

Tufts-Boston School of Occupational Therapy • The first school of occupational therapy in the country

## FINDING WHAT WORKS: Occupational therapy collaborations empower children, families facing autism

More children than ever are being diagnosed with autism spectrum disorders (ASDs) in the United States, an estimated half million individuals under age 21 have ASDs. For occupational therapists, this prevalence translates to a pressing need for occupational therapy services—and an opportunity that can bring great reward for therapists, children, and their families.

Among Tufts students, faculty, and alumni, there is significant effort to better understand autism and make important contributions to the field. According to Cheryl Mock, MS, OTR/L ('04), “occupational therapy is particularly effective for children with autism because they struggle in many areas, including social relationships, behavior, and communication skills. Occupational therapists can get involved at different levels, for example, with daily living skills, interpersonal skills, play, and communication.” From preschool and day care settings to public school classrooms and community worksites, occupational therapists play a critical role in improving the quality of life and personal development of people with ASDs and their families.

Mock runs Denver-based Lowry Occupational Therapy, where she treats children with ASDs with a combination approach of traditional sensory integration techniques along with Integrated Listening Systems (iLS). She finds that iLS, a type of auditory training therapy that seems to improve the brain's ability to process sound, can be beneficial for



*Children with ASDs sometimes have difficulty with common physical activities like running and climbing.*

children with ASDs. “Children with autism are often highly sensitive to, and therefore constantly bombarded by, sensory stimuli, which can lead to various forms of ‘retreat.’ The aim of sensory processing therapy is to improve integration and response to stimuli so that the brain can process better and attend to what’s important,” Mock says.

Other Tufts faculty and students are conducting research to better understand the causes of autism and the most effective treatments. Part-time faculty member, Elizabeth Whitney, PhD, has been studying the brain pathology that may underlie autism (<http://ase.tufts.edu/bsot/facultyWhitney.htm>). Her research examines the pathology in autism and its relationship to ASD development.

Another part-time faculty member, Mary Beth Kadlec, ScD, OTR/L, has been studying children with autism to better understand the process by which “they

are guided to participate within their family routines, educational settings, and community activities” (<http://ase.tufts.edu/bsot/facultyKadlec.htm>). Kadlec is also program director for YouthCare’s summer camp, which serves children with Asperger’s (<http://www2.massgeneral.org/youthcare/about.html>). She also oversees Tufts students’ Level I fieldwork at the LABBB Collaborative, a program that provides educational and vocational services to children with special needs (many of whom have ASDs) in the Massachusetts towns of Lexington, Arlington, Bedford, Belmont, and Burlington, among others.

Current OTD candidate, Marianne Estrela, CAGS, MS, OTR/L, ('98) an occupational therapist in a public preschool in Malden, Massachusetts, is studying how physical activity improves the quality of life of children with ASDs, looking at the physical activity patterns  
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## A message from the chair:

LAST SUMMER I OUTLINED FOR YOU THE VISION OF THE DEPARTMENT OF OCCUPATIONAL THERAPY'S strategic plan. Since then, we have engaged our entire staff and faculty in a collaborative, forward-looking process that is generating much excitement and energy. We have already implemented important steps toward reaching our long-term goals: enhancing students' educational experience; optimizing faculty research opportunities; and developing our department's learning environment.



ROSE LINCOLN

A cornerstone of any school is its students. Our department is committed to giving our students a deeply satisfying educational experience—from admissions and matriculation to graduation and beyond. Recruitment Coordinator Jill Siebeking, OTD, OTR/L, is providing leadership in this arena, ensuring that we recruit and admit a diverse pool of qualified applicants. Our new Academic Fieldwork Coordinator, Michael Roberts, MS, OTR/L, is supporting the professional development of students by expanding and developing fieldwork opportunities and integrating student's understanding of occupational therapy management skills. The faculty are incorporating their own research and

scholarship expertise into the curriculum and are developing many student opportunities related to research. Our increased focus in research opportunities is in keeping with our profession's vision as well as Tufts' strategic plan, which emphasizes the importance of research in graduate education.

The research and scholarship of our faculty give students the foundation they need to become evidence-based practitioners. Our second goal is to optimize faculty research capacity at the national and international level. Not only must we teach our students current best practices, we must also ensure that our department continually contributes new knowledge to the field. By increasing scholarship among faculty, Tufts will continue to play an active role in shaping occupational therapy and health care.

