

Fieldwork Training Course Gives Educators an Edge

The American Occupational Therapy Association's (AOTA) Centennial Vision emphasizes the profession's service to society. One frequently overlooked service is fieldwork education, a training opportunity often provided by practitioners who are adding another role to their already-demanding jobs. According to Tufts' fieldwork coordinator Mary Alicia Barnes, OTR/L, "fieldwork helps students make the transition from student to practitioner and reinforces the collaborative, active nature of learning and practice. Fieldwork is vital to students' personal and professional growth."

Yet, fieldwork educators—those at fieldwork sites who provide this service to the profession and supervise the students—often find the role to be a daunting task, given the complex realities of today's practice environments. "Being a fieldwork educator is predominantly optional in most settings. Many discover that once they agree to this role, they don't necessarily have all the skills they need to be effective," Barnes explains.

In order to support these practitioners, AOTA recently launched its AOTA Fieldwork Educator Certificate Program (FWECP), a training course designed to help practitioners navigate this transition to fieldwork educator. According to Caryn Johnson, MS, OTR/L, FAOTA ('78), academic fieldwork coordinator and assistant professor at the Department of Occupational Therapy, Jefferson School of Health Professions at Thomas Jefferson University, occupational therapists have long felt the need for an



Caryn Johnson, MS, OTR/L, FAOTA

organized training program. "Fieldwork education has always been a 'learn on the job' experience. Recently, AOTA has recognized that the profession could benefit from a structured program, rather than educators just doing 'what they've always done,'" says Johnson, who led the FWECP initiative.

In a task force convened following the 2008 AOTA conference, Johnson, colleague Patricia Stutz-Tanenbaum, MS, OTR, and others began to develop the FWECP course, which pulled together the expertise of experienced fieldwork coordinators and educators across the country as contributors. The program was piloted to a group of experienced fieldwork educators and academic fieldwork coordinators in April, 2009. Using a "train the trainer" model, the program is designed to not only "establish a standard of best practices for fieldwork education at a national level, but also to train academic fieldwork coordinators and fieldwork educators to teach *others*,"



Susan Higgins, MA, OTR/L

Johnson says.

The curriculum is structured around a transformative learning model, which encourages learners to examine their own views, open themselves up to alternatives, and consequently alter the way they see things. "These experienced fieldwork educators come into the program with their own perspectives; we want to give them the skills they need to recognize different realities and how those realities affect outcomes," Johnson says.

The FWECP training helps participants develop skills related to designing and implementing fieldwork programs that will help students achieve educational outcomes while demonstrating the competencies they need as occupational therapists. Program participants learn educational strategies, supervision methods, and best practices in providing feedback and evaluations.

According to Susan Higgins, MA, OTR/L ('86, '02), who attended the pilot **TRAINING** continued on page 2

A message from the chair:

AS I WRITE THIS LETTER, THE 2009-2010 SCHOOL YEAR—AND THE IMPLEMENTATION PHASE OF OUR dynamic strategic plan—are well underway. Our department has undergone remarkable changes while continuing our work to improve the quality of the student learning experience and to further develop the professional, interdisciplinary nature of our programs.

At our 26 Winthrop Street location, our deans graciously agreed to renovate the lobby to give our reception area a more professional appearance befitting the stature of our program. An added benefit of these improvements is our expanded “green initiative,” spearheaded by our long-time staff assistant Fay Martin; Fay is also now our university-trained eco-ambassador.



Fay Martin and academic fieldwork coordinator Michael Roberts also helped launch new electronic record-keeping and correspondence systems, in collaboration with Tufts' information technology department. These new systems not only save paper and physical space but provide our students, faculty, staff, and fieldwork/community partners with easier, more reliable ways to manage information. In response to ongoing student advocacy, our building is also now completely wireless—an upgrade that helps us better utilize technological resources.

In the academic arena, we began a search for a full-time lecturer in health and community systems—an emerging practice area within occupational therapy. As you may know, AOTA has been emphasizing providing services *within* communities, as noted in its Centennial Vision (<http://www.aota.org/News/Centennial.aspx>). By offering courses in health and community systems, we will strengthen our students' abilities to fully understand and meet society's needs in a diverse range of contexts. The new lectureship highlights our value as a member of interdisciplinary forums. Our goal is to help broaden Tufts' engagement in community interventions, as well as to investigate outcomes and effectiveness (see HQLL Update, p. 3).

I have also hosted several “Chats with the Chair,” during which students have shared with me their learning experiences. As the future leaders in the field, they have a remarkably fresh perspective on our programs and goals. They are passionate about occupational therapy and offer clear insights on how we can improve our program—and our profession. These conversations are one way we are engaging our students in the strategic planning process, incorporating their ideas into the future development of our department.

