

Resilience



Program in Occupational Therapy | Annual Report 2021



Washington University in St. Louis

SCHOOL OF MEDICINE

Occupational Therapy

ON THE COVER

Members of the Class of 2021 and Lisa Tabor Connor, PhD, MSOT, OTR/L (far right), attend the School of Medicine Commencement ceremony on May 21.

Photo by Shivanti Kariyawasam

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University Advancement

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Welcome

Lisa Tabor Connor, PhD, MSOT, OTR/L

Associate Dean and Director of Occupational Therapy
Elias Michael Professor of Occupational Therapy and Professor of Neurology



I cannot think of a better theme for this year's annual report than resilience. This has been an unprecedented time in education and in health care due to the pandemic. Being located in the School of Medicine campus has kept us informed on the latest COVID-19 research, treatment and vaccine developments. As a result, we are excited to welcome back our students this fall with in-person classes and curriculum experiences as we work together to improve community health and outcomes. This annual report captures the innovative research, education opportunities and new patient care we have provided as well as our diversity, equity and inclusion (DE&I) efforts of the past year.

In this issue, you will learn about our participation in a multi-site Phase III clinical trial called I-ACQUIRE for infants and toddlers who have experienced perinatal arterial stroke. The study is led by one of our five new faculty members. You will learn about an experiential learning opportunity our students had through a community partner to improve mobility and independence for a person with a chronic disease. You will see how our clinical services have developed a functional neurological disorder program to support patients who benefit from occupational therapy strategies.

This report also recognizes the impact our alumni and donors make in the lives of our students by contributing to our annual fund or establishing scholarships. I am incredibly proud of our 2021 graduates, who have shown extraordinary resilience through the many challenges they have faced during their graduate studies. I have no doubt they will lead the profession as it examines the long-term effects of COVID-19 and its impact on chronic disease, participation and community health.

In last year's annual report, I made a commitment to report our DE&I progress to you in this report. We have set a goal to lead the efforts at the School of Medicine to create an environment where groups of people with diverse ideas come together to learn and work. Our students have been a critical part of these efforts by providing valuable insight and serving on committees to support our efforts for both students and faculty. We have made changes to our admission process to help increase diversity. Our DE&I work has just begun, and I welcome your input and participation in the coming year to achieve these goals and beyond.





Research

In the lab space at 4480 Clayton Avenue, Catherine Hoyt, PhD, OTD, OTR/L, and Maribeth Clifton, OTD, OTR/L, prepare to participate in a multi-site Phase III clinical trial called I-ACQUIRE. In this case, that preparation involves practicing using toys therapeutically for infants and toddlers who have experienced perinatal article stroke (PAS). The study aims to determine the efficacy of constraint-induced movement therapy (CIMT) for children between 8 and 36 months of age. Hoyt serves at the site's co-principal investigator.

“Children experience PAS through an injury to the brain due to lack of oxygen. This can cause hemiparesis, where one side of the body does not move as well as the other, and can severely limit a child’s ability to engage in the world around them. The outcomes vary depending on the stroke’s severity and where in the brain it occurred,” Hoyt explains. “The first few years are so critical for intervention because as children begin developing motor skills, they start favoring their stronger arm – the unaffected side – to feed themselves and play. Intervention can help the child learn to use both arms in everyday tasks, reducing the impact of disability as the child ages.”

To encourage study participants to use their weaker arm, Hoyt and her team will place the child’s unaffected arm and hand in a lightweight cast to wear for 3 ½ weeks during the study. Children will be seen for therapy for 20 days over the course of four weeks. Caregivers will participate in at least one hour of intensive play therapy each week and complete 45 minutes of practice each day with their child. The therapy will occur in the home or a home-like setting or child-care center at no cost. Clifton and colleague Jianna Fernandez, OTD, OTR/L, treating therapists on the study, will assist Hoyt in casting, therapy sessions, assessments and analyzing study data.

According to the National Institutes of Health (NIH), an “estimated 3,400+ infants in the U.S. per year experience PAS and have a high likelihood of lifelong impairment in neuromotor and often cognitive functioning, resulting in a high cost burden for families, the health-care system and society. If I-ACQUIRE proves efficacious, then the field will have the critically needed Phase III confirmatory evidence and the specific clinical protocol to transform rehabilitation and improve clinical outcomes and quality of life for infants with PAS.” NIH funds StrokeNet, a national stroke research network that develops, promotes and conducts high-quality, multi-site clinical trials like I-ACQUIRE.

Hoyt, an instructor in occupational therapy, pediatrics and neurology in the Washington University School of Medicine (WUSM) Program in Occupational Therapy, leads the Growth and Occupational Well-being of Youth (GROWTH) Laboratory. She examines

early indicators of developmental delay and intervention outcomes in infants and toddlers at high risk for neurodevelopmental delay, particularly those with neurological injury from sickle cell disease or PAS. Before pursuing a career in research, Hoyt recognized the gaps in assessment and the real and devastating impact delayed identification of disability can have on long-term outcomes for children when working as a pediatric occupational therapist.