The recent tenure of Gary Bedell, PhD, OTR, FAOTA, illustrates our commitment to scholarship. Gary is an outstanding teacher and researcher—an excellent example of the “best of both worlds” reputation for which Tufts is known. We celebrate his significant achievement as a tenured Tufts professor.

To support both superlative teaching and world-class research, our department must also provide the best possible physical environment and learning culture for both students and faculty. We are therefore upgrading our facilities and modernizing our infrastructure in order to better reflect—and expand upon—the quality of scholarship going on within these walls.

Finally, we will continue to cultivate our relationships with you—our alumni, colleagues, and friends. Our alumni not only achieve great success in their chosen careers, they also enhance Tufts' reputation and are critical to the vitality and longevity of our program. Our colleagues and friends across the University—and in the larger occupational therapy community—support our students, expand our scholarly initiatives, and bring innovation to the field. As the Tufts Department of Occupational Therapy builds on its past and moves towards the future, I look forward to keeping you informed of each milestone and invite you to share in our journey.

A handwritten signature in cursive script that reads "Linda Tickle-Degnen".

Linda Tickle-Degnen, PhD, OTR/L, FAOTA  
Professor and Chair  
Director, Health Quality of Life Lab

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of preschool-aged children with ASDs and the needs of families outside the school setting. Estrela is promoting appropriate physical activities within the community setting that include running, bike riding, and T-ball.

Her interest in the topic began nearly a decade ago, when she collaborated with a speech therapist and classroom teacher in Malden to provide the basic skills training children with autism needed to participate in physical activity. This work became the launch pad for Estrela's doctoral leadership project: *Physical activity for young children with Autism Spectrum Disorder: Empowering families through participation*. In her research, Estrela discovered that “these children were not successful in typical group activities, such as swimming or ice skating. Parents were frustrated because their children needed something very different and it just wasn't available,” she says.

Estrela set out to address this need. In her project, she is creating a workshop that helps parents successfully teach their children how to participate in physical activities such as going down a slide, riding a bike, throwing a ball, or learning to swim. “My goal is to empower parents so that they can teach and interact with their children. And the kids love it. They may not know the ‘rules of the game’ but they love to move and can be successful once they learn how to play,” Estrela says.

While Estrela is working with young children recently diagnosed with ASD, Tufts alumna Sue Ceurvels, MS, OTR/L ('90), is addressing the challenges middle and high school students with ASD face. As head of the occupational therapy department at the LABBB Collaborative, Ceurvels helps teenagers develop the life skills they need to function successfully in the “real world.”

Even for those teens whose disorders do not markedly affect their academic abilities, such as those with Asperger's syndrome, basic independent living skills—such as cooking, banking, or

doing laundry—can be quite limited. Through LABBB—which services individuals aged 3-22—Ceurvels and her team, particularly the group at Belmont High School, deliver an “environmental curriculum,” teaching teens a range of common activities, from navigating the school cafeteria line to practicing proper hygiene. For example, with Tufts recent graduate Divya Pandhi, MS, OTR (’09), who did a post-professional practicum at LABBB, Ceurvels created a video of daily hygiene routines, including showering and teeth brushing.

Ceurvels’ Belmont High program also includes Friday morning field trips, where students might go to the bank, order food at a restaurant, ride a bus, or go shopping. “Many of these students don’t know how to use a bank card, how much clothing \$100 will buy, or even what size they wear,” she says.

Middle and high school students at LABBB can also participate in a range of after-school programs, including sports, recreational activities, artistic endeavors such as arts and crafts, photography, and overnight trips. According to Betsy Kidder, MS, OTR/L (’98), who co-directs LABBB’s photography program (see sidebar), “many of these children don’t have hobbies. So these leisure pursuits give students purposeful, meaningful activity. That is ‘quintessential OT.’”

LABBB’s comprehensive vocational component emphasizes the importance of engaging in occupation in real-life contexts. Beginning at age 16, LABBB students help out at a variety of local work sites, including washing dishes, stocking groceries, and doing office work at area businesses.