As we interact with our students, recruit new faculty, and modernize our facilities, we are ever mindful of the goals we set forth in our strategic plan: to enhance the student experience, optimize faculty research opportunities, and develop our infrastructure and learning environment. In every initiative we undertake, whether working with the university administration or communicating with our students, alumni, and colleagues, we are continually striving to build a better department—one that provides an innovative, interdisciplinary approach to occupational therapy education, that aligns closely with Tufts' own vision, and that meets the needs of our own profession.

I welcome your thoughts and look forward to sharing our progress with you!

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

Linda Tickle-Degnen, PhD, OTR/L, FAOTA
Professor and Chair

Training continued from page 1

program in April and is now a FWECP trainer, the FWECP “puts everyone on the same page. Many of us have been both practitioners and fieldwork supervisors for a long time, and we’ve developed our own way of doing things—but we don’t always know whether that way is ‘right.’ This program gives fieldwork educators models for providing high-quality supervision.”

Stephanie Blodgett, MS, OTR/L, CBIS ('01), another FWECP trainer who attended the pilot course, agrees. “Many fieldwork educators are very knowledgeable, but there are inconsistencies in that knowledge. Each fieldwork experience is so individualized that it’s important to have consistent guidelines to show us the way.” For example, many fieldwork supervisors find it difficult to provide effective feedback, especially to students who are struggling. “This course provides a protocol for evaluations, which helps fieldwork educators give consistent, constructive criticism that students can assimilate into their learning.”

Both Higgins and Blodgett were among 13 fieldwork educators selected from around the country to attend FWECP’s pilot course. Fieldwork educators teamed up with academic fieldwork coordinators, applied in pairs, and were chosen based on their knowledge, experience, and geographic region. During the three-day program, they participated in learning activities, evaluated content, and helped whittle the curriculum down to two days of training. “We all have a common goal—to provide our students with the best possible fieldwork education they can get—so it was extremely helpful to share perspectives and learn how others handle difficult situations,” Blodgett says.

Since April, 2009, AOTA has fine-tuned the FWECP curriculum and established more than 20 training teams throughout the country. Higgins, who co-leads the New England team, has already scheduled five programs this spring and expects to run several more

HEALTH QUALITY OF LIFE LAB (HQLL) UPDATE:

Lisa Ryan runs group for men with Parkinson's Disease

Last January, Notes updated you on the program development Linda Tickle-Degnen, PhD, OTR/L, FAOTA, and student Twyla Fink, OTS, were doing at Tufts' Health Quality of Life Laboratory (HQLL) <http://ase.tufts.edu/hql/default.asp> in collaboration with Jewish Family and Children Services (JF&CS) in Waltham, Mass.; this work involved running groups for individuals with Parkinson's disease and developing interventions that are sensitive to gender roles (*BSOT Notes*, Winter, 2009, <http://ase.tufts.edu/bsot/newsDepartment.htm>).

This past summer Lisa Ryan, a second-year masters' student, continued Fink and Tickle-Degnen's work by developing and running a social group for men with Parkinson's. Held at JF&CS, the four sessions were designed to provide opportunities for social interaction for the six group members, who ranged in age from 70 to 85. "The goal was for them to leave their disease at the door," Ryan says. "This was not a Parkinson's support group, or just a social hour, but a place where the men could get to know one another and talk about things that interested them."

Ryan says the pilot program expands upon Fink's, which considered, but was not specifically structured around, gender issues. "It was important to keep the group gender-focused. We wanted to consider more closely the communication and social needs of men as we developed the group," she says.

In Ryan's prior experience working with individuals with Parkinson's, she found that many men with the disease had difficulty participating in conversations because they were self-conscious about their speech and motor dysfunctions, and were often left feeling lost and isolated.

Because men tend to focus more on activities and events than on social relationships the way women do, Ryan and Nancy Mazonson, MS, OTR/L, program coordinator of the Parkinson's Family Support Program at JF&CS, purposefully planned activities that could help the men initiate conversation by focusing on things that interested them. For example, they asked the men to bring in and talk



about mementos from home or newspaper articles on sporting or political events; they also played a "survival game" in which they chose and discussed items to include in a survival kit.

Although the pilot group was limited to four

sessions, Ryan was pleased with the way the men responded to the experience. "As the sessions progressed, the men became increasingly more comfortable. By the end, they were very engaged in the process and asked to continue," she says.

Ryan feels this work illustrates the importance of helping men with Parkinson's disease think about themselves as independent, successful, social beings. "The men often talked about their families and their careers—how they were before their diagnosis—and about what they enjoy now. I think it's so important for our clients to be able to see themselves as people *outside* of their disease," she says. **OT**

this summer. In one course she ran at Butler Hospital in Providence, Rhode Island, she had an attendee who came all the way from California. "I think there is going to be a very high demand for this kind of training," she predicts.

Blodgett, who co-leads the New York-area team, agrees. She and her training partner have several workshops scheduled for 2010, with planning for several others currently underway. She feels the certificate program is especially beneficial for those who want to give back to the profession but might be hesitant to

take on students. "Every day, students open my eyes to so many different things, and I enjoy working with them. But if you haven't supervised students before, it can be a little overwhelming," she says. "You come away from FWECP with the abilities, background, and resources you need to become a better fieldwork educator."

