



Washington University in St. Louis

SCHOOL OF MEDICINE

Occupational Therapy

Fall 2017

O.T. Link

Tracking rehabilitation outcomes





Penny pinching

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

O.T. Link Contents

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Official publication of the Program in Occupational Therapy at Washington University School of Medicine

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Washington University in St. Louis

SCHOOL OF MEDICINE

Occupational Therapy

From the Director



The fall 2017 semester is well under way in the Program in Occupational Therapy. In August, we welcomed 98 new students from more than 30 states to the Program. The diverse class comprises 59 MSOT and 39 OTD students, 89 female and nine male students, and four students from our 3-2 partner schools. On September 6, we formally welcomed these students to our Program in a Student Convocation and Pinning Ceremony (page 7) to recognize the initiation of their journey toward a health-care career. The energy of this new class fills me with excitement knowing that the future of our profession will be in the hands of such talented and dedicated individuals who want to improve people's lives in new and innovative ways.

Alex Wong, PhD, DPhil, BSOT, is developing such an innovation to help track rehabilitation outcomes (page 4). Initially created by Chris Mettis, MD, the Status/Post mobile app has been customized with a digital assessment tool co-developed by Drs. Wong and Mettis. This tool can easily gather information about medical and psychosocial issues several times each day from a patient through periodic reminders via the app. The app is in pilot studies to test its effectiveness in benchmarking neurological recovery over the long term in terms of physical well-being and psychosocial health.

We are also making innovations in how we teach and mentor students to prepare them to become academicians. **Steve Taff, PhD, OTR/L, FNAP, FAOTA**, is leading the charge to further the scholarship of teaching and learning and educational research (page 8). Dr. Taff has assembled the Innovations in Education group to create a scholarship experiences for students interested in a career in academia and in educational research. These dedicated faculty members mentor students interested in developing innovations in the science of learning, instructional technology, fieldwork education, professional and educational leadership, and interprofessional education.

We are also seeking innovative ways that occupational therapy can partner with other health-care professions to provide needed services to the community. **Lisa Carson, OTD, OTR/L**, is an occupational therapist in our Community Practice who also works with Stanley Birge, MD, in the geriatric clinic at the Center for Advanced Medicine on campus. Dr. Carson is part of a specialized health-care team that conducts a comprehensive assessment of clients aged 65 or older that addresses both the medical and occupational needs of the individual (page 10).

In May, **Gladys Freund Barker, BSOT '39, MS**, invited me to bring a group of students to have lunch with her in celebration of her 100th birthday (page 12). What an honor it was to have Mrs. Barker share her memories of what our school was like in the 1930s with current students who are interested in healthy aging. She has promised to be in attendance at our Centennial gala on October 6, 2018. I am certainly looking forward to seeing her and all of our alumni in celebration of our Program's 100th anniversary (page 14).

Please be sure to visit our Centennial website at ot100.wustl.edu to keep up to date on all our events, share a memory, upload a photograph or just reconnect with your classmates. As we prepare for this historical milestone, we remain grateful to you and others who have made our remarkable journey possible. I hope you will join us for the festivities.

The best to you,

A handwritten signature in black ink that reads "M. Carolyn Baum" with a long, sweeping horizontal line extending to the right.

M. Carolyn Baum, PhD, OTR, FAOTA

*Elias Michael Director, Program in Occupational Therapy
Professor of Occupational Therapy, of Neurology and of Social Work*



Inaugural Community Partners Appreciation Event

The Program in Occupational Therapy held its inaugural Community Partners Appreciation Event on October 4. Organized by the Program's Community Engagement Council, the event brought together and recognized organizations that provide research, educational and clinical experiences to our students. The program included networking, a presentation on ways we partner with the community and awards to three organizations that have developed and sustained a collaborative relationship with us: CHAMP Assistance Dogs, St. Louis Area Agency on Aging and the St. Louis Society for the Blind and Visually Impaired.

Since 2014, CHAMP Assistance Dogs has provided OT students with the opportunity to observe animal assisted therapy (AAT) in a wide variety of health-care settings including hospitals, rehabilitation and hospice centers, long-term care facilities, and schools. CHAMP leaders and trainers help educate students by lecturing in our assistive technology course, providing rich fieldwork and doctoral experiences, and collaborating on their clinical research projects. They were nominated by **Regina Abel, PhD**, a long-time CHAMP volunteer who mentors students interested in AAT.

