

INSIDE

OT

BU College of Health & Rehabilitation Sciences: Sargent College

Edited by Minji Lee, OT/s and Vandhana Rajarathnam, OT/s

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Farewell from the Chair

By Wendy Coster



Dear Colleagues –

I wanted to take this occasion to let you know that I will be retiring from Boston University at the end of August. Over 34 years in the Department of Occupational Therapy and 24 as Chair, it has been my privilege to work with the most talented, creative, and committed faculty and the most engaging students one could ever wish for. It has been a wonderful adventure—at times challenging, at times (like this past year) very anxiety-provoking, but always stimulating. One of the best parts of academic life is that there is always something new to learn or a renewed vision to aim toward. I will miss being part of the next phase of growth for our Department, but it is time for new ideas and new visions to take over. We expect our new department Chair will join Sargent at the end of the summer. You will be introduced to them and hear more about their interests and vision in the next edition of this newsletter.

I want to thank all of you, the members of our extended BU community, for your support of our programs over these years and hope that you will remain part of our community for many years to come.

Thank you, Wendy, for your contributions as an exceptional occupational therapist, researcher, and educator. On behalf of the Boston University Occupational Therapy community, we wish you a meaningful retirement!

Students Leading the Way

Reflections from Fieldwork Experiences

By Megan Bartley, BU-OTD '21

I recently finished my level 2 fieldwork placement at Craig Hospital in Englewood, Colorado, where I was on the spinal cord injury floor. One of my younger patients had sustained a C5 injury. At only 18 years old, he continually surprised us by the progress he was making. Even with limited hand function, he was able to perform intermittent catheterization independently and was even gaining significant finger movement. One of his occupation-based goals was to be able to play guitar/base again. His family was quite musical, and we would chat occasionally about their jam sessions.

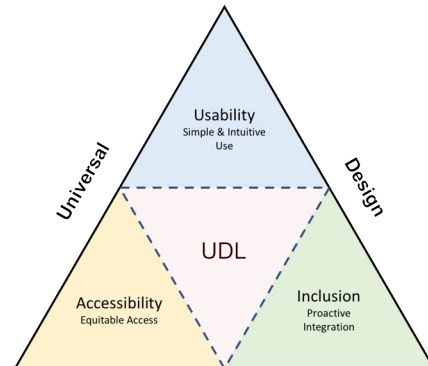
Megan's level 2 fieldwork experience involved designing adaptive guitar picks with patients at the Craig Hospital in Englewood, Colorado.



After a couple of co-treats with the music therapist, I spent several hours developing various adaptive tools that would hopefully allow my patient to get back to playing his stringed instruments. Using scrap splinting material and lots of Velcro, I was able to design tools for him to play by holding the guitar in his lap or laying it on the tabletop. One tool allows him to hold a full fret, while another gives him the freedom to play individual notes. The enlarged thumb picks make it easier for him to strum specific notes and utilizes his strong tenodesis. The last piece, still in progress due to continued finger strength gains, will stabilize his pointer finger so he can hold down each string while the guitar is in the upright position. One of my favorite afternoons at Craig Hospital was my last one – where he played a full music scale for his mom and me, and then smiled from ear to ear.

Fieldwork Educator Resource Based on Universal Design

By Katie McCombs, BU-OTD '23
and Isabella Morales, BU-OTD '23



Over the past two semesters, faculty and students have collaborated on developing an extensive resource to equip fieldwork educators to fulfill the expectations of their position, which involves providing equitable and just experiences to students from marginalized backgrounds. This project serves to provide information, action items, and resources for fieldwork educators to support their fieldwork students, specifically by acknowledging and responding to the compounding barriers faced by students with intersecting identities. This living resource is meant to evolve over time with the suggestions of students, faculty, and fieldwork educators. Some resource topics include universal design, inclusive language, cultural humility, anti-ableist practices, and anti-racist practices.

According to the Center for Universal Design, which was initiated at the NC State University College of Design in 1997, universal design (UD) refers to the process of constructing the physical and non-physical aspects of an environment to facilitate usability for all people to the greatest extent possible. With this in mind, UD has applicability to fieldwork sites as a means of diminishing potential barriers students may face due to singular or multiple aspects of their identity. Relevant tenets of universal design include creating a welcoming and positive environment, defining essential components, communicating clear expectations, providing constructive feedback, and incorporating natural support and community for students. In keeping with principles of universal design, this project outlines recommendations for facilitating a fieldwork site culture that makes individuals feel safe, valued, and supported.