Hoyt’s PhD research focused on identifying novel approaches to early identification of developmental delays and how early delays affect family routines and participation. Through her dissertation research, she found that wearable biosensors are an affordable and objective approach to identify asymmetrical motor patterns in young children, an important indicator of PAS. Hoyt combines her experience in early identification of PAS with her skills of developmental assessment to lead the I-ACQUIRE therapy team at WUSM. Hoyt states: “With improved identification of PAS, combined with evidence for home-based CIMT, children will have greater access to interventions that can maximize their opportunities to reach developmental milestones and reach their potential.”

Hoyt also recognized a gap in the occupational therapy (OT) profession itself – the need for a more diverse workforce to provide care that is more inclusive. She co-founded the Coalition of Occupational Therapy Advocates for Diversity (COTAD), a 501(c)(3) organization, and served as inaugural chair of this national and influential organization from 2014-2020. “We conducted focus groups across the country to learn about the current perceptions of diversity, equity and inclusion (DE&I). Students, educators and clinicians were interested but were unsure of how DE&I topics fit into what has been traditional or normal OT education and practice. We saw an opportunity to start meaningful discussions that could promote change,” Hoyt shares.

Hoyt is extending her prior research to develop methods to expand developmental screening opportunities for young children with sickle cell disease. “We are investigating the facilitators and barriers for caregivers to participate in a developmental screening program and, if warranted, early intervention services,” Hoyt says. She intends to engage in ongoing learning and discussion that helps promote a health equity lens through improved methods for identification and intervention for young children with developmental delay following neurological injury.



Top photo: Hoyt examined constraint-induced movement therapy during her PhD dissertation research.

Bottom photo: Founding members of COTAD (left to right): Stacy Wilson, MSOT, OTR/L; Adam Pearson, OTD, OTR/L; Hoyt; Arameh Anvarizadeh, OTD, OTR/L; and Cristina Reyes Smith, OTD, OTR/L.

Education



Top photo (left to right): Beth Daniels, MSOT, and Darryl Stanfield.

Bottom photo: The completed ramp built on June 6.

Experiential learning is an essential component of our curriculum; our community partners play a key role in providing these experiences to our students. Relationships with local organizations are formed in various ways, such as when a former employee connects back to the Program in Occupational Therapy with opportunities to promote community health and meaningful participation.

That is what happened five years ago when former fieldwork coordinator and alumna Beth Daniels, MSOT, assisted Darryl Stanfield in establishing Gateway Housing Service Project (GHSP), a 501(c)(3) nonprofit organization. GHSP's mission is to help people in the community have adequate and accessible housing and live in homes without barriers. They work with fire departments, rehabilitation facilities and other agencies to identify and prioritize families or individuals in immediate need of ramps, grab bars and other minor, but vital, home modifications. Because of the funding they receive, GHSP provides these services free of charge to the community.

"As soon as we were set up as a 501(c)(3), Darryl and I presented to Washington University Occupational Therapy's clinical practice to start taking referrals," Daniels recalls. "Sue Tucker, OTD, OTR/L, ATP, and Jessica Dashner, OTD, OTR/L, who both focus on community mobility, saw the volunteer opportunities for students to gain hands-on experience modifying homes and building ramps."

On June 6, three students – Brittney Nethercott, Megan Kaesler and Meagan Proffit – volunteered with GHSP to build a ramp for former St. Louis boxing champion Boris Powell. He is currently fighting amyotrophic lateral sclerosis (ALS), commonly known as Lou Gehrig's disease. Tucker made the referral for Powell because of the difficulty he was having traveling from his front door to the street in his walker even with support of family and friends.

"Mr. Powell's front porch is only a 3-by-3-foot area for him to transfer to a ramp with no way to modify it. The students had many questions about how to design such a ramp, the ratio needed for ADA compliance and permits so they could understand the process," Stanfield explains. "We ended up making the landing for the ramp 5-by-5 feet so that Mr. Powell could more easily maneuver out the door and down the ramp to exit his house."

Shortly after the crew arrived, Powell had to leave his home. Students saw first-hand the challenges he faced. Powell spent time with the crew and thanked each one personally before he left. "His resilience and tenacity really struck me. Mr. Powell expressed to me how he would 'keep on fighting, no matter what,'" Kaesler shares. "Meeting him made the ramp build more meaningful since there was a connection with the person concerned."

"Seeing his intense work to walk out of his home over a grassy, slick slope to the car before we started our build that day made the concepts of mobility and independence more real to me. It made me even more excited to give him and his family the benefits of a ramp," adds Proffit.

"Experiences like this are so valuable for our students," Dashner adds. "The students are able to build upon information they learn in the classroom setting and apply it to individuals living their lives in the community." The collaboration with GHSP provides an opportunity for in-context learning and insights into some of the barriers that can be created by policies and lack of funding for modifications in the home. "We are so thankful to partner with such an amazing organization offering services that truly change and improve people's lives."

