

## A WORD FROM THE DIRECTOR



Change is good. It's a simple and often repeated adage, and it is at the core of the philosophy of what we as occupational therapists are all about as we use occupation to foster positive and healthful changes for our clients.

If more change is better, then students, staff, and faculty of the School of Occupational Therapy are headed for a great year! We are in the midst of an unprecedented amount of change as we implement our newly revised curriculum, admit the largest class of students (27 MOT students) in several years, move into Pacific's new Health Professions Campus in Hillsboro, and welcome new faculty members. Though change is good, it can also be hard; as you know if you have tried to break a well-established habit, or learn a new and challenging occupation. Therefore, we expect some growing pains as we take on these transitions but we are excited about the many benefits that the School and profession will gain from these changes. I invite you to read further in this issue to learn more about several of the most significant changes and to consider their implications for the growth and development our program. I will use this column to bring special attention to the outcome of our Masters of Occupational Therapy curricular revision and the changes that we expect will lead to even stronger practitioners graduating from the Pacific OT program.

In setting out to revise our curriculum, the faculty was committed to retaining many of the strong elements of our program while introducing new elements that will help assure that we achieve our goal of educating "integrated practitioners", a

concept introduced by Dr. Elizabeth Yerxa in her work with us on the curriculum. That is, occupational therapists who integrate knowledge of the basic sciences (e.g., anatomy, psychology, and neurophysiology of immunity and health) with that of the social and human sciences (the value of hearing and interpreting the client's story of his or her life and condition) to deliver the best evidence-based care, balanced with deep concern of the client's personal experience and meaning of the therapeutic encounter. The key elements of the curriculum designed to build the foundation for integrated practice are:

- The program will require six semesters of coursework and fieldwork with a total time in the program of 31 months.
- Scholarship and evidence-based practice: Students will learn to appraise the many forms of evidence available to guide effective decision-making and best practice. Advanced skills in appraising evidence will serve as a foundation for developing the ability to conduct research, leading to participation in an evidence-based practice in current settings project in the third year.
- The Occupational Therapy Process series: This seven course series will prepare the student to apply The OT process of evaluation and intervention, as outlined in the OT Practice Framework (Youngstrom et al., 2002), to any age group or practice setting by teaching the range of knowledge, skills, and reasoning needed for the wide range of practice settings in which OT's find themselves.
- Innovative and visionary practice: Courses addressing the development of innovative

practices and projects occur in the final semester and are designed to provide opportunities for students to collaborate with faculty to apply their integrated practice and reasoning skills to these programs. These visionary programs will include community-based practice, occupational justice initiatives, modifications of traditional OT services, and programs yet to be imagined and created.

- Disability studies: An intensive summer course will focus on providing students with an “insider’s” perspective of the disability experience to support client-centered and occupation-based practice while also building a foundation for the professional responsibility of advocating for the rights and participation of people with disabilities.
- Seminars: A series of seminars will be conducted to promote professional development, the integration of each semester’s coursework, application of theory to practice, and work with problem-based case studies.
- Fieldwork: Believing that practical application is where the most effective integration of knowledge and skill occurs, the School of OT will continue to promote experiential learning in the classroom and lab and will continue to provide extensive fieldwork education distributed throughout the curriculum. Level I fieldwork experiences will occur in January of the first year of the program and in the fall of the third semester. Three 10-week long Level II fieldwork rotations will be completed by the fifth semester and will assure students that receive a wide variety of practice experiences to emerge as well-rounded generalist practitioners.
- Many additional topics will be included in the curriculum to address the range of knowledge and skills needed for effective practice included management and systems, occupational analysis, cultural competence, ethics, occupational science, occupational justice, and the history of occupational therapy. During the final semester, students will take a course in “Advanced Topics in OT” in which they will learn specialty topics (e.g., neurorehabilitation, hand therapy, or ergonomic assessment) in intensive workshop-like classes spread throughout the term.

Occupational therapists help people change their habits, routines, and how they occupy their time in order to positively affect their health. We expect that

the changes in the habits and routines built into our program will further enhance the effectiveness and vitality of the School of Occupational Therapy. The changes will not stop as we implement this revised curriculum, for practice, our knowledge base, and people’s occupations are constantly changing. We will continue to modify our program for constant improvement and you may contribute to its ongoing development. We welcome your comments and questions about our new curriculum, so please Email ([ot@pacificu.edu](mailto:ot@pacificu.edu)) the school or call if you’d like to share them with us.