The project was developed by first looking at the BU EL-OTD guidelines for inclusive teaching and AOTA's

Fieldwork Educator Certificate program to see what current practices were in place. We have since collected an assortment of journal articles, books, videos, and more. We are excited about the development of this resource and are hopeful it will be provided to fieldwork educators starting in September of 2021. It will also be available on the Sargent College Occupational Therapy Department website in the months to come. If you come across any resources that might be applicable to this project and are interested in sharing them with us, please email kmcombs@bu.edu or immo223@bu.edu.

Online Ergonomics Education for Occupational Therapy Practitioners

By Kirsten Peterson Beshay, OTR/L

Ergonomics for Occupational Therapy Practitioners (EOTP) is an on-demand, on-line course for occupational therapy practitioners (OTPs), as well as other therapy professionals. As many OTPs had limited exposure to ergonomics in their academic education, EOTP is intended to equip them for ergonomic practice. This 10-module online course will provide ergonomic principles and application for a variety of environments, leveraging adult learning theory and evidence-based curriculum design. The program's ultimate goal is to increase the number of OTPs working in the area of ergonomics by increasing their knowledge of and confidence in this distinct practice area. The free pilot will be launched in Summer 2021. Register at kirsten.beshay.net/course to be alerted when the pilot is launched.



BU Diverse-OT Board 2021-2022

BU Diverse-OT is a graduate student group established in 2019 under the mentorship of Leanne Yinusa-Nyahkoon. This student-led group aims to provide interprofessional opportunities for discussion, and education on diversity and inclusion, at Boston University, Sargent College, and the Department of Occupational Therapy. It also seeks to create pathways for underrepresented students to enter the field of occupational therapy in the years to come. Congratulations to the 2021-2022 BU Diverse-OT board!

President: Bri Guillory



“I am looking forward to working with my peers to bring meaningful conversations, speakers, and events to the OTD program in order to promote accountability, education, justice, inclusion, and diversity.”

Vice President: Lilian Wang

“I am excited for the opportunity to get involved with my peers and connect more deeply with the cohort communities and the greater BU-OT network. I hope to contribute to the unlearning of internalized oppressions and to reframe dialogues with a collaborative, accountable, and justice oriented lens.”



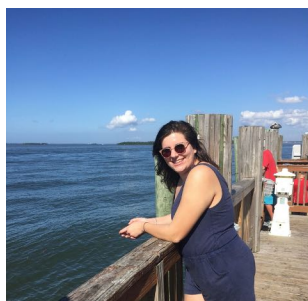
Secretary: Caitlin Vance



“I hope to create a meaningful and safe space where students can come together to learn and engage in conversations on equity, occupational justice, and inclusion.”

Communications Officer: Hannah Mogavero

"I am excited to learn both with and from my peers, connect with broader OT networks, and to help create a space where we can critically examine our present and future roles as they relate to justice."



Communications Outreach Coordinator: Christine Jimenez



"I am looking forward to connecting more deeply with fellow peers, prospective BU-OT students, and the larger OT community via intentional conversations and meaningful events to promote accountability, diversity, equity, and inclusion within our profession."

Communications Outreach Coordinator: Minji Lee

"I hope to help make connections between our BU-OT community and the global OT network by co-organizing a variety of guest speaker talks and workshops, in order for us to draw lines between occupational justice, awareness, and activism."



Treasurer: Natalie Ellis



"I hope to continue the important legacy of Diverse OT and continue to organize engaging workshops, guest speakers, and important conversations."

Teaching & Learning During Covid-19

A Collaborative Effort: Utilizing Standardized Patients for Level I Fieldwork

By Jade LaRochelle and Anne Escher

Using standardized patients (SPs) for clinical education in medicine and nursing has been common for many years with great success, and increasingly Occupational Therapy and other clinically based professional programs are also including standardized patient interactions into their curriculums (Mack, Escher, & Wong, in preparation). Standardized patients are trained and skilled in portraying patients or clients with multiple diagnoses. Standardized patient encounters can contribute to skill building in clinical reasoning, communication, and confidence. In response to the closures of many of the usual clinical placements for the first year students' Level I Fieldwork the Department of Occupational Therapy decided to develop a 6-week Level I Fieldwork utilizing standardized patients for Spring semester 2021. The weekly experience focused on 3 cases portrayed by standardized patients for the first year OTD students. This format allowed for "real life" interactions with the SPs which provided the students with more hands-on experience than they would typically experience through a LIFW in a clinical site. The SPs were from the UMASS Medical School's Interprofessional Center for Experiential Learning and Simulation (iCELS).