According to Ceurvels, LABBB is unique in its strong work focus. “While there are many collaborative programs available to children with special needs, few of them provide the kind of vocational training we do. That’s why occupational therapy is so important and pervasive at LABBB. We are focused on developing life skills. That is what occupational therapy is all about,” she says. **OT**

## THROUGH A DIFFERENT LENS

When Betsy Kidder, MS, OTR/L (’98), and colleague Theresa LeBlanc, MS, began an after-school photography workshop at the LABBB Collaborative (<http://labbbphoto>

[labbbphoto](http://labbbphoto)) two years ago, five students signed up. Today, the program has grown to 18 students and offers both beginner and advanced groups. The teens travel throughout eastern Massachusetts on destination photography excursions, have been written about in the *Boston Globe* (June 19, 2008), and recently published a book of photographs entitled *My Day to Shine*. ([www.blurb.com](http://www.blurb.com))

“What began as a dream Theresa and I had in a lentil field in Washington State has evolved into a won-

derful outlet for these students to express their ideas, thoughts, and emotions,” Kidder says. While most of the teens do not have much experience behind the camera, they do have a unique view of the world and a desire to express themselves. “These students are very creative but have not had many opportunities to venture into the world of expression,” Kidder explains. “The workshops give them the chance to illustrate their own visions and to communicate in new ways.”

Kidder recalls one particularly intractable but highly visual student who became more flexible as he learned to look at his surroundings through the lens of his camera. “Photography brought him out of his ‘box’ and taught him to see the world with a new eye,” she says.

The recognition students receive is also empowering. From exhibits at Lexington High School to articles in town newspapers and the *Boston Globe*, the LABBB photography workshops showcase students’ exceptional talent and offer them a new identity. “People get a whole different perspective on what these kids are capable of. That is very meaningful to the students and their families,” Kidder says. “They can move beyond the ‘special needs’ label and identify themselves as ‘artists.’”

CATHLEEN TOCCI



LAUREN JOHNSON



JON BOWMAN

## Catching up with...

### Sharan Schwartzberg

Sharan Schwartzberg is as busy as ever since transitioning out of the position of chair of the Department of Occupational Therapy in the summer of 2007. For the past two years, Schwartzberg has been conducting research, developing a new interdisciplinary group course, teaching, and presenting on her key area of interest—organizational dynamics and group work.

Through the Tufts Department of Psychiatry, and in collaboration with occupational therapy colleague, Ellen White, MS, OTR/L, Schwartzberg is conducting a pilot outcomes study of the group program in Tufts Medical Center's inpatient psychiatric unit. The research examines the relationship between patients' participation in group intervention and their functioning. In an effort to understand possible implications for group programming, the researchers are collecting data from patient admissions to follow up after discharge. Schwartzberg hopes to provide useful translational data that will help other practitioners working with psychiatric patients in similar group settings.

As Schwartzberg reflected in her recent American Occupational Therapy Association presentation in Houston, the study effectively links theory, practice, and research for students. Students enrolled in Gary Bedell's research course at the Department of Occupational Therapy have been helping Schwartzberg analyze data. Two of her group theory course graduate assistants, Jane Crimmins, MS, OTR/L, and Alyssa Surabian, OTS, went on to do their Level I and Level II fieldwork affiliations on the psychiatric unit. The fieldwork deepens the collaborative connections linking theory and practice, Schwartzberg explains. "This research has brought many aspects of my professional life together and connected the Medford and downtown cam-



ROSE LINCOLN

puses. It's very exciting to be able to make clinical contributions and provide an integrated model of occupational therapy research and education," Schwartzberg says.

Schwartzberg continues to lend her expertise in professional circles as well. As a member of the American Group Psychotherapy Association (<http://www.agpa.org/>), she was an invited speaker at the annual conference in February, 2009, speaking on a panel addressing resistance and affect in groups for clients with medical illnesses. Also active in the North-eastern Group Psychotherapy Association (NSGP) (<http://www.nsgp.com/>), she participates in the group's "breakfast club"—morning meetings held in members' homes. Schwartzberg recently spoke to the interdisciplinary group, which includes psychologists, psychiatrists, and occupational therapy practitioners, among others, about ways that taking a functional group model approach can augment group programs in which traditional models of psychotherapy may not best meet the population's or setting's needs. Schwartzberg shared her vision for group leadership further when she and Mary Barnes lead a workshop at the NSGP Annual Conference in June, 2009, on the use of narrative as a tool for group leadership. She says she enjoys these collaborations because "they create opportunities for me to bring what I know as an occupational therapist to an interdisciplinary audience."

