before she found what would become her specialty. She started out at Sacred Heart in Spokane conducting physical capacity evaluations. She soon transitioned to an outpatient pain clinic and industrial rehabilitation program.

After a few years, she became the Ergonomic and Injury Prevention Expert and eventually moved to St. Luke’s Rehabilitation Institute in Spokane. There she decreased injuries from unsafe patient handling events by 52% in just three years.

In 2002, she completed her Professional Ergonomist Certification. Her experience earned Murphy an invitation to join the steering committee for the Safe Patient Handling Law. She helped develop guidelines, define terminology, and establish trainings throughout Washington State. It was important to Murphy to change facility attitudes to include staff safety. “Only when the clinician is safe, will the patient be truly safe,” she said.

The economic downturn during the 2000s forced Murphy to transition from outpatient industrial rehab to acute care OT. “It was challenging,” she said. “But I learned to trust my clinical judgment to become an effective therapist and teacher.”

Murphy currently oversees Injury Prevention & Ergonomics in Eastern Washington and Montana for Providence Health & Services where she is working to create a culture of safety at the system level.

Nominate Alumnus of the Year

To nominate yourself or someone you know, please email a letter of nomination to: ot@uw.edu

ANNUAL CLINICIAN FACULTY MEETING

More than 65 clinicians and faculty attended the annual meeting on March 18, 2016 at the UW Horticultural Center.

During the morning session, Martin “Casey” Childers, DO, PhD, presented his research on gene replacement therapy. He demonstrated how the therapy reverses myotubular myopathy in dogs and the potential application of these findings to human studies.

Following Dr. Childers, OT faculty Tracy Mroz, PhD, OTR/L, discussed trends in quality reporting. She provided an overview of the current health care landscape and upcoming changes to quality reporting with a focus on policy for post-acute care and outpatient practice settings.

Dr. Mroz also reviewed strategies to showcase the value of OT services and how to respond to system changes to ensure the well-being of clients and the OT profession. Participants developed an action plan to help identify advocacy opportunities at the local, state, and national levels to describe the value of occupational therapy.

Beth Rollinger, Academic Fieldwork Coordinator, opened the afternoon session with a presentation titled “Balancing the Ideal with Reality in Student Supervision.” She reviewed the difference between an ethical dilemma and an ethical issue and invited the participants to develop a worksheet to help students navigate ethical issues in practice.

Clinicians and faculty left the meeting at the end of the day with door prizes including the UW School of Medicine Common Book of the year, The New Jim Crow, and boxes of Girl Scout cookies.
SOTA UPDATE

The Student Occupational Therapy Association (SOTA) is a Registered Student Organization. SOTA serves to broaden the educational, service, and 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 including community service projects, fundraising events, and scholarly presentations. The club promotes communication between the first and second year classes and with the faculty.

Last summer, SOTA raised enough funds to greet incoming MOT students with a much-appreciated gift of UW MOT water bottles. They sold additional water bottles this fall along with UW MOT t-shirts, sweatshirts, and tote bags to raise money for this year’s activities.

During fall quarter, SOTA sent three OT students to volunteer as ushers at the sensory-friendly performance of The Lion, the Witch, and the Wardrobe at Seattle Children’s Theater. Using strategies developed by one of the Graduate Project groups from last year, they helped set up a ‘quiet space’ with sensory toys and directed patrons to their seats during the show.

They were also able to send Student Representative Yuling Liu-Gillin to the Washington Occupational Therapy Association (WOTA) Conference in October.

For the first time in recent years, SOTA earned the Silver Level Circle award this year when more than 80% of UW MOT students joined the American Occupational Therapy Association (AOTA).

In winter quarter, SOTA coordinated student volunteers for the Ski Hawks Invitational Race and for Valentine’s Day card-making for UW Medical Center patients.

Students also participated in several social events including the DRISO Interdisciplinary Dance and a local brewery trivia night featuring a musculoskeletal anatomy category.

On April 1, SOTA will co-host the UW Rehabilitation Job Fair with the physical therapy students.