Thank you so much for your interest in, and support of, Pacific University and the School of Occupational Therapy. I hope you enjoy catching up on our busy past year and learning more about the many transitions that we’ll be experiencing in the coming year.

Youngstrom, M. J., et al. (2002). Occupational Therapy Practice Framework: Domain and process. *American Journal of Occupational Therapy*, 56(6), 609-639.

## **FACULTY UPDATES:**

FACULTY PROFILE:

THE SCHOOL OF OT WELCOMES LINDA HUNT: A WOMAN ON THE MOVE:



“We are designed to move. Movement provides new experiences and social encounters. Movement keeps us healthy.” These are the sentiments of Linda Hunt, our new associate professor. Her primary practice is with older adults, specifically in wellness programs, driving rehabilitation and community mobility. She will be teaching courses on perception and driver rehabilitation.

She has taught exercise classes to clients with Parkinson’s disease and Alzheimer’s disease. Linda keeps moving by hiking, walking, biking and yoga. She enjoys the outdoors and great food with her husband and daughter. Her favorite pastime is watching inspiring films and never misses the Academy Awards.

4 PhD candidates submitted applications for this tenure track position of newly retired Molly McEwen. Linda comes to us with a Ph. D. in Physiological Optics from the School of Optometry, University of

Missouri. She has a Master in Health Care Services degree from Washington University School of Medicine and a B.S. degree in OT from the University of Kansas.

As an educator for over 15 years, she believes that creative problem solving is the basis for occupational therapy practice and teaches her students to be resourceful problem solvers.

Linda received grant funding to examine the effects of aging and dementia on driving ability and has published her research in numerous journals and books. She has presented to audiences worldwide. Welcome aboard Linda! (see our website for more on Linda's extensive publications and accomplishments)

## **THE SCHOOL OF OT WELCOMES:**

**SANDRA PELHAM-FOSTER** as fieldwork coordinator:

### **NEW FIELDWORK COORDINATOR:** Bridging the education/clinical divide

I have been part of this OT community in Oregon for the past 16 years. The friendships and the network I have made with so many people in the community will support me in developing future relationships for OT student fieldwork sites.

The school of OT has a strategic initiative to further develop community collaboration. We will start by doing this in two ways:

1) As a liaison between community clinicians and the school of OT, I will do multiple site visits; gaining greater understanding of settings in which clinicians are working and the opportunities they provide for the OT students.

2) I will provide the community clinicians greater support as fieldwork educators. We would like to develop fieldwork educator training packages. We have not yet determined what this will look like. With community collaboration we will be able to develop a mutually fulfilling foundation and continuing education for clinicians who become fieldwork educators.

I aim to continue to develop opportunities for students to apply the knowledge learned in class to clinical settings. The Pacific University OT program is committed to graduating competent entry-level generalists. The new curriculum remains committed to three fieldwork experiences; mental health rehabilitation, physical rehabilitation and pediatric rehabilitation. I will seek out and develop relationships with community settings that are able to provide these wide ranging experiences.

Being an OT educator here at Pacific University over the past four years has fostered much creativity within me. My colleagues have been very supportive of innovative ideas such as bringing more client educators into the classroom to provide practical experiences for the students before they even begin fieldwork. I hope to work closely with the licensing board and OT clinicians to bridge the education/clinical divide. I will also continue to provide direct OT services to clients in my private practice. As always my professional and personal life will be filled with many exciting growth opportunities.

I eagerly welcome conversation and ideas throughout the OT community.  
Sandra Pelham-Foster MPA/HA., OTR/L  
Academic Fieldwork Coordinator

## **RETURNING ADJUNCT FACULTY**

Lori Gobel- 2nd year Exploration of OT  
Becky Rodes- 2nd year Psychosocial OT  
Peggy Hanson- 2nd year Evaluation and Intervention Skills

## **OFF TO NEW ADVENTURES**

**KAREN FOLEY** Karen stepped down from her adjunct faculty role. She has been a part of the School of OT in some ways since its early days, but has most recently been involved for the past 10 years in teaching content around management of OT services and was noted for her enthusiasm and ability to bring interesting and relevant stories into the classroom. She continues to work for Providence Health System and her recent promotion to Assistant Administrator has made it increasingly difficult for her to juggle part time teaching with her primary work responsibilities. We appreciate and thank Karen for her longstanding contributions to Pacific OT students and to the profession of Occupational Therapy.