Each week, groups of 6-7 students met (masked and physically distanced) in a classroom at Sargent College or joined virtually, as needed. Leslie Hill (SAR '15, SAR '16) and Danny Shin (PhD student in Rehabilitation Sciences at Sargent College) were the OT supervisors who led debriefs during and following each standardized patient experience. During each session, two to three students took turns directly interacting with the standardized patients who zoomed in. During interactions, students could take a "time out" to pause the interaction and ask their peers for next steps or ways forward. At the end of the session, the SP would offer structured feedback regarding the students' communication skills. Students had the opportunity to practice asking a question or relaying information again as needed. A key aspect of these interactions was peer feedback and discussion as well. This provided students an

opportunity to experience giving and receiving feedback in a simulated clinic setting.

The three cases were created to provide a variety of patient encounters for the students. For each case, the students conducted an initial assessment session and one intervention session. The cases varied widely in order to expose students to different diagnoses, goal areas, and occupational challenges. The first case was a client recently discharged from an inpatient psychiatric unit who was experiencing alcohol use disorder and depression and wanted to work on building a healthy routine. The second case was a client who had recently experienced a stroke and needed to learn strategies for grocery shopping to compensate for weakness and executive functioning challenges. The third case was a client experiencing a flare-up of rheumatoid arthritis, with whom the students problem-solved strategies for managing pain and stiffness during cooking tasks. All three cases were being seen via telehealth in outpatient clinics.

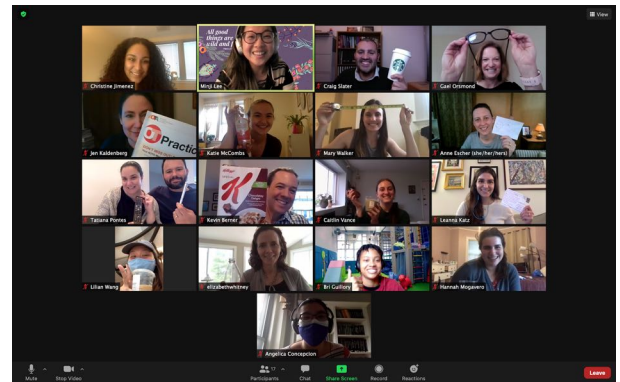
Prior to each week, the students were provided case materials. For the initial assessment sessions, the students were given detailed interview guides with questions to ask the clients about their occupational histories, current challenges, and goals and priorities for therapy. For background information, the students were also provided materials that they may receive in an outpatient setting prior to meeting with a client (i.e. hospital discharge summaries, previously completed standardized assessments). During the initial assessments, the students also practiced standard OT assessments. For the intervention sessions, the students were again provided detailed outlines, including worksheets to use, ways to prompt and encourage clients, and how to support the clients in meeting their goals for each session. Within these outlines, the students were provided opportunities for practicing their own clinical reasoning skills. For instance, when working on a routine-building intervention, the students were provided three choices for ways to explore new activities with the client. Students were encouraged to consider session timing, the client's abilities, and the client's interests and values when making these clinical decisions.

While this semester did not allow for the typical LIFW experience, this unique clinical experience promoted students' growth in clinical reasoning skills, assessment skills, and comfort in interacting with clients.

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Putting on our "Casual Caps": Student-Faculty Virtual Social Hour

By Minji Lee, BU OTD '23



This past academic year, OTD-I students have been challenged to observe, analyze, and propose occupation-based interventions wearing our best "clinical hats". Many faculty members in our department wear various caps, ranging from those of professors to fieldwork educators to seminar instructors. However, one hat that has remained unworn is what I'd like to term the "casual cap".

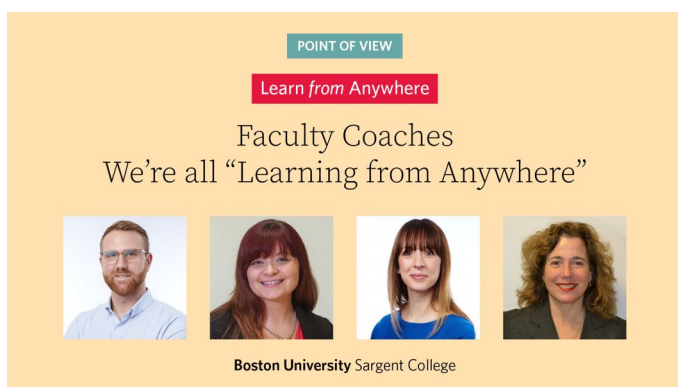
With the hybrid learning model having been implemented this academic year, Sargent College was less populated, and hallway conversations ceased to exist. With spring break cancelled due to Covid-19 university safety measures, and 14 weeks of straight school, by mid-March, many of us were feeling the early signs of exhaustion. In lieu of this, and perhaps in light of this, OTD-I students and faculty members gathered for a "virtual social hour", an event hosted by the OTD-1 cohort's Student Initiative Team (SIT) representatives, Christine Jimenez and myself. In this virtual "social hour", we played icebreakers, discussed various fields of occupational therapy we were interested in pursuing or had expertise in, and shared meaningful stories about memorable encounters we've had with students and faculty this past semester.