The St. Louis Area Agency on Aging (SLAAA) collaborates and promotes community-based research, education initiatives and community programs to older adults in our area. SLAAA provides real-world opportunities for OT students to learn in context by helping seniors overcome the barriers to remaining independent and aging successfully in their homes. SLAAA has assisted nominator **Susy Stark, PhD, OTR/L, FAOTA**, and her laboratory in developing in-home occupational assessments, conducting

efficacy studies of the impact of home modifications to increase independence and safety, and pilot testing a home hazard removal program. This valuable relationship allows us to gather new insights into the needs of older adults living in the St. Louis community.

The St. Louis Society for the Blind and Visually Impaired (SLSBVI) provides a comprehensive range of services and supports at little or no cost to children, adults and older adults with low vision or blindness. During the past 15 years, SLSBVI administration, staff and participants have worked closely with nominator **Monica Perlmutter, OTD, OTR/L, SCLV, FAOTA**, to develop the Living Life with Low Vision self-management program. With Perlmutter's supervision, students help deliver this program to participants at SLSBVI's facilities. SLSBVI is also a valuable community resource for our Community Practice clinicians to refer clients who need low-vision optometry, orientation and mobility training, support groups, classes and other services.

Pat Nellis, OTD, OTR/L, director of clinical operations, is the chair of the Community Engagement Council and served as emcee for the event. "Whether it's working to educate students, gain new knowledge through research or deliver much needed care to those in our community, we as a Program recognize how positive relationships build stronger communities. We would not be able to achieve what we do without our partners," Nellis says. "This Community Partners Appreciation Event is just one way we choose to honor those relationships and all the effort it takes to build a stronger region."

Baum to receive 2017 Founders Day Award

M. Carolyn Baum, PhD, OTR, FAOTA, will receive Washington University's Distinguished Faculty Award at the 2017 Founders Day dinner and ceremony on Oct. 28, 2017 at the



M. Carolyn Baum

St. Louis Union Station Hotel. The award recognizes outstanding commitment to the intellectual and personal development of students. Founders Day commemorates the university's founding in 1853. The event recognizes the many people who have contributed to the University's past success and its bright future. She was nominated by David H. Perlmutter, MD, executive vice chancellor for medical affairs and dean of the School of Medicine.

Abel promoted to faculty

On August 1, the Program in Occupational Therapy promoted **Regina Abel, PhD**, to faculty as an instructor in occupational therapy and medicine. Her scholarly work focuses on the study of human-animal interaction, particularly animal assisted therapy.



Regina Abel

For the past eight years, Abel served as a senior scientist in Dr. Allison King's Child and Health Education Laboratory. She will continue to work with laboratory team members to study cognition and educational outcomes in children with sickle cell disease or following pediatric brain tumors.

Want more Program news?

Stay up to date on the latest Program news by visiting our website at ot.wustl.edu or connecting with us on Facebook, LinkedIn and Twitter.



There's an app for that

BY STEPHANIE STEMMLER



Alex Wong, PhD, DPhil, BSOT (left), and Shanli Yang, MD (right), review the Status/Post app. It is in pilot studies to test its effectiveness in benchmarking neurological recovery over the long term.

Alex Wong, PhD, DPhil, BSOT, sits surrounded by a computer, a laptop, his smartwatch and his smartphone. At set times during the day, his phone pings a reminder for him to open an app and complete a quick assessment of his own physical and psychosocial health.

“Technology like this is everywhere,” he points out. “I thought, why not figure out a way to use it to simply and easily optimize rehabilitation outcomes?”

Wong, an occupational therapist and rehabilitation researcher, is an assistant professor of Occupational Therapy and Neurology at Washington University School of Medicine and head of the Connected Health and Innovative Rehabilitation (CHAIR) Laboratory in the Program in Occupational Therapy. He has pondered how to effectively track rehabilitative progress, specifically in neurological patients, for years.

“We track recovery very effectively while a patient is in the hospital or a rehabilitation facility,” he stresses. “The problem is that recovery can progress as long as a year after discharge, so I want to better track a patient’s progress and identify when new or additional interventions can optimize long-term rehabilitation outcomes.”

Enter a new app called Status/Post. Initially created by Chris Mettis, MD, a former pathology resident at Washington

University, and now customized with a digital assessment tool co-developed by Wong and Mettis, the app is in pilot studies to test its effectiveness in benchmarking neurological recovery over the long term in terms of physical well-being and psychosocial health.

Wong calls the app both an Ecological Momentary Assessment (EMA) and an Ecological Momentary Intervention (EMI) tool. He believes its mobile health assessment capability is directly in line with what National Institutes of Health Director Francis Collins, MD, PhD, and William T. Riley, director of the NIH Office of Behavioral and Social Sciences Research, stated is the NIH’s strategic, transformative goal—the development of digital intervention platforms that will ultimately transform measurement science in the behavioral and social sciences.