**LEAH LEWIS** Leah joined us as an OTD intern from Creighton University, Nebraska and participated in teaching 3 courses, fieldwork and curriculum development in the fall semester. Thank you for your great work Leah. We wish you the best with your career

**MOLLY MCEWEN** Leaves Pacific University School of OT After 20 Years of Dedicated Service Molly joined the Pacific University School of occupational therapy in 1986 after teaching in the OT program at Texas Women's University. The Pacific

program was then two years old and offered a Bachelor of Science in occupational therapy. Molly soon was named Program Director. Under Molly's leadership the program transitioned to a Masters in occupational therapy curriculum with the first class graduating in 2000. This along with many other accomplishments helped the only professional OT school in Oregon to grow and expand.

Based on her strong belief of the impact of the environment on occupation, Molly was a tireless promoter of the physical improvement of the school's facilities. She transformed the shell of the basement of Walter Hall into a highly functional and tasteful learning environment (just ask alumni from the Class of 86 about how much the facilities have changed for the better!). She was a tireless

advocate for innovative and occupationally rich environments for learning. Also a strong believer that a meaningfully occupied life is a healthier life, Molly initiated and supported a number of programs for getting occupation-based approaches into the community and the natural environments where people live, work, and play.

Molly led the school through two successful program accreditations and was involved in the development of an innovative curriculum that was specially recognized by the accreditors. Molly has mentored many students and therapists over the years, especially those who work with children, and she has received state and national awards for her dynamic contributions to the profession, such as being honored with the OTAO Grace Black Award and becoming a Fellow of the American Occupational Therapy Association (FAOTA). Molly also served the Occupational Therapy Association of Oregon and the AOTA in many capacities.

We thank Molly for her gift of dedicated service to Pacific University, the School of Occupational Therapy, and the profession of OT, and wish her all the best in her new endeavors and adventures.

**TINA MCNULTY** Tina left the school this year to pursue a teaching position at the University of Utah in Salt Lake City. Tina taught from January '05 to May '06 and was primarily responsible for teaching the MH content but also co-taught OT 402, research, and some fieldwork seminars. We thank Tina for her contributions, and wish her well in her new teaching endeavors at the University of Utah.

#### **BERTA WIMMER**

After considerable deliberation (and continued reflection), I have resigned from the School of OT and am in the process of moving to the Midwest to be closer to family. This was a very difficult decision to make because I have thoroughly enjoyed being part of the faculty at the School of OT - it has been a wonderful journey of continuous new learning and growth. Now I'm embarking on a new journey...one that involves a family emphasis rather than a professional work focus. Peggy Hanson captured my thoughts and feelings about this next journey of mine when she composed a "going away" song for me. Here is one of the verses.

"Now she hears the Midwest calling  
And soon Berta will be hauling  
On the road back to that Minnesota shore  
Where 1,000 lakes (actually it's 10,000 lakes) are shining  
And the lonely loon is pining  
And the welcome mat is waiting by the door"

John W., Peggy and John F. celebrate Berta's  
journey in song



I'm actually looking forward to hearing the loons again and being by the lakes - whether swimming in

the lakes or skating on the lakes! It sure will be quite interesting to experience a “true” winter again - I’ll have to re-learn how to drive in the snow!

I would like to thank each student and faculty that I had the honor of teaching and learning from during my years at the School of OT. I will forever cherish the lessons I learned from each and everyone of you - my life is definitely richer from those lessons.

Do take great care of yourselves and your loved ones. And remember...keep asking the questions and seeking the answers!

Fond wishes and thanks...Berta

## **COLLEGE OF HEALTH PROFESSIONS UPDATES WELCOMES DEAN SARA HOPKINS-POWELL**

### **New CHP Dean ‘Far Beyond’**

Sara Hopkins-Powell, the Executive Dean of the CHP joins us from twelve years at Southern Oregon University. Her latest position was that of interim president. Sara holds a BS degree from Ohio State, and an MPH & PhD from UC Berkeley.

Her goals for the CHP include facilitating the development of health care providers who will “have a commitment to serve the underserved in our society, be compassionate, know the value of evidence-based practice, understand how to approach ethical problems, and work with other disciplines for the benefit of the client/patient.”

Sara claims the community stands to benefit from the CHP by having increased numbers of well-qualified providers of services. Another benefit is students from a variety of programs providing direct services, researching health-care issues and proposing solutions. “New voices and approaches may have an effect far beyond what we know now.”