Despite her many pursuits beyond the Medford campus, Schwartzberg has

remained close to her roots through the Department's Occupational Therapy Doctoral (OTD) program. She continues to share her passion for leadership, organizational dynamics, and group process with the next generation of occupational therapists. Schwartzberg's recently developed interdisciplinary group leadership course brings together graduate students from many different Tufts programs including education-school psychology and urban and environmental planning. "Students bring in complementary perspectives from their own disciplines. They learn from each others' points of view and it has worked very well," she says.

Schwartzberg says that after 21 years as an administrator, it feels right to be integrating everything she's learned over time. "I am very happy to be spending my time pursuing research, teaching, and presenting." **OT**

## Alumni corner

### Alumna Helen Cohen explores life after space

Our visions of astronauts may feature months of conditioning before the first heroic space mission, but rarely do those images extend to what happens after reentry, not so for Helen Cohen. A 1976 graduate of the Tufts Department of Occupational Therapy, Cohen has been collaborating with NASA investigators for 15 years to help the men and women who explore the final frontier re-acclimate to earth. In April, she was the keynote speaker at an American Occupational Therapy Foundation (AOTF) Research Colloquium at the 2009 annual conference of the American Occupational Therapy Association in Houston, (<http://www.aotf.org/ProgramsPartnerships/AtAOTAAnnualConference/ResearchColloquium.aspx>) where she explained how occupational therapy concepts help astronauts re-establish balance, orientation, and movement after

returning from a weightless environment.

Cohen's unusual partnership with NASA came about as a natural extension of her work related to the vestibular system, the body's center of balance and spatial orientation. Astronauts and people with balance disorders may not seem closely related; however, as Cohen explains, "While nothing is wrong with astronauts' vestibular systems when they return to earth, their behavior after reentry is very similar to that of patients (with balance disorders). Coming from a zero-gravity orientation where 'up' is a moving target is difficult."

An occupational therapist and vestibular physiologist, Cohen is a professor of Otolaryngology at Baylor College of Medicine. There, she established the vestibular rehabilitation service, where she conducts research and provides therapy for patients who have vertigo and balance disorders. Cohen attributes much

of the success of her fascinating 33-year career to the education she got at Tufts. She says Tufts' liberal arts atmosphere "helped me as a clinician and a scientist. Literature, math, science—they all play into being a good therapist," she says.

Cohen says she was first drawn to occupational therapy as a teenaged candy striper in a nursing home, where she witnessed residents working on individualized crafts—improving their function while doing something fun. She realized that occupation "could help people perform their own minor miracles. I saw the value of purposeful activity in people's lives and the importance of caring for oneself. I saw that there were things medicine can't do, that there was another way to help," she recalls.

Although occupational therapy—and space flight—have evolved considerably since her days as a candy striper, Cohen believes that the main tenets of the field



remain the same—"engagement in occupation and purposeful activity are the hallmarks of health." In

boldly going where others have not—and in the desire to reestablish quality of life on earth—Cohen sees many connections between her chosen career and the NASA scientists with whom she works. "OTs' interest in motor learning and sensory adaptation, functional performance, and psychosocial skills are all natural links to the space program. So when people say to me, 'Why do you collaborate with somebody at NASA?' I say, 'Hey, they do the same work I do. Different population, same ideas!'" **OT**

## ACROSS THE SEA: Alumna Mary Beth Gallagher wins teaching award

When Mary Beth Gallagher graduated from Tufts with a degree in occupational therapy in 1991, she had no idea where her diploma would take her. Eighteen years later, the answer is Ireland. Now the acting head of the Department of Occupational Therapy at the University of Limerick—the first graduate entry masters program in Ireland—Gallagher looks back at her choice to attend the Tufts Department of Occupational Therapy as "one of the best decisions I've ever made."

As department head, Gallagher lectures in various disciplines, including physical and mental health and clinical reasoning. Thanks to her outstanding teaching ability and students' esteem for her, Gallagher recently received the University of Limerick's prestigious Excellence in Teaching Award.