Proffit had previous construction experience she learned from her father during a home remodel and helped lead the other volunteers throughout the day. It took all day to complete, but the crew felt an overwhelming sense of pride and accomplishment knowing how the ramp would increase Powell's mobility and independence moving forward.

"I learned about the various things that need to be taken into consideration in addition to building the ramp itself, such as considering how a disease might progress and building in a way that still makes their house accessible for the individual in the future," Nethercott says. "Talking with Mr. Powell and his family was very rewarding. I saw how making someone's house accessible can impact and change their life."

"It feels good to know that this ramp will help give Mr. Powell a greater 'fighting chance' in being more independent in his life," adds Kaesler.

Seeing the impact such builds have on students adds another layer to GHSP's mission for Daniels and Stanfield. "We share occupational therapy's vision of living life to the fullest. Keeping people independent in the community is vital to achieving that. Having an accessible ramp can be the difference between someone going home or having to stay in a care facility. It also gives students the opportunity to look at other barriers in the home that aren't always easy to fix and how they can modify and adapt the environment to support the individual," Daniels says.

"We look forward to exploring other ways of working with students so that, together, we can help more people in our community and provide more educational experiences for future occupational therapists," Stanfield says.

Top photo: The GHSP build team with Powell (center).

Bottom photos: Kaesler, Nethercott and Proffitt work on the ramp.





Karen Balk, MOT, OTR/L (left), teaches Amy Rustige (right) a gait pattern strategy to manage her FND symptoms.

Patient care

Within the past year, Karen Balk, MOT, OTR/L, has seen the number of patients referred to the Washington University Occupational Therapy Functional Neurological Disorders Program increase dramatically.

“When we started the program in mid-2019, we saw maybe five to 10 patients in that first year,” she says. “Now, after making presentations to neurologists and psychologists in the region and showing them how outpatient occupational therapy can help children and adults manage the symptoms associated with [functional neurological disorders], we see that many in just one week.”

Functional neurological disorders (FNDs) were once thought to be rare, affecting approximately 1 percent of the population. As awareness of the condition builds among health-care professionals (especially neurologists and psychologists), it is rapidly becoming one of the most common reasons for a neurological consult after headaches and migraines. In St. Louis, Washington University’s FND occupational therapy program is the only one of its kind in the region. Balk, who serves as lead therapist to this program, has found that such outpatient FND programs are virtually nonexistent. That needs to change, she believes, because patients clearly benefit from occupational therapy strategies to manage symptoms.

What is FND?

FNDs are characterized as a miscommunication, or dysfunction, in how the nervous system interacts between the brain and body. They are called “functional” because the symptoms manifest without a determined neurologic cause, such as a stroke or epileptic seizure. More than a decade ago, they were more commonly called “conversion disorders,” because the conventional thinking was that psychological stress or trauma converted to a physical symptom. In recent years, though, research has found that FNDs occur much like a software glitch, with certain parts of the brain signaling pathway malfunctioning and becoming stuck in a peculiar pattern, resulting in abnormal and dysfunctional movement, speech, breathing or gait problems.

“We tell our patients it’s a brain glitch,” explains Balk. “The brain somehow gets the sense that it needs a recurring symptom to create awareness so that the person realizes something needs to be addressed.”

Those “pokes” by the brain can be related to stress, illness, injury, accidents or abuse, or can result from physical triggers such as

hunger, thirst, pain, body temperature, or noise or light problems. Most individuals can respond to such triggers without trouble, but in FND patients, the brain turns those trigger signals into a pattern of symptoms that keeps repeating. Symptoms can include limb weakness, tremors, spasms or gait problems, repetitive movements (dystonia), tics, speech problems, dissociative seizures or fainting episodes.

A 30-Year Puzzle

Amy Rustige was 19 years old when her pattern of abnormal symptoms started. “I was in college and had several headaches and a cold,” she recalls. “I woke up one morning and my whole arm kept making a waving motion that I couldn’t control.”

Over the next 30 years, Rustige would see multiple specialists trying to find answers. “I not only had the tremor and movement in my right arm, but also my left leg would freeze or make sudden movements, and then I developed problems with my diaphragm, which caused breathing complications,” she says.

At age 48, a chance referral to Washington University’s Movement Disorders Clinic led to a probable diagnosis of FND. As luck would have it, Balk, who had collaborated with the clinic to offer cognitive behavioral therapy for tics (CBIT), was launching her outpatient FND occupational therapy program. “I had seen a young client initially for a tic disorder and noticed that she had more than the usual symptoms for that, so I started to do research to figure out why,” Balk says.

Doctoral student Jackie Schechter, OTD ’20, was on her fieldwork rotation to help identify a handful of scholarly articles detailing treatment protocols for inpatient FND treatment. “In an inpatient setting, the ability to minimize distractions and keep patients focused in that structured environment was key to developing successful strategies,” says Balk. “What we wanted to do was develop an outpatient FND program because that was more aligned with everyday life.”