In this short span of time, I gained fresh perspectives about OT, got to know faculty members in a more personal way, and felt a sense of belonging within our BU-OTD community. By the end of it, I felt like I had participated in a meaningful group therapy session. Put a group of OT-minded people in the same Zoom room, and you're guaranteed to leave the space with a burst of creativity and optimism! This group of students and instructors that joined a virtual social hour, each sporting our casual caps and engaging in small talk about big topics, was a highlight of my spring semester.

Learn from Anywhere

By Karen Jacobs

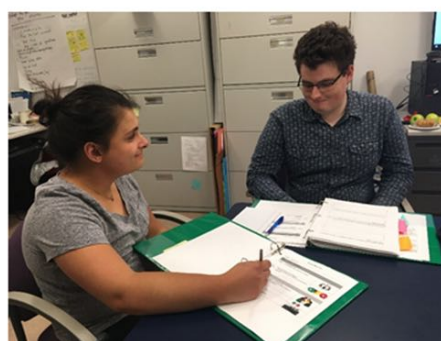


Reflecting back on the apprehensions surrounding the disruption to traditional teaching methods, there is no doubt that students, faculty and staff were uniquely challenged from March 2020 through the spring 2021 semester. However, Boston University had many resources to support the pivot to remote learning/teaching. Many occupational therapy faculty used their knowledge and previous experiences with on-line teaching, their creativity coupled with innovative resources provided by the Boston University's Center for Teaching and Learning site to implement the Learn from Anywhere (LfA) and hybrid models. With the LfA model, students were able to select to be synchronous, asynchronous or on-campus (if CDC guidelines allowed). We also had Sargent College faculty coaches who provided additional support. It was important to acknowledge that all faculty were "Learning from Anywhere", too.

Sargent College News

The Boston University Mental Health & Peer Mentoring Group

By the Boston University Mental Health/Peer Mentoring Group Mentors and Researchers
Alix Herer, Jesse Corey, Marianne Mahoney,
and Timur Gizatullin



Alex and Timur practicing mentoring.

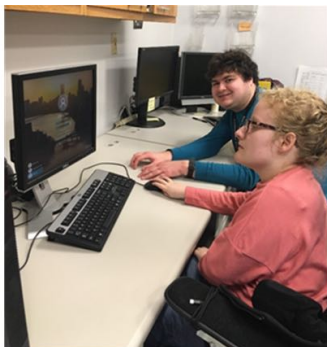
The Boston University Mental Health/Peer Mentoring Group is a group of young adult researchers and mentors with intellectual and/or developmental disabilities that worked with Ariel Schwartz, PhD, OTR/L, an instructor in the BU-OTD program, from September 2018-May 2020. The team worked together to develop a peer mentoring program. The program was for individuals with intellectual and/or developmental disabilities and mental health conditions. We worked together to make a peer mentoring program by having weekly group discussions about types of coping strategies to help other people who have similar characteristics as us. We shared ideas about our feelings, the barriers and supports that people were having, and what made coping strategies successful.

Over a 10 week period, which began in September 2019, the mentee met with an assigned mentor who teaches various coping strategies and skills that they can further utilize in their day to day life. It was our goal that we tailor each mentee's plans and activities so they all attained their personal goals. We talked to our mentee two times a week, and met in different places in the community. For example, we met at public libraries, their school, coffee shops, or at their home, and the other time, on the phone, SMS, or Zoom. During each session, the mentor and mentee worked

together to do worksheets, talk about and/or show videos about mental health, and share personal stories to help our mentees. Our goal was to pick two coping strategies with the mentee. Examples of coping strategies included making origami, a coloring book, or walking to a park.

At the end of the 10 weeks of mentoring, we gave the mentees questionnaires to see if their mental health challenges were or were not as severe as they were before peer mentoring. We then resumed meeting weekly with our research team to analyze the data, and to figure out how we could have done better. Peer mentoring helped some mentees, but not all of them. The coping strategies helped some of them feel better with their mental health. For some of them, we need to personalize the peer mentoring script because they might take information another way from others.