WELCOME NEW STAFF

Charu Gupta
Academic Counselor
Charu joined the division in December 2016.
She had been in the position temporarily and is excited to continue working with the faculty and students.

Charu earned her MA in Political Science and began her career in higher education as a lecturer. In the past nine years, she has gained experience as an academic advisor for various majors and assistant director of an advising office.

She has worked with undergraduate and graduate students from the liberal arts to the sciences, but most recently has worked closely with pre-health professions students and nursing students.

Charu has lived in six states across the country, recently moved from Texas, and is still trying to adjust to Washington weather!

Malka (Mali) Main
Public Information Specialist
Malka first joined the MOT program in 2012 as Communications Intern while she completed her bachelor’s degree in Journalism with a minor in Quantitative Science at the University of Washington.

She designed the original layout for the alumni newsletter based on UW branding guidelines and wrote articles on new student courses, faculty awards, and alumni achievements.

In fall of 2016, she gladly accepted a part time position in the MOT program as the Public Information Specialist. She works under the same title at the Maternal and Child Health Program in the School of Public Health. When she is not working, Malka likes to draw people in public spaces, watch scary movies all by herself, and explore the surreal aspects of the world with her 2-year-old son, Bertram.
2016 Faculty Publications and Presentations

PUBLICATIONS


POSTER/PLATFORM PRESENTATIONS


Fogelberg, D. J. (2016). Sleep disturbance and chronic neurologic conditions. Paper presented at the Grand Rounds, Department of Rehabilitation Medicine, University of Washington.

Fogelberg, D. J., Mroz, T. M., Leland, N. E., & Vitello, M. V. (2016). Older minority males take more frequent, longer, and more often unplanned naps in a sample of Medicare beneficiaries. Poster presented at SLEEP the 30th Anniversary Meeting of the Associated Professional Sleep Societies, Denver, CO.


Jirikowic, T., Huggins, J., & Grant, T. (2016). Implementing a trauma-informed parenting intervention in a long-term residential treatment center. Short course presented to Zero to Three National Training Institute, Seattle, WA.


Mroz, T. M. (2016). Trends in quality reporting: Burden or boon for occupational therapy? Presented at the University of Washington Division of Occupational Therapy Clinician-Faculty Meeting, Seattle, WA.


Mroz, T. M., & Karmarkar, A. M. (2016). Rehabilitation services in home health for lower extremity joint replacement in emergent versus elective cases. Poster presented at the AcademyHealth Annual Research Meeting, Boston, MA.


Rollinger, B. (2016). Sharing the magic: Empowering FW II students. Keynote speaker at Linn-Benton Community College Occupational Therapy Association Program Annual Clinician-Faculty Meeting, Albany, OR.


UNIVERSITY OF WASHINGTON

REHABILITATION JOB FAIR

4.1.17
NORTH BALLROOM, THE HUB
1-4 PM

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

CONTACT
REHABJOB@UW.EDU

EARLY BIRD REGISTRATION SPECIALS!
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 and 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 & Training Fund

Donate by Mail
Make checks payable to:
University of Washington Foundation

In the memo line:
Identify “Occupational Therapy” and 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
Edward and Kathy Cokelet
Janet and Luke Determan
Tina Eng
Patricia Burtner-Freeman and Stephen Freeman
Ronald and Sharon Hagedorn
Kenneth and Rochele Hammond
Chana and Paul Hiranaka
Jeffrey Kline
Audrey Mattson
Christopher and Janet Powell
Lawrence and Rose Racicot
Joel and Stephanie Ream
Beth Rollinger
Leslie Rosenwaike
Elizabeth Spencer-Steffa and Kendal Steffa
Nancy Stokes
Faye and Steven Tom
Student Occupational Therapy Association
David and Marsha Weil

ClassNotes
For the UW Medicine Magazine
Your classmates would love to hear from you! Send a quick note to medalum@uw.edu or use the online form at uwmedmagazine.org. ClassNotes may be edited for length and content. Photos are very welcome.