Retraining the Brain

Balk is focused on identification of FND triggers that cause symptoms and then micro-managing those so that the brain eventually “rewires” itself. It begins with reviewing individual symptoms and then having patients keep a detailed log of daily activities and sleep cycles as well as water and food intake for several weeks. Patients also note when FND symptoms occur. Balk then goes over the logs, noting common denominators that can be FND triggers.



Top photo: Balk reviews strengthening exercises to improve posture to manage symptoms when sitting.

Bottom photo: Rustige works on a breathing pattern strategy to manage diaphragm symptoms when speaking.

“For example,” she says, “one client noted that her symptoms always began when it was cold in the morning. We told her to put on a warm bathrobe the minute she woke up, and that helped. Another client was able to effectively manage symptoms by being hyper-aware of heat and water intake.”

In Rustige’s case, learning to breathe in through her mouth and out through her nose successfully managed issues related to her diaphragm. Specific time-management skills reduced other symptoms. Balk even took measurements and duplicated Rustige’s home office where she works part-time as an illustrator, ultimately rearranging the workspace and changing the angle between Rustige’s chair and her desk to reduce fatigue.

Says Rustige, “For the first time in my life, she’s figured out the puzzle. That means I listen to my body more, take breaks and set limits on things so that I can go out with family members and spend time on more meaningful activities. Honestly, she gave me a lot of my life back.”

Balk has trained two additional therapists to work with FND patients. “I hope we set the standard for other programs nationwide to follow,” she says. “The need is great and, with the proper therapies, FND patients can remain within their homelife and work on improvements that enhance their day-to-day function and lives.”

Diversity, equity and inclusion

In 2019, the Program in Occupational Therapy established an Accountability Board to hold us accountable for achieving our diversity, equity and inclusion (DE&I) goals. We recognized we have a collective and individual responsibility to make changes in our Program and to educate ourselves about the history and structures that promote systemic racism. We kicked off those efforts on Jan. 10, 2020 with a meeting utilizing the tenets of open space technology. Program faculty, staff, students and community partners brought their knowledge and creative ideas to help us grow in a culture of dignity and respect for all. The goal of the meeting was to identify DE&I issues needing improvement and priority in the Program's strategic plan.

We made a commitment in our 2020 Annual Report to report our progress in fiscal year 2021. Below are the admission changes, task forces and collectives formed, and the resulting recommendations and outcomes we have made this past year. We are committed to the DE&I goal we have set and will continue working toward that goal in fiscal year 2022. We recognize that we have continued work to do and are committed to doing what it takes for our Program to achieve our ideals and live our values.



Admissions and Recruitment

- Admissions committee has consistently been working toward creating diverse cohorts
 - All applicants reviewed holistically
 - Underrepresented minority (URM) candidates given additional consideration
- Changes made to increase diversity
 - Removed the Graduate Record Exam requirement
 - Will include video interviews
 - Maintained flexible OT observation hours requirement such as videos, books, or lectures with a reflection component
 - Working to reframe rating protocol to make diverse students' experiences become the norm, not the exception
 - Diversified Admissions Committee membership
 - Conducted new sessions with applicants on "Strengthening Your Application"
 - Enhanced outreach to prospective applicants by matching them with URM students

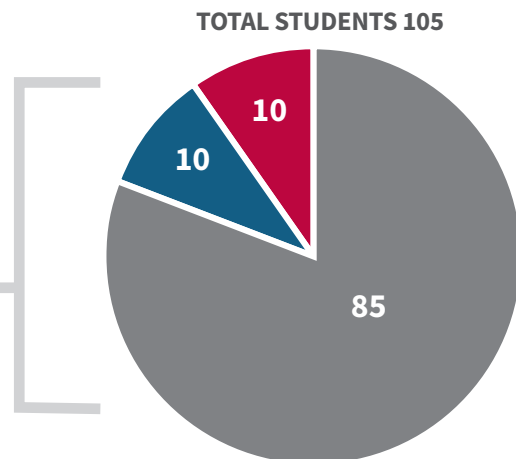


BIPOC Student Orientation Task Force Outcomes

- Planned welcome session for Black, Indigenous, People of Color (BIPOC) students for 2021 Student Orientation, including panel discussion with current students
- Cultivated allies by including several DE&I learning opportunities for all new students during orientation
- Posted DE&I resources sheet on the Canvas orientation site
- Worked with the Student National Medical Association at Washington University School of Medicine to extend membership to OT students
- Scheduled mid-semester affinity group meet-ups sponsored by WU-COTAD

2020-2021 Admission Cycle Ethnic Diversity

- African American
- Hispanic
- White, Asian, Non-Reported, Other



URM = 19.05% of Class
A 9.05% increase from 2019-2020 cycle

Our DE&I Strategic Plan Goal

Lead in realizing Washington University School of Medicine's diversity, equity and inclusion goals. We will work to expand the definition of diversity and inclusion, capitalize on the human potential of people from diverse backgrounds, enhance the applicability of research findings to all populations, promote the visibility of the profession and the university, cultivate mutually beneficial relationships between the university and the community, and help students and practitioners promote barrier-free living.