When asked about challenges we can anticipate, Sara positively replies, “We will always find more interesting projects than there is time to do them. There is never enough money to do all the things we want. We will do more than we ever imagined.” Sara enjoys hiking, backpacking, travel and weaving. Her summer office is in Scott Hall, the old library building and the new one is on the ground floor of the CHP building in Hillsboro. Welcome to the valley and to the college Sara. We look forward to working with you for an effect “far beyond!”

## **BUILDING UPDATE**

### **HARD-HAT TOUR**

I haven’t worn a hard hat in a long time. I’m talking since sitting in a sand pile, plastic bucket in hand,

wearing a diaper. I’m not sure what its purpose was at the time but at the CHP building, it was a requirement I will forever be grateful for. I won’t mention that it was ninety degrees outside.

After signing waivers on limb and life, our tour began in the Virginia Garcia clinic downstairs. The aroma of fresh cement permeated the air and beckoned us further. We trudged through partially lit hallways, stepping gingerly over wobbly plywood and around gaping holes in the floor. Moans and groans could be heard from former tour takers, now in those holes, who refused to wear their hard hats. I felt like the Princess Bride, ducking really low as we rounded a corner on a stair landing to avoid the scaffolding that brushed our heads 5 feet off the ground.. Since that wasn’t obstacle enough, sharp metal spokes conveniently placed at belly-button level protruded haphazardly and winked at my innards. I really appreciated my hard-hat.

We listened and filled in the pictures for ourselves as Charlie Arvidson, director of construction for Pacific, and John White described the office and class spaces we were looking at in the 5-story building. As they pointed out state of the art OT classrooms, labs and workshops, I couldn’t help but think of class being interrupted by a clueless Walter Hall resident flushing a toilet. I felt truly sorry, for the class of ’86. They, of all people, deserved the lunch under oaks, not to mention the hard hats.

The OT department is housed on the 2nd and 3rd floors. Staff offices are on the 3rd floor and classrooms on the 2nd. Since construction is scheduled for completion on August 21 school will conveniently begin in the new building on August 25 . Stop by and tour this great new addition to Hillsboro and the university.

## **INTERDISCIPLINARY CASE CONFERENCE: COLLEGE OF HEALTH PROFESSIONS**



**SANDRA ROGERS:**

The Interdisciplinary Case Conference is a collaboration within the College of Health Professions (CHP.) It facilitates understanding of how professionals work in an interdisciplinary team. Our

last conference was in January 2006, with a pediatric case involving spina bifida, approximately 150 students and 25 faculty attended in the Multipurpose room on the Forest Grove Campus.

“We focus on our diverse health professions’ services and what each profession would offer a client.”

Reports Sandra Rogers. Faculty members join together to develop a case study 2-3 times a year and then develop appropriate discussion questions. We invite students to work in interdisciplinary teams and then consider their treatment options for the case. Students then compare and contrast the focus each profession would place on the case.

## PRACTITIONER’S DAY 2006

The 10th Annual Practitioner’s Day was held on the Forest Grove campus and was an enormous success with approximately 150 clinicians and students attending the event. Dr. Tana Brown from the University of Kansas was an excellent speaker and provided a stimulating and thoughtful presentation on Occupational Therapy for Cognitive Impairments. The presentation featured a review of cognitive functioning and the relationship of cognition and occupational performance, a review of cognitive assessments and cognitive intervention approaches. We also spent time analyzing case studies, which included traumatic brain injury, dementia, schizophrenia, among others, and applying the cognitive intervention approaches. Participant evaluations of the course indicated that 90% of the audience was pleased or very pleased with the program. The Sue Nelson award was presented by Sue’s son, Ross Nelson to Roberta Wimmer for her dedication to the advancement of the profession of occupational therapy education. Berta joins former recipients, Sue Nelson, Jean Vann, Laura Cooper-Beeler, Karen Foley, Cathy Vorheis, Sherry Hoff, Chris Heideman, Sue Byers-Connon, and Peggy Hanson in their dedication to advancing the educational goals at Pacific University. Berta presented the Fieldwork Educators award to Linda Smith, who was recognized for her patience and willingness to tailor fieldwork experiences for our students. Linda joins Claudia Brown, Leslie Ellis, Peggy Hanson, Jolene Heitmann, Sandra Pelham-Foster, Cathy Meyer, Regina Valanis, June Cordill, Lori Gobel in their dedication to the clinical education of our students. Thank you to all the recipients. Dr. Brown also led an exciting workshop in Salem on the Adult/Adolescent Sensory Profile workshop on the following day which

was attended by 50 participants and was equally successful. We are proud of our past speakers and program and are looking forward to hosting Practitioner’s Day next year, and another exciting program. Thanks to all who support this annual event.