Wong already has early data in his initial study to believe that the app will work well—and enable him and his colleagues to better define what “successful recovery” means and when interventions can actually improve outcomes. He is starting his app testing

with patients from Barnes-Jewish Hospital who have been diagnosed with mild or moderate stroke without any major physical or cognitive deficits.

The rehabilitation timeline

Clinicians already know that recovery after a neurological incident such as a traumatic brain injury or stroke can take as long as a year. Patients, however, typically are discharged from hospitals within 30 days due to insurance requirements. Beyond follow-up clinic or therapy visits, there is no simple way to monitor patients frequently throughout their recovery period to determine whether interventions are warranted to keep them progressing forward.

Monitoring is critical, says Wong, because executive function, motivation and mental health are major drivers of a patient’s desire to engage in community and social activities. Patients with low executive function have severe mood swings throughout the day, which ultimately may trigger social disengagement and depression as well as negatively impact their recovery.

“Advances in measurement science and technology are converging to provide the basis for increasingly accurate measurement that will accelerate new discoveries.”

—Collins and Riley, *Sci. Transl. Med.* 8, 366ed14 (2016)



Creating a rehabilitation outcomes database

Halfway around the world, Alex Wong's interest in rehabilitation outcomes research has caught the interest of the Chinese government. For the past year, Shanli Yang, MD, vice president of the Affiliated Rehabilitation Hospital at Fujian University of Traditional Chinese Medicine (FUTCM) School of Rehabilitation Medicine, has been a resident scholar in Wong's Health and Disability Research Laboratory in the Program in Occupational Therapy at Washington University School of Medicine.

Together, the two, along with a team from FUTCM, are working on a government-funded program to develop a rehabilitation outcomes evaluation system that will track rehabilitation interventions, standardize the quality of care in more than 150 hospitals, and identify best practices that ultimately will improve overall patient care and outcomes across China.



Shanli Yang, MD (left), at the Affiliated Rehabilitation Hospital at Fujian University of Traditional Chinese Medicine School of Rehabilitation Medicine.

“Our system will target neuro-rehab first because stroke is the leading cause of disability and the second cause of death in China,” says Yang. “Our goal is to build the infrastructure so that all hospitals track the same set of patient outcomes to co-identify targets and inform new policy.”

The team is using the International Classification of Functioning, Disability and Health (ICF) from the World Health Organization as their development framework as they build the outcomes database. Because the project offers a unique opportunity to build something from scratch, the team

also has tapped into the potential of Wong's mobile assessment tool, with Wong and Yang developing a similar app for WeChat, China's hugely popular social network, messaging and payment platform. More than 877 million people have the mobile platform on their phones.

Yang returned to China in September and is continuing the collaborative work. Her Affiliated Rehabilitation Hospital is one of only three hospitals in China to be recognized by the Commission on Accreditation of Rehabilitation Facilities (CARF).

Says Yang, “WeChat is a unifying platform for everything and everyone in China. We built our mobile assessment tool into WeChat so that it may ideally reach 900 million monthly active users. This big data approach not only generates insights for business, but also leverages countless applications in future rehabilitation efforts.”

“Our goal is to build the infrastructure so that all hospitals track the same set of patient outcomes to co-identify targets and inform new policy.” —Shanli Yang, MD

Continued from page 5

With Status/Post, Wong has devised a digital assessment tool that can easily gather information about medical and psychosocial issues several times each day.

“The app alerts patients three to five times a day to answer a series of quick questions,” he explains as he shows off the app on his own phone. “It prompts patients to answer in real time, while patients are in their real environments and while they can accurately input answers without the fear of memory decline between physician visits.”

The study is still in its infancy, but Wong says he's surprised that even the small data collected already have found that if a patient can keep their mood stable, it has a positive effect on the patient's participation in outdoor and out-of-home activities.

“Mobile health research is a new area in rehabilitation science, and it has a high potential to reach thousands or millions of people through the use of a ubiquitous device like a cell phone,” Wong says.

He adds, “I believe we have created a new digital platform that, perhaps within the next 10 years, could be used to capture recovery data and influence rehabilitation interventions worldwide.”

Affiliated Rehabilitation Hospital at Fujian University of Traditional Chinese Medicine (FUTCM) School of Rehabilitation Medicine
Fuzhou, China





Students recite the occupational therapy pledge written by student leadership at the Convocation and Pinning Ceremony on Sept. 6.

2017 Student Convocation and Pinning Ceremony

On September 6, the Program in Occupational Therapy established a Student Convocation and Pinning Ceremony to formally welcome new students to the Program and recognize the initiation of their journey toward a health-care career.

The tradition of conferring pins to Washington University occupational therapy (OT) students was brought back in honor of the Program's Centennial in 2018. Pins were given to students in the 1930s and 1940s, but the tradition seemed to have stopped by the 1950s.

