COVID-19 Pandemic Impacts All Aspects of MOT Program

In March, the OT Program had only a few days’ notice to take students out of clinical rotations and shift classes online. “As OTs, we are skilled in adapting to challenging situations,” said Program Director Janet Powell, “but we’ve never had to make so many changes to the program so rapidly and under such fluid circumstances. Throughout all of this, our priority has been to keep everyone safe and healthy while providing the highest quality education possible.”

The program shifted lab-based content to later in the year and developed virtual week-long Fieldwork I experiences. Faculty also provided alternative learning experiences for students whose final weeks of Fieldwork II were interrupted when the School of Medicine suspended clinical rotations. The annual Clinician-Faculty Meeting scheduled for mid-March was cancelled due to the short notice. However, the Graduate Symposium and graduation celebration are moving forward as virtual events.

The clinicians in the field have also experienced major changes. See page 12 for insights into clinical practice from recent UW MOT graduates.

Some changes have led to unexpected benefits. In-person practical exams have been adapted to give the students experience in providing therapy services via telemedicine. Small group discussions are more efficient with Zoom breakout rooms and students can easily refer back to class recordings if needed. The move to a virtual Graduate Symposium and graduation celebration means that family members and friends from around the country can attend.

The OT faculty meets frequently to adjust the curriculum based on School of Medicine and state guidance. Every Plan A they make comes with multiple contingencies. Current plans call for Fieldwork II placements to resume in late June and in-person labs to start in late July under strict infection control procedures. "Having class online has been an adjustment…But the support and patience from the faculty and other students has been incredible."
I've always been interested in what people remember. For example, my husband, Chris, a self-professed “gear-head,” can recall minute details about hundreds of different car models. My best friend, Vicki, a huge sports fan, can tell you all about almost every game she’s watched or played in over the years. As I move towards retirement this fall and look back on the 50+ years since I decided to become an occupational therapist, what I find myself remembering are the people.

It all started at a summer job as an OT aide at the Cerebral Palsy Day Center at Rancho Los Amigos Hospital the year I graduated from high school. I remember so clearly the little boy I worked with there who was responsible for me switching my career goal from junior high math teacher to OT. I remember many of the children and adults I worked with during my 20+ years in clinical practice, the administrative staff who have become my trusted partners, and the clinical and academic colleagues and mentors who have supported and inspired me over the years.

But, most of all, what I find myself remembering are the students—starting with the very first OT class I taught in 1998 all the way to the current students who are the last ones I’ll ever teach. My mind is filled with memories of what individual students said, what they did, the questions they asked, the growth they showed, their commitment, and their integrity— all of their ways of being, of doing, and of becoming. These memories are filled with joy and will sustain me for many years to come.

Retirement is uncharted territory for me, but there are two things I know for sure. One is that my life will be filled with many “first times.” The second is that, in the meantime, I am savoring every single moment of every “last time.”

With immense gratitude to all,

Janet Powell
Associate Professor and Associate Chair
Department of Rehabilitation Medicine
Program Director
Division of Occupational Therapy
Our students come from diverse academic backgrounds and studied at universities across the nation and abroad.

undergraduate institutions

Arizona State U
–Downtown Phoenix
Arizona State U–Tempe
Boise State U
Bowdoin College
California Polytechnic State U
–San Luis Obispo
Colorado State U–Fort Collins
Eastern Washington U
Gonzaga U
Indiana U–Bloomington
James Madison U
Marquette U
Miami U–Oxford
Mills College
Mississippi State U
Ohio Wesleyan U
Pacific Lutheran U
Portland State U
Rochester Institute of Technology
Sacramento City College
Santa Clara U
Spring Hill College

Texas A&M U-College Station
Trinity College U of Dublin
Universitat de Girona
U of Birmingham
U of California-Irvine
U of California-Riverside
U of California-Santa Cruz
U of Illinois-Chicago
U of Maryland-College Park
U of Minnesota-Twin Cities
U of Montana-Missoula
U of North Carolina-Chapel Hill
U of Oregon-Eugene
U of Phoenix
U of Pittsburgh
U of Portland
U of the Incarnate Word
U of Washington
U of Wisconsin-Madison
Wesleyan U
Western Washington U
Westmont College
Whitman College