Marianne and Jesse during a mentoring session.



Alix shared how she felt about her mentoring experience in stating, “I feel that it is important that young people with disabilities help make the peer mentoring program, instead of just adult researchers without disabilities... Giving someone the opportunity to mentor someone just like them is a good idea because they understand where they are coming from, because that person comes from experience not by going to school and getting a degree but, because of their own life experience.” In reflecting on his experience, Jesse states, “The biggest thing I learned from having this job is that significant improvements were made to the mental health of most of the mentees, and so therefore, I am hoping to have a job similar to this one later in my life.”

Additional resources from the BU Mental Health/Peer Mentoring Group can be found on the following links:

- [Health Matters, episode 39](#)
- [Mental Health Crossroads, episode 10](#)

Interprofessional Leadership in Healthcare Certificate

By Karen Jacobs



The online *Interprofessional Leadership in Healthcare* certificate is launching on September 1, 2021. Using an alumni mentoring approach, the goal of the non-credit certificate is to increase healthcare professionals’ skills and knowledge in interprofessional leadership. Spanning 20 weeks, the certificate includes five one-month evidence-based courses:

- The Interprofessional Team
- Effective Communication
- Effective Supervision
- Introduction to Interprofessional Leadership in Healthcare
- Business Acumen

The certificate features weekly live small group case-based discussions using the ECHO Model™ in which “All Teach and All Learn” comes together; and is open to all health professionals with three years or more experience.

Boston University is an American Occupational Therapy Association (AOTA) Approved Provider, and the Boston University School of Social Work, 1121, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program.

We welcome expressions of interest for enrolling in the certificate. Please contact Karen Jacobs at kjacobs@bu.edu.



Sargent College Alumni Award Recipient: Karen Duddy



The Department of Occupational Therapy's faculty unanimously selected Karen Duddy to be this year's recipient of our Alumni Award. The faculty honored Karen in recognition of her commitment to the Boston University post-professional doctorate in occupational therapy (OTD) program as an instructor since 2016 teaching a wide range of courses and mentoring doctoral students. They also honored her accomplishments in her occupational therapy career in the United States Veterans Affairs (VA) as a hand therapy specialist, occupational therapy supervisor and currently as the Centralized Eligibility & Appeals Team, Caregiver Support Program. The VA Desert Pacific Healthcare Network (VISN 22) "is one of 21 Healthcare Networks operated nationwide which includes five Medical Centers and 29 Community Clinics serving 1.4 million Veterans in Southern California and Southern Nevada" (www.desertpacific.va.gov). In her role, she is helping to support these veterans and have helped to advance occupational therapy's role in the VA.

The National Institute of Neurological Disorders and Stroke (NINDS) Faculty Development Award

By Claudio Ferre



The National Institute of Neurological Disorders and Stroke (NINDS) Faculty Development Award to Promote Diversity in Neuroscience Research (K01) is designed to provide early career researchers with support and protected time for mentored career development in neuroscience research. The goal of this funding mechanism is to increase representation within neuroscience and enhance the probability of success in obtaining future NIH funding. As a career development award, the K01 consists of structured career development experiences and research components. The career development plan builds on past experience and provides training in an area related to the current and future direction of the candidate's research. For this award, I will build on my previous rehabilitation research with children with motor impairments, and gain experience in techniques that permit measurement of motor behavior, sensory function, and brain activity in infants.

My K01 project aims to understand some of the key mechanisms underlying sensorimotor development during early infancy. We will track infants born full-term and infants at-risk of developing motor impairments (i.e., born with brain injury). Infants born prematurely and with encephalopathy are at-risk for developing cerebral palsy (CP). CP is the most common pediatric movement disorder and is caused by damage to brain areas that control movement. The brain injury typically occurs prenatally or around the time of birth. Children with CP have motor and sensory impairments that cause muscle weakness, poor coordination, and difficulty grasping objects. These impairments prevent functional independence and reduce social participation. How these impairments arise throughout the course of life is not well understood. This is due in part to a limited understanding of how sensory and motor systems interact during development to organize brain circuits. The gap in knowledge is particularly problematic because the timing of motor and sensory brain area establishment (i.e. during the first year of life) coincides with a period in which the brain is highly plastic. Interventions for infants with CP are emerging, but little is known about the neural systems that can be targeted to optimize these novel interventions.