To bring back the tradition, the Program had a new pin designed based on the original pin. It also incorporates the door design, which was created by alumna Christine Eppert, BSOT '90.

Shoshana Falk, OTD/S '19, president of the Washington University Student Occupational Therapy Association

(WUSOTA), and Rachel Heeb, OTD/S '19, president of Pi Theta Epsilon, wrote a special OT student pledge for students to recite during the convocation. The pledge commits students to uphold the highest academic, professional and ethical standards; serve the community; build supportive and collaborative relationships with peers; and to view their future clients as human beings with the right to do what they need and want to do in life.

The ceremony featured remarks from Program leadership, a peer and a client who benefited from OT services. Pins were conferred to all current students. It was followed by a dessert reception where students were able to share via social media what their OT pins meant to them.

We look forward to continuing this time-honored tradition with our fall 2018 incoming class next year.



OT pin from 1930s



OT pin from 2017

Arun Selvaratnam, MSOT/S '18 (left), and Steve Taff, PhD, OTR/L, FNAP, FAOTA (right), discuss the historical systematic mapping review.

Innovations in education

BY MICHELE BERHORST

The occupational therapy (OT) profession is currently experiencing a shortage of academicians and academic leaders. As part of a multifaceted response, the American Occupational Therapy Association (AOTA) published The Occupational Therapy Education Research Agenda in 2014. It identifies six major research goals and priorities for OT education: theory building, pedagogy, instructional methods, learner characteristics and competencies, socialization to the profession, and faculty development and resources.

Steve Taff, PhD, OTR/L, FNAP, FAOTA, who serves as the director of the division of professional education in the Program of Occupational Therapy, saw the document as a call to action to occupational therapy (OT) schools and educators.

“Among its many initiatives, the Research Agenda calls on us as a profession to do more scholarship of teaching and learning and educational research. As a Program, we wanted to take it a step further and create a scholarship experience for students interested in a career in academia and in educational research,” Taff explains.

In the fall of 2016, Taff assembled a group of faculty members whose scholarly work focuses on educational excellence to join him in this initiative. Students interested in developing innovations in the science of learning, instructional technology, fieldwork education, professional and educational leadership, and interprofessional education were encouraged to select a primary mentor in the Innovations in Education group for their directed scholarship course sequence. Students also benefit from all mentors in large group activities, which foster collaborative efforts and allow individual

students to give and receive feedback from every peer in the cohort.

“Being a new scholarly experience, we didn’t think we would have a lot of interest in our first year, but we did. Currently we have a group of nearly 20 students with projects focusing on student wellness, physical and mental [health], and how stress, sleep, anxiety and depression factor into academic performance. Another group is examining the outcomes between the master’s degree and the doctoral degree programs,” Taff says. “We even have a student studying the development of this scholarly experience as it is happening.”

Arun Selvaratnam, MSOT/S '18, joined the Innovations in Education group because he is interested in a career in academia. Selvaratnam has undertaken an ambitious project: a historical systematic mapping review of the influence of epistemology on OT education from 1917 to 2017. He heard Taff describe the project during a lunch seminar and felt it was right up his alley.

“Epistemology is the study of knowledge. Different types of epistemology have different answers to its fundamental

questions such as: What is knowledge? How can something be known? What is the extent of what can be known? OT has always been a field that draws from many different disciplines; the founding members of our field came from a wide variety of backgrounds,” Selvaratnam says. “We basically want to locate when, where and how these influences manifested, and represent that in a visual, historical map. OT is only a hundred years old—that’s extremely young for a discipline. It has so much room to grow, and I feel I have a legitimate opportunity to affect and contribute to that.”

“A project like this will inform us of trends and patterns over the years and can provide a template for almost any other kind of similar concept,” says Taff, who serves as Selvaratnam’s mentor. “This type of educational research will help inform OT educators about how knowledge has been viewed in professional training, what types of instructional strategies fit the needs in building different sorts of knowledge, and how knowledge can best be assessed.”

New scholarly offerings

This year, the Innovations in Education scholarship group offerings include projects centered on developing educational apps or assessing technology for hybrid learning platforms. Faculty member **Ping Lieser, PhD**, will be mentoring students interested in leveraging technology in the classroom, with clients and across the profession. **Stacy Smallfield, DrOT, OTR/L, BCG, FAOTA**, and **Lauren Milton, OTD, OTR/L**, both have experience using apps with various populations and can provide mentorship to students interested in using technology for client education. Taff will offer new projects under his mentorship, including developing a “teaching commons” faculty learning pilot and a study mapping “ways of knowing” to content in OT curricula.