Fieldwork and Graduating Students

Second Year Students

First Year Students

15%
Kinesiology
Physical Therapy
Exercise Science

22%
Biology
Biological Sciences
Neuroscience
Neurology
Communication Science

29%
Human Development
Psychology

33%
Human Service
Journalism
Social Sciences
International Studies
Fine Arts
Early Childhood Education
Interdisciplinary Studies
Interior Design
Music Performance
Special Education

average age 26.3
Student Life
The second-year students present their capstone projects to family, friends, and colleagues before the graduation celebration each year. The projects are an opportunity for students to address a program development need at a community facility or organization. Each student team conducts a needs assessment and literature review and works closely with a faculty advisor and one or more community mentors to develop and implement their project.

Evaluating Occupational Therapy Role in Feeding for Pediatric Populations
Seattle Therapy
Referral and educational brochure to inform caregivers about pediatric feeding therapy and available services. Brochure content included information on recommended team members, role of occupational therapy in feeding, feeding changes throughout childhood, caregiver roles, and clinic-specific services.

Faculty Adviser: Becky Smith, MOT, OTR/L
Community Mentor: Shelley O’Donnell, MS, OTR/L
Megan Eastman, MOT, OTR/L

Samantha Mulanax • Emily Morgan • Chelsea Bradley • Mihaela Pribeagu

Peers Encouraging and Empowering Peers (PEEPs) Program: Implementing an Occupation-based Peer Support Program to Promote Successful Transitions from Homelessness to Housing
ETS REACH and Harborview Medical Center/VITAL
Occupation-based peer support program to facilitate social participation and community engagement for people recently moving from homelessness to housing. A peer volunteer worked with each client to plan and engage in three community activities focused on individual occupational needs.

Faculty Adviser: Tracy Jirikowic, PhD, OTR/L, FAOTA
Community Mentors: Kathleen Kannenberg, MA, OTR/L, CCM
Kelley Craig, MNPL, CDP
Michelle Conley, MSW

 Alaena Bateman • Seán Garvey • Marisa Yang • Monica Fouts

Equine-Assisted Occupational Therapy for Social Engagement
Fall City Children’s Therapy
Equine-assisted occupational therapy program for clients ages 9+ with emotional dysregulation. Program included four focused protocols targeting emotional regulation skills needed for social engagement, a horse safety visual for client reference, and an adapted assessment of lagging emotional regulation skills.

Faculty Adviser: Janet Powell, PhD, OTR/L, FAOTA
Community Mentors: Ellie Olson, OTR/L
Taryn Bauman, MOT, OTR/L

Dana Zylstra • Rebecca Koch • Mariah Burwell • Nicole Thompson
Implementation of Universal Design for Learning for Academic Inclusion at Southern Heights Elementary School
Southern Heights Elementary School

In-service training and custom website for elementary school teachers to support implementation of Universal Design for Learning (UDL) in the classroom. Information included UDL principles, sample lesson plans, lesson planning resources, and links to useful websites.

Faculty Adviser: Danbi Lee, PhD, OTR/L  
Community Mentors: Dottie Handley-More, MS, OTR/L, FAOTA

Trauma-Informed Sensory Strategies for a Pediatric Behavioral Health Setting
Ryther

One-hour training for pediatric behavioral health providers in the context of trauma-informed care. Key topics included the impact of trauma on sensory regulation and the sensory tools and strategies available to support children’s sensory processing and regulation.

Faculty Adviser: Tracy Jirikowic, PhD, OTR/L, FAOTA  
Community Mentor: Skye Camphouse, PhD

Video Home Exercise Programs for Telerehabilitation in Hand Therapy
Harborview Medical Center

Four video home exercise programs targeting common exercises used in hand therapy. Trauma center hand therapists used the videos to maximize in-clinic treatment time and shared them with community therapists for follow-up and continued treatment.