Policy and Procedure Task Force Recommendations

- Academic
 - Use inclusive, gender neutral language
 - Respect diversity of learners
 - Improve technical integrity for classes and virtual testing
- Attendance
 - Set a collegial tone that students are adult learners and faculty are there to support their efforts
 - Offer flexibility and balance that supports inclusion and accounts for individual situations
 - Be clear and fair on circumstances requiring written excuses resulting in accommodations and assignment extensions
 - Use strengths-based language that conveys support for our students and open communication
- Professionalism
 - Retain a broad definition of professionalism focused on inclusion with flexibility to meet expectations in a variety of settings
 - Offer general policy that offers support and not a list of rules to follow
 - Emphasize WashU OT values and any formal university standards (Code of Ethics)
- Student concern notes
 - Reflect on the professionalism policies of WashU OT
 - Remove section about maintaining a professional manner in language, behavior and appearance
 - Focus on an action plan in transparent collaboration with student



Teaching Resources Task Force Outcomes

- Outlined the process of mapping DE&I resources by course
 - Review of course syllabi, course descriptions, teaching resources
 - Content analysis of course documents, case studies, readings/literature, assessments and assignments
 - Interview course faculty to talk about their views of DE&I and course integration
- Seeking IRB-approval to conduct curriculum-wide analysis



WashU OT Black Student Collective Outcomes

- Our Leadership Team met with the WashU OT Black Student Collective four times as a group to discuss concerns and action items
- Additional discussions occurred with individual students and other faculty members
- Implemented work groups and included a wide variety of students and alumni to review policies and provide direction for program changes including:
 - Grievance policy revision
 - Attendance policy revision
 - New efforts and action on hiring diverse faculty
 - Important conduit for communication of students and leadership

Active grants July 1, 2020 – June 30, 2021

Peggy Barco, OTD, OTR/L, SCD, CM, CDRS, FAOTA

Rural Driving Study and Traffic Signs
Funded by MoDOT

M. Carolyn Baum, PhD, OTR, FAOTA

ENGAGE: Promoting Participation and Health for People with Stroke-Related Disability and Low Income

Funded by WU CTSA SPIRIT (Sharing Partnership for Innovative Research in Translation) Pilot Program

Schultz Lifestyle Profile Series

Funded by Schultz Family Support Fund

Chih-Hung Chang, PhD

IMPACT-Instrument to Measure Pain and Assess Correlation to Treatment

Funded by subaward from Bente Technology's US NIH SBIR award R43DA046974

Erin Foster, PhD, OTD, OTR/L

Strategy-based Cognitive Intervention for Parkinson disease: A Pilot Randomized Controlled Trial

Funded by US NIH award R21AG063974

Prospective Memory Impairment in Parkinson Disease-related Cognitive Decline: Intervention and Mechanisms

Funded by US NIH R01AG065214

Kelly Harris, PhD, CCC-SLP

Barriers and Facilitators to Implementing Academic Supports in Pediatric Asthma

Funded by US NIH award KL2TR002346

Diversity Supplement on Allison King, MD, PhD parent award "The Implementation of Cognitive Screening and Educational Support to Improve Outcomes of Adolescents and Young Adults with Sickle Cell Disease: From Clinic to the Community and Back"

Funded by US NIH NHLBI U01HL133994

Leveraging mHealth to Mitigate the Impact of COVID-19 in African American Communities

Funded by Subaward from Augusta University's US NIH award R25HL106365

PRIDE-Functional and Translational Genomics of Blood Disorders

Funded by subaward from the University of Cincinnati's Association of Black Cardiologists (ABC), Inc 2020 COVID-19 Award

Catherine Hoyt, PhD, OTD, OTR/L

Perinatal Arterial Stroke: A Multi-site RCT of Intensive Infant Rehabilitation (I-ACQUIRE) Study

Funded by subaward from University of Cincinnati on behalf of Virginia Polytechnic Institute & State University on US NIH NINDS U01NS106655

Allison King, MD, PhD

Engaging Parents of Children with Sickle Cell Anemia and their Providers in Shared-Decision Making for Hydroxyurea

Funded by subaward from Children's Hospital Medical Center's PCORI award CDR-1609-36055

Heartland/Southwest Sickle Cell Disease Network

Funded by US Health Resources and Services Administration (HRSA), Sickle Cell Treatment Demonstration Program award U1EMC27865

Impact of Hearing Impairment on Cognitive Function and Quality of Life in Pediatric Cancer Survivors

Funded by Children's Discovery Institute

The Implementation of Cognitive Screening and Educational Support to Improve Outcomes of Adolescents and Young Adults with Sickle Cell Disease: From Clinic to the Community and Back

Funded by US NIH NHLBI U01HL133994

Implementation of Evidence Based Care for the Acute Treatment of Sickle Cell Disease Pain

Funded by subaward from the Medical College of Wisconsin's US NIH NHLBI award U01HL143477

Sickle Cell Anemia Neurodevelopmental Screening (SCANS) – Mentoring and Research in Patient Oriented Research

Funded by US NIH NHLBI K24HL148305

Kerri Morgan, PhD, OTR/L, ATP

Diet Composition and Cardiometabolic Risk Reduction in Adults with SCI

Funded by subaward from University of Alabama at Birmingham's US NIH award K01HD079582.