Based on overwhelmingly positive feedback from students during a routine quality assessment conducted by the University's Center for Teaching and



Learning, Gallagher found herself on the award's shortlist. "My students got me into this position—I owe it to them," she laughs. Gallagher then went through a rigorous peer assessment process and wrote a portfolio, including reflections on her teaching and connections to her research on marginalized youth and the role of occupation in their lives.

Gallagher first began working with adolescents at a private psychiatric hospital in Boston. It was there that she was first exposed to occupational therapy, which seemed a perfect match for her interest in psychology and her desire for a "hands-on" career. After graduating

from Tufts—and before moving to her position at the University of Limerick—Gallagher worked as an occupational therapist in a variety of settings across the United States and in Ireland.

Now well settled in that country with her husband and three children, Gallagher is happy about—and surprised by—the admiration she has received at the University. When she found out that she had been chosen for the Excellence in Teaching Award out of a pool of five semi-finalists, she "didn't realize it was such a big deal. Then I got a congratulatory e-mail from the president of the University and the e-mails just kept pouring in!" she says.

Coincidentally, the award ceremony happened to take place on the same day that Barack Obama was inaugurated. "Everyone made a big deal about it and kept calling it a 'great day.' I wasn't sure if they were talking about my award or the President of the United States!" she recalls. **OT**

## News and Accomplishments

### Students & alumni participate in President's Marathon Challenge

In April, Department of Occupational Therapy students **Ashley Blackington**, **Mary Ellen Sweeney**, and **Jennifer McQueeney-Penamonte**, and alumna **Erin Davis**, MS, OTR/L, ran the Boston Marathon as part of the Tufts President's Marathon Challenge to support nutrition, medical, and fitness research education at Tufts (<http://www.tuftsmarathonchallenge.com/>). These women continue the ongoing tradition of the Department's participation in this important endeavor.

Sweeney was one of the top student fundraisers, raising close to \$1800; together, the four women raised more than \$6000. Erin, who graduated in February 2008, describes the entire experience—from the training runs with the team to the actual race day—as “an empowering and fantastic experience.”

For Jen, who graduated just a few weeks after the race, this marathon was the second time she ran with the team, having also run in April, 2007. She describes the President's Marathon Challenge as “one of the most organized and well-led teams out there” and attributes its success to the “selfless and impassioned” Coach Don. “Being part of this team taught me to be a team player in training for something that is so individual. The immense camaraderie towards my fellow team members made me *want* to get up in the morning to run, to be a better person and give it all I had,” Jen says.

Both Jen and Erin are keen to participate in the President's Marathon Challenge again and to experience that magic on marathon Monday.

### Occupational Therapists meet with Commissioner Auerbach

In January, Mary Jean Hughes EdD, MA, OTR/L ('86) and Geoff Reinhold MS, OTR/L, met with Massachusetts Department of Public Health Commissioner John Auerbach to discuss mainstreaming in public schools and the role of the Massachusetts Hospital School program, where Hughes and Reinhold work. Hughes discussed the valuable service the school plays, enabling local families to keep their children at home while meeting medical and educational needs that can't be addressed by inpatient or school placement. (Pictured l to r: Hughes, Auerbach, and Reinhold)



### Double Jumbo faculty member earns PhD & media recognition

Congratulations to **Scott Trudeau**, Department of Occupational Therapy alumnus and lecturer, who received his Doctor of Philosophy (PhD) from Boston College (BC) on May 18, 2009. With support from a dissertation research grant from the American Occupational Therapy Foundation, Trudeau completed his dissertation *Elder Perceptions of Higher Education and Successful Aging*. Interested in further-



ing his work and interest in the aging of society, Trudeau says “it was a happy twist of fate” that he became aware of an important trend in higher education—that of integrating retirement communities into colleges. “While this trend is happening for a variety of reasons, little is known about how it will impact older adults,” he says. “My research is focused on the effect the context of a college campus setting and the occupation of continuing education have on elders’ ability to age well.”