Faculty Adviser: Tracy Mroz, PhD, OTR/L  
Community Mentor: Carla Conte, OTR/L, CHT

ClassNotes
For the UW Medicine Magazine

Take a minute to tell us about the amazing things you’re doing! From dreams achieved to 2019 highlights, from photos of grandkids to volunteer work, UW School of Medicine ClassNotes are the easiest way to stay up to date on your classmates and fellow alumni. Your classmates would love to hear from you! Submit an update online at uwmedalumni.org/classnotes/.

ClassNotes may be edited for length and content. Photos are very welcome.
This content appears to be an article about an occupational therapy graduation ceremony, discussing the adaptability of students and the challenges they faced. The text highlights the program director's praise for the students' persistence and optimism in the face of various challenges, including health crises, family events, and a record-breaking week of snow. The article also includes quotes from student speakers and the Alumna of the Year, offering advice to the graduating students.

In her opening speech, Program Director Janet Powell praised the graduating class for their adaptability—for being simultaneously persistent and optimistic in the face of many challenges.

As a group, said Powell, they faced health crises, marriages, deaths, and the birth of a baby, not to mention the record-breaking week of snow that fell during their pediatric fieldwork placements. “They have adapted to different ways of thinking and being, to becoming comfortable with ambiguity and uncertainty, to accepting uncomfortable feedback. In doing so, they have undergone incredible personal growth and transformation that has inspired us all.”

When student speakers Caitlin Turner and Mykelle Morrison took the stage, they lovingly described both the OT profession and their fellow students as “messy, creative, and unpredictable” but also filled with “passion, kindness, imagination, flexibility, hard work, and a whole lot of fun.” Turner and Morrison said that every member of their cohort was made for the challenges and rewards that come with being an OT.

In the closing speech, Alumna of the Year Renee Watling imparted three pieces of advice to the graduating students as they transitioned into professional OTs: “Do your own thinking, be intentional in your relationships, and use your words to speak life.”
Faridah was drawn to OT’s holistic approach to healing when she first learned about the field in high school. She hopes to integrate technology and therapy in working with adults with physical disabilities. Faridah enjoys knitting, playing casual video games, and cuddling with her cats. She is excited to be the first double degree “dawg” in her family.

Rachel chose to become an OT after watching her father’s rehabilitation process following a stroke. She is most interested in acute care and working with patients with neurological impairments. In her spare time, she likes to stay active by running, hiking, and practicing yoga. She also enjoys reading, traveling, cooking, and live music.

Jesse's wife encouraged him to explore OT after an interaction with an OT colleague. He liked the opportunities for problem-solving and serving his community using a holistic approach. Jesse hopes to help older adults keep meaning in their lives and achieve desired levels of functioning. He enjoys reading, live music, playing guitar, road-trips, backpacking, and spending time with family and friends.

Lauren discovered OT when looking for a way to give back to her community through helping others. She especially likes OT’s creativity and problem-solving aspects. Lauren is fascinated by all areas of practice with outpatient neurorehabilitation of particular interest. She enjoys spending time with her boyfriend and dog and unwinds by knitting, indoor rock climbing, hiking, and baking.
FACULTY UPDATES

Don Fogelberg, PhD, OTR/L
Don Fogelberg has completed his 5-year NIH-funded K01 grant looking at sleep problems in people with spinal cord injury and is now collaborating with UW PT faculty to develop a behavioral intervention to improve sleep in people with Parkinson Disease. He is continuing his work with a multidisciplinary team that is designing and testing an adaptable prosthetic foot. Don was elected this past year to the AOTF Board of Trustees.

Tracy Jirikowic, PhD, OTR/L, FAOTA
Tracy Jirikowic is now Co-Director of the UW PhD in Rehabilitation Science program. She recently received PCORI funding to expand a national stakeholder network focused on building research partnerships to look at ways to build community participation for individuals with intellectual and developmental disabilities and their families. She also received grant funding to assist with developing a mobile application to promote physical activity for children from diverse backgrounds. Tracy continues as an AJOT Associate Editor and AOTF grant reviewer.