Also new this year, students can work on projects with the long-term goal of developing a student-run hand and upper extremity clinic. **Vicki Kaskutas, OTD, OTR/L, FAOTA**, will serve as the mentor for this experience. Since 2015, The Program in Occupational Therapy has successfully operated a similar student-run stroke clinic that provides free services for un- or under-resourced clients to help increase their safety and independence following a stroke.

Leading interprofessional initiatives

The long-range goals of the Innovations in Education group extend beyond just providing scholarly experiences to students. “We want to help lead interprofessional educational initiatives on the WashU campus. We are looking at developing a health-care professions educational research conference and a summer teaching institute in the near future,” Taff says. “With support from the Provost’s ‘Bring Your Own Idea’ program and in partnership with Gina Frey, PhD, executive director of the Teaching Center, we have also started the Cross Campus Education Research Group. It’s

“As a Program, we wanted to take it a step further and create a scholarship experience for students interested in a career in academia and in educational research.”

– *Steve Taff, PhD, OTR/L, FNAP, FAOTA*

a forum for different professions to talk about their research, share new ideas for teaching and discuss common challenges educators face in and out of the classroom. We have representatives not only from the medical school, but also from chemistry, engineering, architecture and social work. It’s interesting to see how all of these professions are approaching educational research. In doing so, we are able to share best practices and collaborate on projects that will benefit the WashU community as a whole.”

In addition to forging these relationships locally, Taff is committed to assisting the profession nationwide accomplish similar goals. In January 2016, he was elected by his peers to serve as the chairperson for AOTA’s Commission on Education (COE). This visionary group develops, implements and evaluates initiatives that enhance and support the learning of future OT professionals.

A career in academia

Taff is motivated to take such an active role in academia because of the career choices he made along the way that lead him to teaching.

“I grew up in and around education; both of my parents were teachers, and I spent a lot of time in schools. After graduating from the Program with my master’s degree, I became a school-based practitioner because that setting felt natural to me. After I earned my PhD in educational psychology, I had two career options: becoming a superintendent for a public school district or entering academia. Academia drew me in because it encompasses all the aspects of education I enjoy—leadership, teaching, innovation and scholarship. It energizes me, and I want to give students interested in education every opportunity to explore what career choices our profession has for them. I want our Program to be known nationally and internationally as ‘the’ place to go to for preparation to become an academician or education researcher.”

The unique mentorship model the Innovations in Education group provides is bringing the Program closer to that goal, one student at a time.

“Great mentorship is the most helpful thing in preparing me for academia. Dr. Taff is constantly giving me advice, ideas, articles, feedback—everything you could ask for and more from a mentor. I can confidently say that his influence is one of the major reasons that I even considered and decided on a career in academia,” Selvaratnam says.



The geriatric clinic team includes (left to right) Lisa Carson, OTD, OTR/L, Barbara Guilford, RN, BSN, and Stanley Birge, MD.



Healthy aging

BY MICHELE BERHORST

In the next 25 years, longer life spans and aging baby boomers will effectively double the population of Americans aged 65 years or older to about 72 million. By 2030, older adults will account for roughly 20% of the U.S. population (“The State of Aging and Health in America 2013,” Centers for Disease Control and Prevention). With people living longer and longer, the importance of occupational therapy (OT) in relation to healthy aging is coming to the forefront of primary care.

Lisa Carson, OTD, OTR/L, is an occupational therapist in the Program’s Community Practice. She also works with Stanley Birge, MD, in the geriatric clinic at the Center for Advanced Medicine, which is located on the Washington University Medical Center campus. There she is part of a health-care team that conducts comprehensive assessments of clients aged 65 or older that address both the medical and occupational needs of the individual.

“When clients come in for their initial appointment, they are asked to bring a family member or friend who has a role in their daily life. Our nurse will take the client to another room for cognitive testing. Meanwhile, Dr. Birge, the medical residents and I talk to the family member or friend to hear their concerns and what changes they have noticed in the client. You don’t always get an accurate report from the clients with cognitive impairments, so the input from family and friends can be vital to seeing the whole picture,” Carson says. “When the client returns, we ask them about their daily activities and goals. When the appointment is over, the team meets to come up with a plan of care. The patient and their family or friend return the following week to receive a plan incorporating our recommendations. If a follow-up OT session is needed, we schedule it.”

Carson’s interest in older adults started when she was a third-year doctoral student at the Program as she completed her practice model on healthy aging. “At that time, several people in my life were approaching retirement, and they would tell me how stressed and anxious they were about it because they didn’t know what their daily routine would look like. People think about their financial planning prior to retirement, but they don’t think about what their occupations are going to be since their primary occupation—working—is over. My practice model focused on the various aspects of a healthy life and what the necessary components are to think about as we age.”