Trudeau's work in geriatrics has also received recent press coverage. ABC News featured his work in a May 8 article and video about making homes safer for loved ones with Alzheimer's disease; (<http://abcnews.go.com/Health/AlzheimersNews/story?id=7517781&page=1>). A portion of this video was also featured on a May 12 broadcast of ABC's *Good Morning America* show ([http://abcnews.go.com/video/player\\_index?id=7569353](http://abcnews.go.com/video/player_index?id=7569353)). The U.S. Department of Veterans Affairs also featured his safety work in an article and slide show, documenting safety modifications at the home of a Navy veteran with Alzheimer's. (<http://www.research.va.gov/news/features/alz-home-safety.cfm>)

A “double Jumbo,” Trudeau received his Bachelor of Science in Occupational Therapy in 1985 and his Master of Arts in 1998 before enrolling in BC's Lynch School of Education in 2003. A Tufts lecturer in mental health, geriatrics, and clinical reasoning, Trudeau says his PhD “sets the stage for me to enhance my faculty role while pursuing further research on the influences of various occupations on aging.”

## Professor Gary Bedell awarded tenure

Congratulations to Gary Bedell, PhD, OTR, FAOTA, ('82) on receiving tenure! A faculty member since 2003, Bedell teaches courses on outcomes measurement, research methods, and clinical reasoning. Before returning to Tufts as a faculty member, he completed a post-doctoral research fellowship in Rehabilitation and Health Services Research at Boston University, funded by the U.S. Department of Education's National Institute of Disability and Rehabilitation Research (NIDRR); Bedell was also the recipient of the NIDRR's Mary Switzer Distinguished Research Fellowship award.

Bedell has been principal and/or co-investigator on a number of research grants funded by NIDRR, private foundations and Tufts University faculty research awards. His primary research examines participation of children and youth with



acquired brain injuries and other disabling health conditions, as well as the child, family, and environmental factors that might support or hinder their participation. His measures, the Child and Adolescent Scales of Participation (CASP) and Environment (CASE), are used worldwide in research and clinical programs. The ultimate aim of his research is to promote meaningful home, school, and community participation and quality of life for children and youth with acquired brain injuries and other disabling conditions.

Bedell says, "My time at Tufts has been exciting. I've collaborated with

many colleagues in the department and across the university. I am particularly excited that I've been able to integrate my research into the courses that I teach and that a number of students are actively involved in my line of research. My tenure gives me the opportunity for continued collaborative efforts with students, faculty, practitioners, and colleagues."

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## Faculty presentations and publications

### Presentations:

**Barnes, M.A.** (February, 2009). *The functional group model: How, when, & why?* American Group Psychotherapy Association Conference, Chicago, IL.

**Bedell, G. & Khetani, M.** (March, 2009). *Developing measures of participation and environment for children with disabilities: Parent perspectives.* Tufts University, Medford, MA.

**Bedell, G. & Khetani, M.** (April, 2009). *Developing measures of participation and environment: Parent perspectives.* American Occupational Therapy Association, Annual Conference. Houston, TX.

**Bogart, K.R. & Tickle-Degnen, L.** (February 2009). *Expressive communication beyond facial paralysis.* Facial Paralysis Support Group, Facial Nerve Center, Massachusetts Eye and Ear Infirmary, Boston, MA.

**Brooks, J.C.** (March, 2009) *Splinting techniques revisited.* Invited in-service speaker, New England Sinai Hospital, Occupational Therapy Dept., Stoughton, MA.

**Kadlec, M.B.** (May, 2009). *Sensory integration: Tools and strategies for everyday life.* YouthCare, Massachusetts General Hospital, Wellesley, MA.

**Kadlec, M.B. & Ben-Sasson, A.** (April, 2009). *The development of a clinical measure of sensory processing behav-*

*iors for toddlers with autism spectrum disorders.* American Occupational Therapy Association Conference. Houston, TX.

**Ben-Sasson, A. & Kadlec, M.B.** (April, 2009). *What does sensory over-responsivity have to do with family well-being?* American Occupational Therapy Association Conference. Houston, TX.

**Kadlec, M.B. & Ben-Sasson, A.** (April, 2009). *The development of a clinical measure of sensory processing behaviors for toddlers with autism spectrum disorders.* Tufts University, Medford, MA.

**Kadlec, M.B.** (February, 2009). *Summer programs for children with autism spectrum disorders.* Franklin Special Education Parent Advisory Committee. Franklin, MA.