Emergency Relief Fund

Funded by Craig H. Neilsen Foundation

Feasibility of a Community-Based Exercise Intervention for Persons with Spinal Cord Injury

Funded by NIH/NICHD K12HD055931 Multicenter Career Development Program for Physical and Occupational Therapy Comprehensive Opportunities in Rehabilitation Research Training Program

Wheelchair Propulsion Training for Manual Wheelchair Users with Spinal Cord Injury

Funded by Craig H. Neilsen Foundation Spinal Cord Injury Research on the Translational Spectrum

Benjamin Philip, PhD

Interhemispheric Communication and Compensation in Peripheral Nerve Injury

Funded by US NIH NINDS R01NS114046

Motor Imagery for Peripheral Nerve Recovery

Funded by American Society of NeuroRehabilitation (ASNR) Clinical Research Network Task Force

Quantitative Handwriting Assessment Tool for Healthy and Impaired Children

Funded by subaward from NewVentureIQ's US NIH STTR award R41HD097833

Duana Russell-Thomas, OTD, OTR/L

Chronic Disease Self-Management Education
Funded by Subaward from University of Missouri's Administration for Community Living (ACL) AOA Chronic Disease Self-Management Education CDSME State award 90CSSG0010

Regional Arthritis Center – Greater St. Louis Region

Funded by US MO DHSS

Emily Somerville, OTD, OTR/L

Addressing Mental Health in Older Adults
Funded by WU IPH Pitch Partners2

Tailored Medication Management Intervention for Older Adults

Funded by The American Occupational Therapy Foundation (AOTF) Intervention Research Grant

Susy Stark, PhD, OTR/L, FAOTA

Building Capacity to Improve Community Participation for People Aging with Long-Term Disability Through Evidence-Based Strategies
Funded by US HHS-NIDILRR 90DPCP001

COMPASS: A Novel Transition Program to Reduce Disability after Stroke

Funded by US NIH NICHD R01HD092398

Falls: A Marker of Preclinical Alzheimer's Disease

Funded by US NIH NIA R01AG057680

Removing Home Hazards for Older Adults Living in Affordable Housing

Funded by US HUD MOHUU0040-17

Retaining Participants in Longitudinal Studies of Alzheimer's Disease

Funded by subaward from University of Washington's US NIH award U01AG016976

Alex Wong, PhD, DPhil, BSOT

Feasibility of Mobile Self-Management Intervention for Mild Stroke

Funded by The American Occupational Therapy Foundation (AOTF) Intervention Research Grant

Mobile Rehabilitation for Daily Life Participation Post-Stroke

Funded by US NIH NICHD K01HD095388

Patient Engagement Intervention in Inpatient Spinal Cord Injury Rehabilitation

Funded by Craig H. Neilsen Foundation's Psychosocial Research Grants

Real-Time Mobile Cognitive Assessments for Stroke Rehabilitation

Funded by The Center for Smart Use Technology to Assess Real-World Outcomes (C-STAR) Pilot Studies US NIH NICHD NINDS award P2CHD101899.

Recovery Dynamics of Depression, Social Support, and Functional Status in Stroke Survivors after Inpatient Rehabilitation: Longitudinal Evidence from the Stroke Recovery in Underserved Populations Study

Funded by the University of Texas Medical Branch at Galveston's US NIH award P2CHD065702

Faculty and staff honors

The Program in Occupational Therapy's faculty and staff were honored this past year with awards and professional accomplishments.

M. Carolyn Baum, PhD, OTR, FAOTA 2020 Distinguished Service Award

Baum will be honored with the 2020 Distinguished Service Award from the Washington University Medical Center Alumni Association. The award is given for a particularly laudable career accomplishment with substantial contribution and/or service to Washington University Medical Center.

Jessie Bricker, OTD, OTR/L 2020 MOTA Outstanding Educator Award

Bricker received the 2020 Missouri Occupational Therapy Association's Outstanding Educator Award. This award recognizes the administrator, supervisor or educator who promotes professionalism, civic engagement, occupation-based care, volunteerism, mentoring the future generation of occupational therapy practitioners and serves as a positive role model for staff and/or students.

Lisa Tabor Connor, PhD, MSOT, OTR/L 2021 Outstanding Faculty Award

Connor, received the 2021 Outstanding Faculty Award virtually from the Graduate Student Senate on May 19. She was nominated by Catherine Hoyt, PhD, OTD, OTR/L, who was mentored by Connor as a PhD student and as postdoctoral research associate. Hoyt wrote in her nomination: "As a graduate student at Washington University, with experience with multiple mentors, I can say that Lisa's attentive and considerate mentorship is unparalleled, and we are so lucky to have her back as part of the Washington University community."