Danbi Lee, PhD, OTR/L
Danbi Lee received an AOTF Intervention Research Grant to examine the impact of motivational interviewing and self-management support on health and participation outcomes of people with a recent stroke. She is leading a UW Center for Health Workforce Studies study investigating the current state of disability-related trainings in medical education as a foundation for providing recommendations for disability competency training. Danbi participated in the AOTF Planning Grant Collective on Aging in Place.

Tracy Mroz, PhD, OTR/L
Tracy Mroz is continuing a series of studies on post-acute care for rural Medicare beneficiaries and the OT workforce as an investigator for the WWAMI Rural Health Research Center and UW Center for Health Workforce Studies. She began a three-year term on the UW School of Medicine’s Faculty Council on Academic Affairs this year and received an AOTA Service Commendation for advising on national quality of care initiatives for the fifth year in a row.

Janet Powell, PhD, OTR/L, FAOTA
Janet Powell has been focused on facilitating a smooth transition in the OT Division leadership and MOT program implementation with her upcoming retirement this fall.

Becky Smith, MOT, OTR/L
Becky Smith has been working this past year to improve coordination of the Functional Anatomy lecture and lab in collaboration with the other anatomy instructors. She is looking forward to working with the MOT Program Faculty/Student Workgroup on Health Disparities and the Department of Rehabilitation Medicine Equity, Diversity, and Inclusion Council to better address health disparities and cultural humility in OT education.
It was definitely a case of “third time’s the charm” for Renee Watling and occupational therapy. After exploring physical therapy as a PT aide, Watling decided Prosthetics and Orthotics was a better fit and enrolled in the UW P&O Program. There she had her first exposure to OT and decided to change direction again. By the next fall, she had finally found her home as a UW OT student.

After graduating in 1992, Watling worked as a pediatric therapist at the Little Red Schoolhouse in Lynnwood, Washington, and then moved to the Children’s Therapy Unit (CTU) in Puyallup. It was at the CTU that Watling first saw children with autism, a relatively rare diagnosis at the time. Her curiosity about autism, coupled with readiness for a new challenge, brought her back to the UW to do research in this emerging area of practice as part of her Master of Science degree in 1998 and PhD in 2004.

Since then, Watling has built a career that combines academia, scholarship, clinical work, and service. She has taught in the OT programs at the UW and the University of Puget Sound where she is currently a Clinical Assistant Professor. She has played key roles from chapter author to lead editor in the publication of four editions of *Autism Through the Lifespan: A Comprehensive Occupational Therapy Approach*. After additional time as a direct service provider, she now shares her expertise with the clinical community as a consultant and through national and international continuing education. She has been recognized by AOTA for her many volunteer contributions including three terms, with one as Chair, on the Sensory Integration Special Interest Section.

LATINO CENTER FOR HEALTH STUDENT SCHOLAR FELLOWSHIP

Fellowships are awarded to one student from each health science school who demonstrate a commitment to promoting the health and well-being of Latinx communities in Washington state.

Amaya Alonso Hallifax is the inaugural Latino Center for Health Scholar Fellow at the School of Medicine. Her path to OT took a circuitous route. She learned of the profession at 18, when she became a caretaker for her grandfather after his stroke. But she first spent time as an actor, then teaching dance, leading bike trips, doing martial arts, and running school music programs before returning to the idea of OT. Amaya is drawn to the way the profession combines hard sciences with human creativity to help people live the lives they want. “I love facts about the body, the way machines and systems run,” she says. “Everyone deserves to feel good about the life they live, and feel like they belong in it.”

When she isn’t studying she spends time with friends and family, dancing salsa, volunteering, planning events, biking or camping, sewing and reading.

LAUNCHING A NEW WEBSITE

We are proud to announce the official launch of our new Division of Occupational Therapy website at occupationaltherapy.uw.edu! Many thanks for the ideas and feedback we received from past and present students, friends of the program, and faculty.
Alumni Share COVID-19 Insights

Recent graduates describe their professional lives during the pandemic: adjustments, challenges, and inspirations.