Our hope is to identify strategies or potential targets for interventions at a time when the nervous systems is highly

malleable. If we can identify which behaviors are critical to proper sensorimotor development, we can develop strategies to promote these behaviors in infants with brain injury and optimize development. Thus, this project will provide novel insights aligned with the NINDS mission of advancing fundamental knowledge about the brain to improve treatments for neurological disease.

Although the immediate goal of the project is to track mechanisms of sensorimotor development, working with families of children with disabilities provides a rich opportunity for students, clinicians, and researchers with a broad range of backgrounds to be involved in the project. My lab (the Development, Experience, & Motor Recovery Lab) is committed to the mission of serving as a resource for families of children with disabilities in our community. We are grateful for families willing to devote time to participate in research and would like to thank them by providing educational opportunities, focus groups to understand their needs, and teaching them strategies to promote play and function with their children in their own home. Thus, this K01 project will provide an opportunity to make use of the emerging clinical skills of our OTD students and a platform for students to gain experience working with pediatric populations and family-centered approaches.

physical health among people with serious mental illness? Interested participants will use a wearable heart rate sensor and accelerometer as they go about their daily activities over a period of four days. The wearable heart rate sensor will capture an important biomarker of social connection called Heart Rate Variability (HRV). Participants will also report on psychiatric symptoms, social behavior, and loneliness several times per day on a smartphone. Our primary hypotheses are that momentary reports of loneliness will be associated with reduced (i.e., impaired) HRV, while positive social experiences will be associated with increased (i.e., adaptive) HRV.

Is this a collaborative project?

The Co-Principal Investigator on this project, Dr. Jasmine Mote, is a fellow clinical psychologist and Assistant Professor of Occupational Therapy at Tufts University. Dr. Mote brings her expertise in psychophysiological measurement of emotion and social processes in serious mental illness to the project. This will be a true collaboration, integrating our interdisciplinary research teams to recruit and run participants through study procedures, gather and analyze multi-method data, and disseminate results to the broader scientific and clinical communities in fields of rehabilitation sciences, occupational therapy, and psychological science.

What about this topic provoked your research interest?

A large body of evidence suggests that loneliness is detrimental to physical health, even contributing to early mortality on par with smoking and obesity. Yet we have little understanding of *how* loneliness impacts our biology. We think that this question is particularly important to address among people with serious mental illnesses, given especially high rates of loneliness and associated physical health problems. Furthermore, testing associations in the context of daily life will provide a potentially more ecologically valid understanding of the complex interplay among these phenomena.

How might the findings from this research project impact future clinical practice for healthcare professionals?

Our ultimate goal is to refine our understanding of and address the most distressing and functionally disabling characteristics of serious mental illness: physical health and social dysfunction. We hope our work will advance basic understanding of the pathophysiological mechanisms of serious mental illness and inform the development of evidence-based interventions to address these problems.

**Visionary Grant Award Recipient:
An Interview with Dan Fulford**



Would you tell our readers a little bit about your project?
This is a Visionary Grant funded by the American Psychological Foundation and co-led by a former postdoc in my lab, Dr. Jasmine Mote. We plan to address an important but poorly understood gap in the literature: in what ways does loneliness get “under the skin” to impact

AOTA 2021 Conference Highlights

Although the 2021 AOTA Conference looked different from past years in its virtual format, it was still an energizing community-building experience. This month-long event included panels, seminars, awards, Wellness Wednesdays, and much more content for occupational therapy practitioners, educators, and students to attend. This year's conference highlighted resilience and adaptability as a profession, a topic well-fitting for this year with the challenges faced through Covid-19. Connecting as one occupational therapy community through these challenging times was inspiring.

Advocating for Diversity in OT Programs

By Kaitlyn Secker, BU-OTD '21,
Alex Brandell, BU-OTD '21, Carli DiMeo, BU-OTD '21,
Kimberly Chan, BU-OTD '21, Anne Escher, and
Leanne Yinusa-Nyahkoon



Four OTD-III students and founding members of BU's chapter of Diverse-OT, Kaitlyn Secker, Alex Brandell, Carli DiMeo, and Kimberly Chan, and two faculty members, Anne Escher and Leanne Yinusa-Nyahkoon, prepared a short course presentation on the role of student-led groups in promoting and advocating for diversity and equity education in occupational therapy programs. The course is entitled Diverse-OT: How a Student Group Can Increase Diversity & Inclusion Education in OT Programs and aims to highlight the need for education related to maximizing health outcomes for clients from diverse racial, ethnic, and cultural backgrounds in occupational therapy programs.