## HEALTH DISPARITIES IN OREGON PROJECT:

Health Disparities describes a disabling condition experienced by a group of people and caused by the secondary consequences of larger systems actions. At the recent AOTA conference in Charlotte, NC, Frank Kronenberg spoke about health disparity and featured Pacific University’s School of Occupational Therapy and their Health Disparity in Oregon Project.

This project is just one of many directions the OT profession can ultimately give voice to clients and utilize strategies that can alleviate health care disparity locally and globally.

New concepts such as occupational deprivation, occupational apartheid, occupational injustice and justice help the profession see health disparities as a system wide issue.

Overseen by Tiffany Boggis, this innovative \$35,000 grant-funded project involved research, interviews with community members (including the working poor, immigrants, and people living in rural areas with few resources,) analysis of interviewee stories, a visit to the state legislature and a presentation to the Pacific University and Forest Grove communities about the project.

Russ Dondero led an Interdisciplinary Health Care Seminar about the current state of health care resources in Oregon and the effect on individuals



in the state. Graduate students discussed issues including access to healthcare, insurance concerns, service delivery and the subsequent impact on people’s ability to lead healthy and productive lives.

The OT students, faculty and 20 women from Adelante Mujeres, an intensive school for low-income



Latinas and their children, together visited the

state legislature in Salem. The women shared their stories on the senate floor with public policy makers through interpreters. The School of Occupational Therapy first year students witnessed occupational justice two-fold, by advocating for others and witnessing the women advocating for themselves.

During the Health Disparities Forum held in Forest Grove, students generated several strategies to alleviate health disparity and increase community health. Among these were: Providing healthcare (e.g. require employers to provide insurance for all employees and more clinics providing free access to underserved populations;) cultural sensitivity (e.g. signs and forms in multiple languages, increase diversity by encouraging youth from diverse backgrounds to be healthcare providers;) and community outreach (e.g. volunteer or pro-bono work, educating the community about available services)

## REUNION CONTINUING EDUCATION WORKSHOP

At the 20th reunion, Dr. John White and Berta Wimmer presented a free continuing education workshop titled “The Occupational Therapy Practice Framework (OTPF) in Practice”. During this interactive process, we peered through the windows of OT history by reviewing Eleanor Clark Schlagel Lectures since their inception in the 1980’s. We then compared the now defunct Uniform Terminology III (UTIII) and the 4 ½ year old OTPF for terminology and scope. As a result of this workshop, participants got a firmer grasp on the domain of OT, its process, and concepts.

The workshop was followed by a wonderful buffet under the oaks behind Marsh Hall where Dr. Phil, the college’s president, acknowledged the 20th and 10th year reunion alums.

## OT AT PACIFIC TURNS 20

“We sat on bar stools in the hall way taking notes. I remember class being frequently disrupted for a moment of loud silence after an oblivious Walter hall resident upstairs flushed a toilet.” The memories and laughter went on and on among alumni gathered in the Meyer Room on Saturday June 24th to celebrate our 20th anniversary. Dr. White showed off one of those original stools which otherwise remains hidden from the ergonomic police.

The members of the Class of ‘86 reminisced about the Walter Hall facility they knew, and the improvements that have been made since their experience at Pacific.

They were surprised to find the Walter classroom walled off from the hallway. During their time the space was open to the hallway. This led to common interruptions from other Pacific students walking through the classroom. The strollers might be looking for the campus Health Center then housed in what are now School of OT administrative offices. They may also have been retrieving a trunk. In 1986, residence life staff really did store students’ in the Trunk Room - and it was not the nicely furnished seminar room that it now is.

There are now two offices in a room formerly used as the crafts room and of course the Annex classrooms were not there. There was no stairway up to the annex out of the south end of Walter Hall. They recalled how hard Delvina Gross worked to get the initial accreditation and how they remembered the strong impact that their faculty members, notably Tina Fletcher and Lilian Crawford, had on them and their careers. They could even quote a number of favorite sayings that still influence the way they practice.

## CONGRATULATIONS CLASS OF 2006!

On May 20, 2006 the graduating class celebrated their accomplishments, beginning with a hooding ceremony in Tom Miles Theater, followed by a reception in the Walter Annex and concluding with the university commencement ceremony at the Pacific Athletic Center. The School of Occupational Therapy faculty welcome the Class of 2006 to the alumni family of Pacific University.