How has your job changed?

Samantha Mulanax
*graduated 2019*
Hospital acute care, skilled nursing facility

My shifts at the hospital have been constantly changing. I have also been assisting in alternative roles such as a visitor screener. At the SNF, it has been inspiring to see people recover from COVID and benefit greatly from OT! The biggest change I had to make was my expectation going into a new position. Originally, I envisioned structured mentorship, time for onboarding, and building a caseload slowly. The experience has been much less structured and more dynamic with new updates on policies and procedures coming in every day. In the beginning, I was overwhelmed and concerned that I wasn’t prepared to help with such an uncertain diagnosis. However, now I am filled with gratitude for my training at UW that emphasized flexibility, adaptability, and patient centered care. I am also extremely grateful to have a career that allows me to help people in their time of need.

Chelsea Bradley
*graduated 2019*
Integrated preschool, outpatient pediatric clinic

I had to figure out what services would look like remotely without much guidance from the district supporting families who I had only been working with for a short period of time. Not long after, I learned my school would turn into a site for emergency childcare for Tier 1 workers, so pretty quickly my role changed to be a part of providing this. This meant that my caseload changed again and most of my time is now spent at the school providing childcare. What has been amazing is the communication from my employers, who even with everything being ambiguous for them, have made sure to check in regularly and make it clear that they value me as a new employee.

Alaena Bateman
*graduated 2019*
Skilled nursing facility

Our team has been trying to mitigate the isolating impact of the precautions on our residents. They are cut off from their families and loved ones and often do not understand why. Within the facility, our regular group activities and social dining have been canceled. As staff, we invite residents to doorway drum circles, where they play beats on empty water jugs from their doorways, encourage them to participate in a chalk run where they line up in the sunshine 6 feet apart and pelt colorful chalk bags at the staff as we run by, and intercom bingo: staff spreads out and provides help where needed as bingo is broadcast over intercom and winners are called in. During this pandemic, it is vital to continue to find ways of providing social and fun activities. Occupational therapy is perfectly suited for this challenge: creatively adapting to environmental barriers to bring wellbeing to our patients.
What has been most challenging about working during this time?

Jodie Lewis
*graduated 2018*
Hospital acute care

It began with sky high stress levels and fear of getting sick or transmitting COVID to other patients and wondering if I was actually helping patients with COVID. That was the hardest part for me, worrying about all of my patients with so much unknown about the virus. Then came the need to be flexible and willing to be redeployed to doing other essential jobs in the hospital, sometimes because of low therapy census, like proning the sickest vented patients and ensuring everyone was putting on and taking off PPE correctly. I feel extremely lucky to be part of a strong Rehab team that has met all of these challenges together. Now, in the home stretch (hopefully!), when many of the survivors are so weak and fatigue so quickly and/or have had strokes/ extensive lung damage/heart attacks/etc., it is easy to see how badly they need us and how many are going to have a very long rehab journey. I find so much joy in working with someone to put on a pair of pants for the first time in months or helping them be able to write again so that they can more easily communicate while needing a ventilator to breathe. I come home every day exhausted, but feeling so grateful for the work I do as an OT.

Anthony Hale
*graduated 2018*
Outpatient pediatric clinic

Telehealth caused me a bit of anxiety the first couple weeks, but I have settled into a "new normal." Telehealth is quite cumbersome within outpatient pediatrics in that I have to communicate with the child what is going to happen, communicate with the parent what is going to happen, tell the parent how to do what I would typically do, then delicately articulate any changes they need to make to the implementation of the intervention. All of this while staying seated for multiple hours a day when I am used to being up, active, and interacting with the kids. I can’t wait to get back to seeing the kids in clinic.

What inspires you?

Teresa Sorlie
*graduated 2019*
School-based

I am inspired by one particular special education teacher I work with who is infinitely insightful and resourceful and teaches me creative ways to serve. I am also inspired by my students when I get to zoom with them and see their excited faces. This drives me to learn things that I would otherwise resist, like how to make an interactive pdf, make my website more user-friendly, or film myself doing silly things to engage them.