Jeanette Dallas, MA, OTR/L, FAOTA AOTA's Retired Educator's Commendation

Dallas received the 2021 American Occupational Therapy Association (AOTA) Retired Educator's Commendation. This commendation acknowledges exceptional leadership by retired occupational therapy and occupational therapy assistant educators who have demonstrated commitment to the advancement of occupational therapy education. Dallas retired as faculty on Dec. 31, 2020, after 24 years of service.

Wanda Mahoney, PhD, OTR/L Academy of Educators Fellow Inductee

Mahoney was inducted as a fellow of Washington University School of Medicine's Academy of Educators on Sept. 24. The

Academy is an institutional collaboration of educators who together foster a culture of educational excellence and an institutionally valued community of leaders in health science education.

Adam Pearson, OTD, OTR/L AOTA's 2021 Emerging and Innovative Practice Award

Pearson received the 2021 Emerging and Innovative Practice Award from the American Occupational Therapy Association this spring. The award recognizes and honors colleagues who have developed innovative and/or non-traditional occupational therapy practices for underserved populations or utilized the expertise of occupational therapy in new/visionary ways to achieve significant client outcomes to keep the profession relevant and responsive to the changes occurring in health care.

Tiffany Rader, MPH 2021 Outstanding Staff Award

Rader received the 2021 Outstanding Staff Award from the Graduate Student Senate on May 19. The award honors staff members whose dedication and commitment to excellence in graduate training have made a significant contribution to the quality of life and professional development of graduate students at Washington University.

Emily Somerville, OTD, OTR/L Alene and Meyer Kopolow Award

Somerville received the Alene and Meyer Kopolow Award for Geriatrics, Psychiatry and Neurology during the Friedman Lecture & Awards virtual ceremony on April 14. The Kopolow Award recognizes stellar contributions to the care of older adults by a resident, post-residency fellow or junior faculty member in neurology, psychiatry, medicine or related disciplines.

Quinn Tyminski, OTD, OTR/L, BCMH Gerry and Bob Virgil Ethic of Service Award

Tyminski received Washington University's Gerry and Bob Virgil Ethic of Service Award on April 21. The award is given annually to a select group of Washington University community members who exemplify a character of service and engagement with the St. Louis region.



Wanda Mahoney, PhD, OTR/L, with her Academy of Educators plaque.



Quinn Tyminski, OTD, OTR/L, BCMH, recipient of the 2021 Gerry and Bob Virgil Ethic of Service Award.

Faculty appointments



Carla Walker



Adam Cisroe Pearson



Salma Bachelani



Catherine Hoyt



Stacy West-Bruce

Appointments

Carla Walker, OTD, OTR/L, ATP, was appointed instructor in occupational therapy and medicine on July 1, 2020. Her focus is on clinical outcomes in parenting self-management, spinal cord injury and disease (SCI/D), community mobility and accessible exercise. She serves as a research interventionist in wheelchair propulsion training for manual wheelchair users.

Adam Cisroe Pearson, OTD, OTR/L, was appointed part-time instructor in occupational therapy on February 15, 2021. His clinical and research interests focus on homelessness, mental health, policy, leadership, leadership development, program development, affordable housing, diversity, equity and inclusion.

Salma Bachelani, OTD, OTR/L, was appointed instructor in occupational therapy and pediatrics on April 1, 2021. Her clinical and research interests focus on improving occupational participation for children, youth and families impacted by disabilities; in particular, facilitating development of life skills in children with developmental disabilities and learning differences.

Catherine Hoyt, PhD, OTD, OTR/L, was appointed instructor in occupational therapy, neurology and pediatrics on April 1, 2021. Her research focuses on identifying methods to screen children with sickle cell disease for developmental delays and developing a referral program to early intervention so that more children can be referred to, and take advantage of, beneficial therapeutic interventions during critical years of neural development.

Stacy West-Bruce, OTD, MSW, OTR/L was appointed instructor in occupational therapy and medicine on May 15, 2021. She is interested in research and interventions aimed at supporting healthy and supportive aging in place strategies for older adults and occupational access based on factors such as race, socioeconomic status and location. She is also interested in diversity, equity and inclusion initiatives as it relates to occupational therapy education and practice spaces.

In memoriam



Regina Abel with Dolly

Regina Abel, PhD, instructor in occupational therapy and medicine, died June 15, 2021, in St. Louis following a heart attack. She was 70.

Abel earned her doctorate in developmental psychobiology at Indiana University in 2000 and studied prenatal and early postnatal development, including experiments on two space shuttle missions. Her earlier work included the effects of environmental factors following neonatal brain injury in rats and mice.