**Rochman, D.L.** (April, 2009). *Monitoring functional outcomes in chronic pain.* Mass General Pain Center, Department of Anesthesia and Critical Care, Boston, MA.

**Schwartzberg, S.L.** (December, 2008). *Research in progress: Inpatient psychiatric group program outcomes study.* Tufts University, Medford, MA.

**Schwartzberg, S.L.** (May, 2009). *Running psychodynamically informed groups in non-traditional settings.* Northeastern Society for Group Psychotherapy (NSGP), Belmont, MA.

**Schwartzberg, S.L. & Barnes, M.A.** (June, 2009). *The disembodied: Betrayal and loss of meaningful social role.* Northeastern Society for Group Psychotherapy Annual Meeting, Simmons College, Boston, MA.

**Schwartzberg, S.L. & Crimmins, J.** (April, 2009) *Psychiatry group outcomes study: A model for integrating occupational therapy education, research, and practice.* American Occupational Therapy Association, Annual Conference, Houston, TX.

FACULTY continued on page 8

The Department of Occupational Therapy is pleased to announce the following recent graduates who received awards for academic achievement and service. **Jan Hollenbeck, OTD, OTR/L ('09)** was the recipient of the Marjorie B. Greene Award. **Julia Thompson, MS, OTR/L ('09)** received the Rob Hollister Award for Community Service and Citizenship. For more information see: [http://gradstudy.tufts.edu/1176904810112/GradStudy-Page-gradstudy2w\\_124144\\_3445024.html](http://gradstudy.tufts.edu/1176904810112/GradStudy-Page-gradstudy2w_124144_3445024.html)

## Tufts-BSOT Notes

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Tufts-BSOT Notes is the newsletter of the Tufts University-Boston School of Occupational Therapy.

### We'd like to hear from you.

If there are comments you would like to make, issues you would like to see covered, an article you would like to contribute, or if there is a fellow alumnus/a you would like to see interviewed for a future article, please contact us at the address above or e-mail [BSOTNotes@tufts.edu](mailto:BSOTNotes@tufts.edu).

## FACULTY ACCOMPLISHMENTS *continued from page 7*

**Tickle-Degnen, L., Ellis, T., Saint-Hilaire, M.H., Thomas, C.A. & Wagenaar, R.C.** (April, 2009). *Efficacy of self-management rehabilitation on quality of life outcomes in Parkinson's disease*. American Occupational Therapy Association Annual Conference, Houston, TX.

**Tickle-Degnen, L.** (April, 2009). AOTF Research Colloquium and Tea, Moderator. *Life in space: Research on occupational performance and reflections of a NASA astronaut*. American Occupational Therapy Association, Annual Conference, Houston, TX.

**Tickle-Degnen, L.** (March, 2009). *Living in a masked face: Movement, communication and social function*. Invited speaker. American Parkinson's Disease Association, Boston University, Boston, MA.

**Trudeau, S.** (December, 2008). *Preliminary findings: Elder perceptions of higher education and successful aging*. Lasell Village, Newton, MA.

**Trudeau, S.** (May, 2009). *Elder perceptions of higher education and successful aging*. Tufts University, Medford, MA.

### Publications:

**Barnes, M.A. & Schwartzberg, S.L.** (2009). Functional group model: Theoretical case study, in Kielhofner, G. (ed.), *Conceptual Foundations in Occupational Therapy*, Philadelphia: F.A. Davis.

**Bedell, G.** (2008). The child and adolescent scale of participation: Further psychometric testing. *Journal of Head Trauma Rehabilitation*, 23(5), 341.

Horvath, K.J., Harvey, R.M. & **Trudeau, S.A.** (2008). A home safety program for community-based wanderers: Outcomes from the Veterans Home Safety Project. In Nelson, A. & Algase, D. (Eds.). *Safe and Ethical Approaches for Wandering Behaviors: A Practice Guide*. Springer.

White, D.K., Wagenaar, R.C., Ellis, T.D. & **Tickle-Degnen, L.** (2009) Changes in walking activity and endurance following rehabilitation for people with Parkinson's disease. *Archives of Physical Medicine & Rehabilitation*, 90, 43-50.



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