Leslie Knott Collins
*graduated 2016*
Birth to three setting, outpatient, and NICU

I have felt like COVID-19 has impacted every area of my life and, most intensely, my sense of self—who am I without working as an OT as I’m used to? I am still creative, caring, compassionate, and hard working. I had to find ways to engage these parts of myself while my roles were put on hold and while they slowly modified to continue working. I’ve been inspired by those around me—reminding me what a privilege it is to use my creativity to adapt to these times. I’ve also been inspired by the children I see and how they have been able to adapt in such hard times despite their own difficulties. They remind me of the constant challenge they face of needing to grow and change with time.
Where are they now?

We asked previous members of the OT faculty what they have been doing since teaching at the UW.

**Pat Burtner-Freeman** retired recently from OT practice at the Toddler Learning Center (TLC) in Oak Harbor after her earlier retirement from the University of New Mexico. She lives on Whidbey Island where she enjoys yoga, gardening, and crabbing. She serves on the TLC Board of Directors, the Editorial Board of *Physical and Occupational Therapy in Pediatrics*, and mentors a doctoral student in Sri Lanka.

**Cecille Corsilles-Sy** has been Program Director of the OTA Program at Pima Medical Institute in Renton, WA since 2013. Her research is focused on the Scholarship of Teaching and Learning in OTA education, competencies for OT-OTA collaboration, and critical thinking in OT education.

**Jean Deitz** has been enjoying taking care of grandchildren, raising a Cavapoo puppy, enjoying beach life in Gig Harbor and on Whidbey Island, and assisting with a local ESL program in her retirement. She serves on the Lake Washington Institute of Technology OTA Program Advisory Board and the Editorial Board of *Physical and Occupational Therapy in Pediatrics*.

**Elena Donoso Brown** has been an Assistant Professor in the OT Department at Duquesne University in Pittsburgh, PA, since 2013. She teaches courses on evaluation, research, and intervention/program development. Her research focuses on best practices for implementation of occupation-based home programs for individuals post-stroke. She recently received the Dean’s Award for Excellence in Teaching.

**Sue Doyle** is an Aging in Place Specialist and owner of OT-Lifestyle Solutions in Battle Ground, WA. Her company’s focus is on home safety and accessibility assessment and home modification recommendations.

**Brian Dudgeon** served as Chair and Program Director of the OT Department at the University of Alabama Birmingham School of Health Professions starting in 2012. He was also Special Assistant to the Dean regarding city and campus accessibility before retiring in 2015 and moving back to the Pacific Northwest in 2018. He continues to write articles and book chapters.

**Joyce Engel** is a Professor in the University of Wisconsin-Milwaukee College of Health Sciences. She was the OT Program Director there for 7 years and returned to a regular faculty position 3 years ago. She remains active in research on pain in persons, especially youth, with developmental disorders.

**Namrata Grampurohit** is an Assistant Professor in the OT Department at Thomas Jefferson University, PA. She was recently awarded an AOTF Intervention Research Grant for her work in stroke rehabilitation and received the Jefferson Emerging Medical Scholars Award for her research on outcome measurement in spinal cord injury.
Sharon Greenberg plans to fully retire this year from Children’s Hospital after several years of being “retire-ish”. She continues her long-time volunteer work at the Humane Society and as a Court Appointed Special Advocate.

Dottie Handley-More continues in school-based practice at Highline Public Schools where she serves on a district-level Assistive Technology team. She is a member of two AOTA Communities of Practice—one focused on state leaders and the other on literacy support.

Kimberly Hreha is an Assistant Professor in the Division of Rehabilitation Sciences at the University of Texas Medical Branch in Galveston, TX. She is a K12 scholar in the NIH-funded Rehabilitation Research Career Development Program and is applying for a K01 Research Career Development Award to investigate the interrelationship between stroke, vision impairment, and dementia.

Majd Jarrar joined the faculty in the OT Department at the University of Jordan in Amman, Jordan, as an Assistant Professor in the fall of 2019. She’s teaching three courses per semester including classes on OT for physical and neurological disorders, upper extremity rehab, and splinting and orthosis fabrication.