Healthy behaviors can include staying socially, mentally and physically active; a healthy diet; medication management; home safety and establishing a daily routine. Some of these behaviors can be hard to maintain when a client has lost the ability to drive or has difficulty forming new relationships.

“For clients who can’t drive, they have to rely a lot on family members for transportation and can easily become socially isolated. Another challenge they face is just simply having people to do things with because their friends have passed away. With their social activity limited, they don’t always have the opportunity to make new friends at this point in life,” Carson explains. “I can help



Lisa Carson, OTD, OTR/L (left), reviews hand exercises with her client, Kazuko Blake (right).

clients find resources in their community so that they can stay socially, mentally and physically active.”

Many of Carson’s clients are concerned about their cognition and memory. Justine Crawford, 73, came to Dr. Birge’s clinic with these concerns. She was also interested in learning about preventative care for herself and her husband as they age in place.

“Children see a pediatrician, and older adults should see a geriatrician to know where you are as far as your age, how you are doing and everything. I’ve never encountered anything like this team before,” Crawford says. “I really enjoyed the challenge of the cognitive assessments. It was a neat experience.”

Looking at the whole picture of a person’s health is what makes a geriatrician different from the various specialists clients often see to address specific problems. Having multiple providers can lead to overmedication in older adults, which can increase the risk of adverse reactions and side effects. A home visit from an occupational therapist can help to assess how and how often clients are taking their medications.

“One of my clients had a physician who was considering raising her blood pressure medication because it wasn’t being effective. After a couple of home visits, we discovered that she was not taking her

medicine correctly,” Carson says. “That’s the kind of situation a physician doesn’t have the chance to see because they spend a limited time with the person in a clinical setting. There is a lot of knowledge that can be gained from going into someone’s home, and that information can alter the plan of care.”

That environment lens is why Birge values having Carson on his team.

“OT is not just about looking at the home environment and the function of an individual. It’s an intervention because Lisa can implement strategies to improve their function, and a lot of times that means that we have to modify the environment,” Birge says. “We can’t do that here in the clinic, so there’s just no substitute for being able to go into the home and see what the conditions are, what that environment really looks like and what are the barriers to that person’s safety.”

Expanding people’s awareness of what OT can do for aging populations is one of the goals Carson is hoping the clinic and her practice will be able to accomplish moving forward.

“OT for older adults isn’t just about falls or home safety. It can also be about re-forming their lifestyle and establishing healthy habits so that they can live more independent and productive lives no matter what their health conditions, disabilities or risk factors are,” Carson says.

Turning 100

BY STEPHANIE STEMMLER

Alumna Gladys Freund Barker, BSOT '39, MS, celebrates her 100th birthday

“No matter how old you are, no matter how disabled, there is always some way to engage in life and find self-worth and dignity.”

That’s how Gladys Freund Barker feels about life and her career in occupational therapy (OT). Barker, who turned 100 years old in 2017, was one of only four students of the St. Louis School of Occupational and Recreational Therapy (the precursor for the Program in Occupational Therapy at Washington University School of Medicine) when she graduated in 1939.



Left to right: Norah Abudullah, MSOT '18, Alexis Raybon, MSOT '17, M. Carolyn Baum, PhD, OTR, FAOTA, Gladys Freund Barker, BSOT '39, MS, Maria Coronelli, MSOT '17, and Rebecca Bollinger, OTD '17, celebrated Barker's 100th birthday in May.

In 2009, the Program in Occupational Therapy honored Barker with its Alumni Achievement Award. Attending the event were (left to right): Larry Shapiro, MD, Peter Barker, MD, Gladys Freund Barker, BSOT '39, MS, and M. Carolyn Baum, PhD, OTR, FAOTA.



“The general philosophy in OT at the time was that people could improve by doing something that made them feel good about their own sense of self-worth,” she recalls. “That’s why the coursework included learning how to do a lot of crafts, such as woodworking, knitting, jewelry-making, painting and drawing. We would use those fun activities as therapy.”

She recalls helping some of her first patients by teaching them weaving. “We would give them a loom where they would learn to pull a shuttle back and forth,” she says. “They didn’t know it was exercise; they thought it was fun. But it helped them to regain mobility and strength.”

Barker herself has had a lifelong interest in design and crafts, which was one of the reasons that she was drawn to a career in OT. She originally attended Washington University to become a fashion designer, but with the Great Depression still being felt in the community, jobs in fashion were few and far between. Her father told her to find another profession.

“In the late 1930s, crafts were big in OT, so I decided I would go back to college for that degree,” she says. “It really was a thrill to take my interest in creative activities and make it a career.”