Through a combination of literature from the fields of public health, occupational therapy, and nursing/medicine, the students synthesized the consequences of graduating

occupational therapists who do not feel adequately prepared to address the needs of a diverse clientele. Many of these consequences include barriers to occupational justice and overall health and wellness. The short course seeks to establish ways in which students can respond to these gaps and identify feasible solutions to addressing these gaps through student-led groups and advocacy. The short course also invites participants to reflect on several scenarios that they may face in their health care work through a live discussion via a chat function on AOTA's virtual conference format. The short course has been pre-recorded and aired on Tuesday, April 6th. It will be available through the end of June as a part of AOTA's extended access to the conference content.

Past Events at Boston University



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AOTA 2021 Award Recipients



Each year, AOTA recognizes professionals who have contributed to the profession of occupational therapy with prestigious awards. Congratulations to Simone Gill for receiving the American Occupational Therapy Association Roster of Fellows Award. Congratulations to Ariel Schwartz for receiving the AOTA Special Interests Section SIS Quarterly Excellence in Writing Award. Congratulations to Wendy Coster for receiving the American Occupational Therapy Foundation Leadership Service Commendation. We celebrate your hard work. We are proud to have you as a part of our BU-OT community!

Faculty Presentations and Publications

Faculty Publications

- Abbott-Gaffney, C. & **Jacobs, K.** (2020). Telehealth in school-based practice: Perceived viability to bridge global OT practitioner shortages prior to COVID-19 global health emergency. *WORK*. 29-35. <https://doi.org/10.3233/WOR-203240>
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Faculty Presentations

Abbott-Gaffney, C. & **Jacobs, K.** (2020, October 27). The application of *telehealth to the provision of occupational therapy services* [Webinar presentation]. Plymouth University's Occupational Therapy & Occupational Science Webinar Series, Plymouth, UK.

Abbott-Gaffney, C. & **Jacobs, K.** (2020, October 16). *Occupational therapy school-based telehealth in the United States* [Webinar presentation]. International Society for Prosthetics and Orthotics conference on Telehealth, Brussels, Belgium.

Achtyes, E.D., Kempema, K., Luo, Z., Thakkar, K.N., Adams, C., D'Mello, D., Stilwell, K., Tran, D., Marcy, P., **Mueser, K.T.**, Schooler, N.R., Robinson, D.G., & Kane, J.M. (2020, November 6). *Implementation of NAVIGATE coordinated specialty care for first episode psychosis: The Michigan experience* [Virtual poster presentation].

Beshay, K., & **Jacobs, K.** (2020, October 8-11). *Opportunities for occupational therapy practitioners in ergonomic consulting*. [Poster presentation]. Occupational Therapy Association of California Virtual Conference. <https://app.socio.events/NzMyMA/aut>

Czaja, S., Mosier, K. & **Jacobs, K.** (2020, October 1). Chat with fellows: *Aging gracefully*. [Virtual discussion].

Delbert, T. & **Jacobs, K.** (2020, October 16). *The development of a curriculum designed to foster authentic leadership skills in occupational therapy students*. [Webinar presentation]. AOTA Education Summit.

Desrochers, P.C., Kim, D., Keegan, L., Ayoub, M., **Shin, D.**, & **Gill, S.V.** (2020, May). *Association between the Functional Gait Assessment and spatiotemporal gait parameters in individuals with obesity compared to normal weight controls* [Online Poster Presentation]. The North American Society for the Psychology of Sport and Physical Activity Conference. Vancouver, Canada.

DeTore, N., Balogun-Mwangi, O., Tepper, M., Cather, C., Hines, S., Russinova, R., & **Mueser, K.T.** (2020, November 21). *Motivation and psychotic symptoms as predictors of role functioning in first episode psychosis* [Poster Presentation]. The 54th Annual Convention of the Association for Behavioral and Cognitive Therapies.

Duddy, K., **Jacobs, K.**, Ullrich, D., Gafni Lachter, L., Wallace, S., & **Doyle, N.** (2020, October 28). *Fostering a global community of learners through online education*. [Webinar presentation]. Massachusetts Association for Occupational Therapy 2020 Virtual Conference. United States.