Kathy Kannenberg serves as the OT on the Vital Intensive Care Management Team, a King County grant-funded program that provides services to adults who are frequently incarcerated and who have complex behavioral health challenges. She also provides OT services to Harborview Mental Health and Addiction Services in the Integrated Medical Clinic.

Elizabeth (Liz) Hottovy Krijger ran the OT program at Fairfax Behavioral Health for several years and is now enjoying life as a full-time mother of two children. She plans to return to work in psychosocial practice once her children are in school.

Jennifer (Jenny) Pitonyak is an Associate Professor and Associate Director in the School of Occupational Therapy at the University of Puget Sound, Tacoma, WA. She teaches content on mental health and community practice. Her scholarly work includes program development and research in collaboration with the Tacoma Pierce County Public Health Department Strengthening Families program.

Misty Pruner is studying the prevalence and patterns of neurodevelopment in young children with fetal alcohol spectrum disorders for her dissertation research in the UW PhD in Rehabilitation Science Program. She is looking to complete the program in the spring of 2021.

Tim Rich is working part-time at Harborview in the inpatient rehabilitation unit while finishing his dissertation for his PhD in Rehabilitation Science from the UW. His research is on neglect dyslexia, a reading impairment common after stroke. He plans to do a post-doctoral fellowship in neurorehabilitation somewhere on the East Coast after completing his PhD.
Beth Rollinger’s highlight of her first year of retirement was a trip to Peru that included a trek to Machu Picchu. She has been enjoying ballroom dancing, live theater, hiking, and taking in lectures at the UW and Town Hall. She volunteers as the public member for the Washington State Optometry Board.

Katherine (Kathy) Stewart is working four hours a week at Boyer Children’s Clinic focusing on developing a social mealtime program for toddlers with feeding challenges and their parents called Tots at the Table. Earlier this year, she traveled to Oaxaca, Mexico, to learn about the health practices of the indigenous people who live in that area.

Caroline Umeda is finishing her second year of full-time teaching as an Assistant Professor in the OT Department at Dominican University of California in San Rafael, CA. She continues to engage in scholarship related to OT consultation in the cultural arts, as well as OT’s role in developing resilience programming in higher education.

Renee Watling is currently teaching research, professional development, and fundamental concepts at the University of Puget Sound OT program in Tacoma, WA, and collaborating with AOTA on conducting systematic reviews and developing practice guidelines. She is a founding member of an international networking group of pediatric OT researchers.

We apologize if we missed you and ask that you please let us know via email at ot@uw.edu, and we will update accordingly.

What inspires you?

Victoria Ito
graduated 2018
Inpatient rehab
Chicago, IL

I have been most proud of my team for adapting to in-room therapy sessions and coming up with creative ways to engage our patients, such as playing a game of bean bag toss in the doorways to encourage social interaction or creating inspirational messages on windows with sticky-notes. I do appreciate in-room therapies to an extent, as it gives OTs a natural reason to work on ADLs. Overall, despite the pandemic, the core focus of OT, meeting people where they are and helping them return to the activities that are meaningful to them, remains the same.
Remembering Dr. Elizabeth M. Kanny

The UW OT Division lost one of its most influential leaders when Dr. Elizabeth M. Kanny died on August 3, 2019 at the age of 75.

Born and raised in St. Paul, Minnesota, Elizabeth took her first OT position in the University of Minnesota Hospital Psychiatric Services after completing her Bachelor of Science in Occupational Therapy at the University of Minnesota. Looking for a change of scene, she moved to Seattle in 1968 where she continued to work in mental health practice — first at the University Hospital, then the VA Hospital and the Group Health Cooperative Day Program. She joined the UW OT Division faculty in 1978 and became Division Head and Director of the entry-level OT program in 1982, a position she held for 29 years until her retirement in 2011.