What intrigued her were observations during practicums and classes that a sense of self-worth could be cultivated among patients. “I often worked in a communications skills group where many of the patients were severely disabled and couldn’t do much,” she remembers. “I would tell them, ‘close your eyes, don’t talk for a few minutes, listen and then open your eyes and tell me what you really see.’

One man who was paralyzed described seeing the beautiful door in the corner, and tears came to his eyes as he noticed all of the details. He became intimately aware of his surroundings and could appreciate all that he saw. We did that with sound exercises, too. These activities really focused on using whatever senses and mobility a patient had to give themselves a reason for living.”

“It doesn't matter how old you are; you need to keep learning every day.”

– Gladys Freund Barker, BSOT '39, MS

Barker took a break from her career to raise three sons, but she was never far from engaging in community activities. She served on numerous boards for local organizations, including the Miriam Foundation and School, a passion of hers for more than 50 years. Once her own children were older, she returned to the field of OT and worked until she retired in 1982, always challenging herself with new courses to keep up with rapid changes in the profession. Throughout her career, she worked with a wide variety of patients with disabilities, including mentally challenged individuals, physically disabled adults, recovering alcoholics, geriatric patients and children with learning disabilities.

She says, “I incorporated a wide range of manual and creative skills and learned, in almost all cases, that those skills could be used to improve physical and mental

health. There was growing evidence that those types of rehabilitation activities correlated to a patient’s medical treatment and rehabilitation outcomes.”

While working with geriatric patients at the Truman Restorative Center, a convalescent center for elderly indigent and sick persons in St. Louis, Barker theorized that the mental health of patients could be more of an influential factor in recovery than a patient’s overall physical condition. To explore that theory, she went back to college again, eventually earning a master’s degree in humanistic psychology from Lindenwood University.

In 2009, the Program in Occupational Therapy honored Barker with its Alumni Achievement Award. “OT has been a very rewarding career,” she says emphatically. “I really feel so fortunate that I could do this for most of my life, and I think I’m a better person for it.”

Barker herself is a passionate believer in learning something new every year to keep the mind active and because that effort continuously builds a sense of satisfaction and self-worth. Her latest pursuit, as she surpasses the century mark in her age, is portrait painting.

“I’m wild about painting right now,” she says with a laugh. “It doesn’t matter how old you are; you need to keep learning every day.”



Left to right: Arun Selvaratnam, MSOT/S '18, Norah Abudullah, MSOT '18, and M. Carolyn Baum, PhD, OTR, FAOTA.

The Carolyn Baum Centennial Challenge for Occupational Therapy

To celebrate the Program in Occupational Therapy turning 100 years old in 2018, **Carolyn Baum, PhD, OTR, FAOTA**, the program's Elias Michael Executive Director, has created a scholarship challenge. All gifts to the Occupational Therapy Annual Fund will be matched by the \$100,000 Carolyn Baum Centennial Challenge, which runs through Dec. 31, 2018.

"At our 100th anniversary, the future of occupational therapy has never looked brighter," Baum says.

Many of today's students must overcome significant financial challenges to pursue their educational dreams. In bolstering the Annual Fund, our largest source of support for OT student scholarships, we strive to make an excellent education attainable

for all. Baum hopes her challenge will inspire alumni and friends to make a special Centennial gift, ensuring that the best and the brightest students become the health-care leaders of tomorrow.

"The Baum Centennial Challenge lays the groundwork for another 100 years of superlative teaching and research at the Program in Occupational Therapy," says David H. Perlmutter, MD, executive vice chancellor for medical affairs and dean of the School of Medicine.

Visit alumni.wustl.edu/Baum to make a gift online. If you have any questions about the Baum Centennial Challenge, please contact Patrick Delhougne in Medical Alumni and Development at 314-935-9680 or p.delhougne@wustl.edu.

Celebrate 100 years of excellence

When you make a minimum gift of \$100 to the Occupational Therapy Annual Fund, you will receive a centennial keepsake book reflecting on the Program's first 100 years (1918-2018) through photos, interviews and stories. The commemorative book will be published in 2018.



Save the Date

The Program in Occupational Therapy Centennial Gala

Saturday, October 6, 2018

Ritz-Carlton Hotel
Clayton, MO

*Celebrating 100 years
of helping people
live meaningful lives*

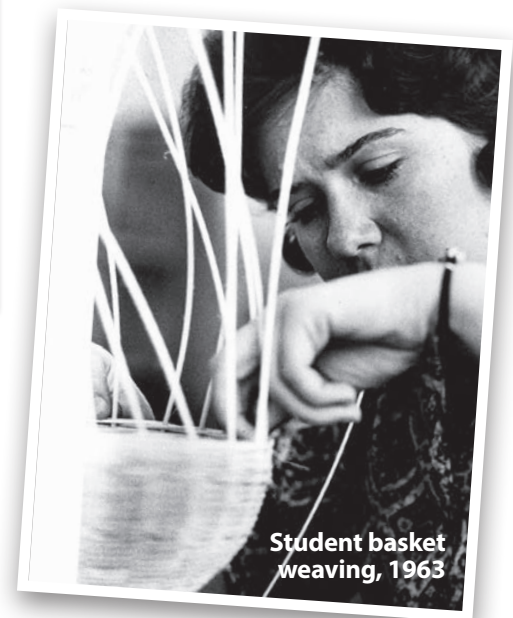
Student at pottery wheel, 1963





Send us your photos!