- Halverstadt, A., Chavva, S., Gill, S. V., & Lewis, C. (2021, February). *Effect of trunk and shank position on hip-to-knee moment ratio* [Online Poster Presentation]. Combined Sections Meeting for the American Physical Therapy Association.
- Hreha, K., Rizzo, J., Roberts, P., Werthelmer, J., Rerea, J., Weden, K., & Kaldenberg, J. (2020, October). *Feasibility and validity of a vision screening tool: A multi-site study*. ACRM Annual Conference, Atlanta, GA, United States.
- Jacobs, K. (2020, November 4). *Ergonomics Strategies to Support a Healthy Lifestyle* [Webinar presentation]. Lown Group Webinars. Brookline, MA, United States.
- Jacobs, K. (2020, October 29). *Practical ergonomics strategies for studying and working from home* [Panel Discussion]. Conversation Ergonomics at Home + Occupational Balance.
- Sanchez, C., Penaranda, A., Gonzalez, M., Jacobs, K., & Upegui, J. [Webinar presentation]. Colombian Congress of Ergonomics Adaptation of Ergonomics to New Realities. Bogota, Colombia.
- Jacobs, K., Robertson, M., Yoo, A. & Mitchell, D. (2020, October 5). *Media and public engagement for societal impact: Getting the word out about human factors and ergonomics*. [Virtual panel presentation]. 64th International Annual Meeting Human Factors & Ergonomics Society.
- Kaldenberg, J., Newman, R., & Emmert, C. (2020). *Self-management interventions for social and leisure participation among community-dwelling adults with chronic conditions: Systematic review of related literature from 1995–2018*. American Occupational Therapy Association Annual Conference and Expo, Online.
- Miselis, H., Furlong, J., Zawacki, S., Yinusa-Nyahkoon, L., & White, S. (2020, October). *Supporting Boston in wellness and health with community-education partnerships* [Virtual presentation]. Boston University Institute for Health System Innovation and Policy/NEXUS. Boston, MA, United States.
- Mueser, K.T. (2020, May 29). *Assessment and treatment of trauma in first episode psychosis* [Webinar]. Early Psychosis Intervention Center (EPICENTER), Department of Psychiatry and Behavioral Health, The Ohio State University.
- Mueser, K.T. (2020, November 13). *Flexible assertive community treatment: A transferrable model of care?* [Virtual conference]. Presented at Psychiatry and the Future in an Inclusive Community.
- Mueser, K.T. (2020, November 19). *Discussant for symposium on five year outcomes and implementation advances in the RAISE-Early treatment program first episode psychosis trial* [Virtual Conference]. The 54th Annual Convention of the Association for Behavioral and Cognitive Therapies.
- Mueser, K.T. (2020, December 9). *Treatment of first episode psychosis* [Virtual Conference]. Presentation at the 8th Munich Kraepelin Symposium.
- Seckar, K., Brandell, A., Dimeo, C., Chan, K., Escher, A., & Yinusa-Nyahkoon, L. (2021, April). *Diverse-OT: How a student group can increase diversity and inclusion education in occupational therapy programs* [Oral presentation]. 2021 American Occupational Therapy Association Annual Conference and Expo, Online.
- Shin, D., Kim, T., Magane, K., Sweek, E., Hereen, T., Winter, M., Saitz, R., & Gill, S.V. (2020, June). *Factors Contributing to Falls in People Living with HIV. Poster Presentation at the 2020 Occupational Therapy Summit of Scholars* [Accepted, Not Presented Due to Covid-19]. Fort Collins, Colorado, United States.
- Vax, S., Farkas, M., Russinova, Z., Mueser, K.T., & Drainoni, M.L. (2020, December 15). *Constructing a typology of strategies for enhancing organizational readiness for implementation (ORI)* [Poster Presentation]. 13th Annual Conference on the Science of Dissemination and Implementation in Health.
- Wangari Walter, A., Julce, C., Sidduri, N., Yinusa-Nyahkoon, L., Howard, J., Reichert, M., Bickmore, T., & Jack, B. (2020, December). *Implementing a health information technology system to deliver preconception care to Black and African American women in community based settings in the US: A hybrid type II implementation effectiveness cohort study* [Virtual presentation]. Annual Conference on the Science of Dissemination and Implementation in Health, Online.
- Yinusa-Nyahkoon, L., Thompson, K., McCosh, K., & Wolf, L. (2020, June). *COVID-19 and living with a disability* [Virtual panel presentation]. Boston University Office of Diversity and Inclusion. Boston, MA, United States.
- Yinusa-Nyahkoon, L., Smith, D., Schultheis, M., Julce, C., Wangari Walter, A., Howard, J., Sidduri, N., Bickmore, T., & Jack, B. (2020, September). *Implementing preconception care in Healthy Start programs using technology: What can we learn?* [Virtual presentation]. Annual CityMatCH Leadership and Maternal and Child Health Epidemiology Conference, Online.

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