As OT Division Head, Elizabeth led the transition of the entry-level OT program from the Bachelor’s to the Master’s level and played a key role in establishing a post-professional Master of Science program for occupational and physical therapists. She served as principal investigator on 19 grants aimed at improving the education of occupational therapists, published numerous peer-reviewed journal articles related to OT education and practice, and wrote four book chapters focused on professional ethics. While working, she earned her Master’s Degree in Rehabilitation Counseling from Seattle University and her PhD from the UW College of Education.

In 1994, Elizabeth was named to the AOTA Roster of Fellows in recognition of her leadership in education and administration. She received five additional AOTA service awards for her leadership on task force committees and seven years of service on the Commission on Standards and Ethics. She received a Retired Educator’s Commendation from AOTA in 2011 and a President’s Commendation Award from WOTA in 2012 for her “extraordinary contributions to the advancement of occupational therapy through legislative involvement, political support, advocacy efforts, and leadership promoting occupational therapy and health issues.”

With news of her passing, Elizabeth’s former students and colleagues noted how influential she had been in their professional growth and that of the program. Tina Eng, Class of ’95, wrote, “Dr. Kanny inspired me and many others with her leadership, professionalism, and encouragement.” Dr. Jean Deitz, Professor Emerita, summarized the feelings of many when she wrote, “She will be missed, but we know that a part of her will live on in her students, the programs she developed, and the legacy she provided for the future.”

Elizabeth is survived by her husband, George Satterfield; sister, Margaret Spiegel; and extended family.

Prior to her death, Elizabeth established the Elizabeth M. Kanny Endowed Student Support Fund. This fund recognizes Elizabeth’s long-standing dedication to the education of occupational therapists and the value of diverse perspectives to the UW OT program and profession. Donations in Elizabeth’s memory can be made to the fund either online at www.acceleratemed.org/kanny or via check payable to the UW Foundation, Attn: Gift Processing, Box 358045, Seattle, WA 98195-8045 (KANEND in the memo line).
2019 Publications and Presentations

OT faculty/MOT & PhD students in bold

Publications


Hsu, C., Gray, M. F., Murray, L., Abraham, M., Nickell, W., Sweeney, J., Frosch, D. L., Mroz, T. M.,...Reid, R. J. (2019). Actions and processes that patients, family members, and physicians associate with patient- and family-centered care. BMC Family Practice, 20, 35.


Park, M., & Fogelberg, D. (2019). Caught between the suffering and the good: Commentary on Campoy (Chapter 8). In M. A. Cascio, & E. Racine (Eds.), Research involving participants with cognitive disability and difference: Ethics, autonomy, inclusion, and innovation (pp. 251-254). Oxford, United Kingdom: Oxford University Press.


Poster/Platform Presentations

Bendixen, R., Benevides, T., Jirikowic, T., Ideishi, R., & Smythe, R. (June 2019). Community conversations: A summary of stakeholder-identified research priorities to foster community participation for individuals with intellectual and developmental disabilities and families. Presented at the Occupational Therapy Summit of Scholars, Charlotte, NC.


Mroz, T. M. (January 2019). Regulatory and payment changes impacting home health agencies. Invited presentation for the UW Medicine Post-Acute Care Steering Committee, Seattle, WA.


Mroz, T. M. (May 2019). Using rehabilitation health services research to inform practice and policy (and vice versa). Invited presentation at University of Washington Department of Rehabilitation Medicine Grand Rounds, Seattle, WA.


Smith, B. (March 2019). Giving feedback using coaching and the ADAPT models. Presented at the UW OT Division Annual Clinician Faculty Meeting, Seattle, WA

Smythe, R., Bendixen, R., Benevides, T., & Ideishi, R., & Jirikowic, T. (September 2019). Engaging individuals with intellectual and developmental disabilities, families, and community members together as research stakeholders: Lessons learned from community conversations. Presented at the Patient-Centered Outcomes Research Institute (PCORI) Annual Meeting, Washington, DC.


MOT alumni can now view job postings on https://careers.uw.edu/resources/handshake/. Contact the UW Career Center for more information.
Thank you to our alumni and friends who contributed to the OT program this past year.

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