We have a substantial archive of photos, documents and materials housed at Becker Medical Library that represent the past 100 years. While we have formal class photos for almost all of our graduating classes, we don't always have photos that capture the day-to-day student life of past decades. Please visit our Centennial website and click on "share memories" to upload photos and stories of your time at the Program in Occupational Therapy. We will add them to the website and to our archive.



Visit ot100.wustl.edu

Our Centennial website—ot100.wustl.edu—launched in July 2017. It features events, alumni profiles, history and photo galleries to celebrate our Program's first 100 years. We are updating the content frequently, so please check back often to stay up to date on all of our Centennial activities.

OT Program Alumni Awards reminder

The Distinguished OT Program Alumni Award and Emerging Leader Award recognizes alumni of the Program in Occupational Therapy at Washington University School of Medicine for their individual achievements in or contributions to the field of occupational therapy in research, education, leadership, professional development or community participation.

- For a complete list of eligibility requirements, selection criteria and nomination materials needed, visit ot.wustl.edu/OTalumniaward.
- **Nominations will be accepted through January 31, 2018.** The selections will be made by the Award Selection Committee in March 2018.
- If the nominee is selected by the committee, he or she must be in attendance at the Program's Centennial gala event on October 6, 2018 at the Ritz-Carlton in St. Louis, Missouri to accept the award.
- If you have any questions about the nomination or selection process, please contact Michele Berhorst at (314) 286-1606 or berhorstm@wustl.edu.

Nomination deadline

January 31, 2018

Nominate online at

ot.wustl.edu/OTalumniaward

Awardees notified

March 2018

Awards presented

**October 6, 2018
at Centennial Gala**

Student happenings



Left to right: Emily Sherman, MSOT/S '18, Chevie Wiseman, MSOT/S '17, Michelle Scally, MSOT/S '17, and Sam Talisman, OTD/S '17, participated in the Missouri Occupational Therapy Association's annual "OT on the Hill Day" to advocate for occupational therapy services in Jefferson City, Mo., on Feb. 22.



Audra Hendrix, MSOT/S '18, learned about tendons, muscles, and other structures of the wrist and hand in the Body Structures Supporting Daily Function course on Feb. 27.



Amy Broadway, MSOT/S '18, learned about reflexes in infants and assessment of development in the Neuroscience Principles of Performance course on April 13.



Several OT students and faculty member Jeanenne Dallas, MA, OTR/L, FAOTA, participated in the WashU Med School Musical's production of "Beauty and the Beast" in late April.



Students learned about transfers in an acute care setting in the Sensorimotor Interventions course on Sept. 7.



Getting dressed

Left to right: Molly Dyer, MSOT/S '18, Jonathan Basso, MSOT/S '18, and Emily Wilson, MSOT/S '18, learn strategies for getting dressed after a stroke or brain injury. All three students are members of the Occupational Therapy Stroke Clinic, which offers free services for under-resourced clients to help increase safety and independence for people following a stroke.

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Program in Occupational Therapy
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St. Louis, MO 63108-2212

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Occupational Therapy



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@WUSTLOT

Working to help #infants #InvestinKids and educate abt #sicklecell @SickleCellAssoc
@WUSTLOT #earlyintervention #OccupationalTherapy
-Catherine Hoyt @ DrCatHoyt 15 Jul 2017

Upcoming events



April 19-22, 2018

**AOTA Annual Conference
& Expo**

Salt Lake City, Utah
Salt Palace Convention Center
www.aota.org/conference.aspx

*You are invited to the Program in
Occupational Therapy Alumni
Reception. More information
coming soon.*



May 4, 2018

OT Scholarship Day

Eric P. Newman Educational Center
(EPNEC)
320 S. Euclid Ave.
St. Louis, MO 63110

*Registration information to come
at ot.wustl.edu*



May 18, 2018

Commencement

The Program in Occupational Therapy
Commencement Ceremony will be
held in Graham Chapel at 1:00 p.m.
on May 18, 2018.

The Program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA and its web address is www.acoteonline.org.