She joined the Program in Occupational Therapy at Washington University in 1999 as a postdoctoral fellow mentored by C. Robert Almli, PhD. She worked as a staff scientist in his Developmental Neuropsychobiology Laboratory until 2007. She then joined the Child and Health Education Laboratory of

Allison King, MD, PhD, where she and King worked to improve educational and functional outcomes for children with sickle cell disease or with brain tumors. Abel was appointed to faculty in 2017. Her research and passion examined the effects of animal assisted therapy and other human-animal interactions on behavior of adults and children.

The Program in Occupational Therapy held a memorial service for Abel on August 20, 2021.

Memorial contributions may be made to Occupational Therapy Scholarships in memory of Dr. Regina Abel online, or by mail to Washington University, c/o Becky Pitzer; MSC 1082-144-2555; 1 Brookings Drive; St. Louis, MO 63130.

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2021 St. Catherine Challenge Gold Awardee

Washington University Student Occupational Therapy Association's St. Catherine Challenge committee set up a photo wall as part of a week-long campaign to raise funds to support the American Occupational Therapy Foundation's research mission.

Washington University raised a total of \$4,261 in funds and earned second place in the 2021 St. Catherine Challenge to receive the Gold Level Award.



Named scholarship recipients



If you would like to establish a named scholarship, please contact Theresa Klein in University Advancement at 314-935-2875 or theresa.klein@wustl.edu.

The following scholarship recipients were recognized at Virtual Commencement 2021.

Carolyn Baum Leadership Award

Makeda Nicole Jackson, OTD '21

Olive Bostrom Scholarship

Jacqueline Nicole Crues, MSOT '21
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Joshua Michael Brunk, OTD '21

Ben Vereen Scholarship

Kiara Judith Aponte, MSOT '21
Chelsia Lovelace Bradley, MSOT '21

Pauline Cid Schultz Scholarship recipient Brendan Cook, OTD '21 (left), and Ben Vereen Scholarship recipient Chelsia Lovelace Bradley, MSOT '21 (right), were chosen by their cohort to be the class speakers for Commencement 2021.



Future leader

Stephanie Judycki, OTD '22

Hometown: Miami, FL

Undergraduate degree: Bachelor of Health Science (BHS), Pre-Occupational Therapy from the University of Florida

Leadership: Washington University Student Occupational Therapy Association Secretary; Washington University Coalition of Occupational Therapy Advocates for Diversity Hispanic/Latinx Group Founder; Washington University Occupational Therapy (WUOT) Peer Mentorship Program Coordinator; WUOT Diversity, Equity and Inclusion Student Representative; American Occupational Therapy Association Children and Youth Special Interest Section Intern; Pauline Cid Schultz Scholar

What are your meaningful occupations?

Occupations that bring meaning and joy to my life include spending time with friends and family, drinking coffee, hiking, longboarding, boxing and theatre. An occupation that is central to my family's culture is coming together during the holidays to make alcapurrias, our favorite Puerto Rican dish. Participation in these activities is a crucial component of my identity and helps me achieve a sense of occupational balance.

What is your definition of OT?

Occupational therapy is the art and science of helping people live meaningful lives. It is a unique profession in that it works with families, communities and individuals across the lifespan to equip people with the tools to participate in everyday activities with a sense of purpose and pride. Occupational therapists enhance well-being by enabling doing, being, becoming and belonging.

Why did you choose the OTD degree?

Pursuing the OTD degree has provided me with the foundational skills to succeed in careers involving research, education, leadership and program development. Through opportunities for research at WashU, I have learned the importance of evidence-based practice and the ways in which I can further contribute to the growth of the field by enhancing current treatment delivery.

What are your career goals?

I plan to serve children and their families as a pediatric occupational therapist. One of my biggest dreams is to establish an outpatient clinic for children and youth in underserved areas. As a Florida native, I aspire to serve my community by collaborating with Disney to create and implement in-park accessible resources for children with sensory challenges and their families. As an individual with a passion for space and innovation, I also hope to work alongside NASA to facilitate space travel and community reintegration for astronauts. My long-term goal is to continue lifelong learning through academia as an instructor and researcher to share my experiences and knowledge with future occupational therapists.

What WashU experience so far stands out to you?

WashU has cultivated my love for occupational therapy, connected me with future leaders and provided me with numerous experiences that have shaped who I am. Throughout my time as a student, I had the privilege of working alongside two incredible mentors, Dr. Carolyn Baum and Dr. Lisa Tabor Connor, both of whom have been paramount to my growth as a future practitioner. With their mentorship, I have been able to expand on my work surrounding resiliency, self-efficacy and how these intrinsic factors impact participation for individuals with chronic conditions.



Congratulations, Class of 2021!

Master of Science in Occupational Therapy

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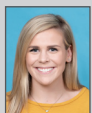
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SCHOOL OF MEDICINE

Occupational Therapy

2021 Commencement



SHIVANI KARYAWASAM

Washington University held a series of in-person Commencement ceremonies May 20-21 at the Danforth Campus that followed public health recommendations in regard to COVID-19 safety. Program in Occupational Therapy students attended the School of Medicine's ceremony on Friday, May 21. The Program held a virtual ceremony earlier that day to confer their occupational therapy degrees.