And, according to Barnes, who contributed to writing the curriculum, better educators make for better occupational therapy students, which bodes well for the future of the profession.

"Students will perform to their potential under the guidance of fieldwork educators who know how to facilitate that level of learning and performance in the demanding contexts of occupational therapy practice. AOTA's FWECP supports an important goal of occupational therapy education—to instill our core values and best practice ideals in our future practitioners so they can effectively meet the needs of those we serve." **OT**

If you are interested in learning more about FWECP please see: www.aota.org/Educate/EdRes/Fieldwork/Workshop.aspx

Alumni corner

In this issue of Notes, we are featuring alumni of long standing—members from the early graduating classes of the Boston School of Occupational Therapy (BSOT), which was founded in 1918 and became part of Tufts in 1945. These women exemplify what “living life to its fullest” (www.AOTA.org) can mean. If you are an alumna from the early days of BSOT and would like to share your story, please contact Mary Barnes at mary.barnes@tufts.edu.

Irma Cohen Keeps On Dancin’

A member of Tufts-Boston School of Occupational Therapy’s (BSOT) class of 1949, *Irma (Aronson) Cohen* attended her 60th Tufts reunion in May, 2009. Today, Irma continues to work as a consultant at Northeast Arc, a service organization for people with intellectual and physical disabilities in Danvers, Peabody, and Beverly, Mass. She is also an active volunteer at her synagogue and other organizations in Gloucester, Mass. She is proud that her granddaughter is planning to pursue a degree in occupational therapy.

Irma recalls a fascinating, varied career motivated by a high-school art teacher with a physical disability who encouraged her to pursue occupational therapy. After graduating from Tufts with degrees in education and occupational therapy, she worked at The Community Workshops program, sponsored by the United Fund, helping patients transition back to the community. She was then a staff member and director of occupational therapy at Massachusetts General Hospital.

Later, while raising her two girls in Gloucester, Irma earned a teaching certificate. In the late 1980s, she worked with children with special needs in the Ipswich, Rockport, and Lexington public schools. “Being an OT in the schools was a very stimulating, rewarding job,” Irma says. “I tapped into the chil-

dren’s creative energies, using art, sensory, and physical modalities to help develop the children’s sense of self and well-being. The youngsters enjoyed coming to OT and I loved being with them.”

In 2008, after a 17-year stint in the Rockport schools, Irma was asked to join Northeast Arc as a consultant to the staff. She now works part-time at its Cornerstone Day Habilitation facility. At Cornerstone, clients enjoy excursions to the mall, library, and dances at the senior center. These dances have been particularly inspirational for Irma. At a recent dance, she observed a cheerful elderly couple keeping step with all but the fastest Big Band numbers, and later, walking to their car. “The woman was bent over clutching a cane and the gentleman was taking slow, careful steps,”

she recalls. “But on the dance floor, their disabilities didn’t matter.” Irma’s mantra: “We all have to ‘keep on dancing!’”

Jeannette Dahl Seeks Survivors of 1944 War Emergency Course

At age 88, *Jeannette (Jan) (Higgins) Dahl* is “one of the few remaining survivors” of the War Emergency Course at BSOT, which she completed in 1944. “This was a remarkable, one-time accelerated OTR course, paid for by the U.S. government during World War II,” Jan says. As a young teacher with a bachelor’s degree in music from St. Olaf College in Minnesota, Jan learned about the course from an article in a local newspaper; she registered and took an exam with students from across the country. “Two weeks later, I found myself at Franklin Square House (a residence for single women) in Boston meeting my roommate!”

According to Jan, there was a “prevailing urgency around the war effort” and young women were eager to help. In total, the War Emergency Course graduated approximately 150 registered therapists from colleges and universities throughout the U.S.; the BSOT accelerated program was the first, graduating 15 students.

Jan recalls her professors and classmates with fondness, including fellow student Sister Jeanne Marie, a Catholic nun and psychology professor from St. Catherine’s College in St. Paul, who went on to start an occupational therapy department at that school. Jan’s kinesiology professor was “a slender, humorous,



Irma Cohen, then and now.

vivacious woman who got class started by coming in, hand in hand, with a skeleton. Charlotte Bone was her name, and her father, an orthopedic surgeon, was Dr. Bone!”

After completing her basic coursework at BSOT, Jan did affiliations at army hospitals around the country, helping amputees and others injured in the war. She recalls meeting many famous people who came to visit and perform for the recuperating soldiers, including Eleanor Roosevelt, Tallulah Bankhead, Esther Williams, and Bing Crosby.

For many years after the war, Jan worked as an occupational therapist at St. Cloud Hospital in St. Cloud, Minnesota. She retired 20 years ago and until very recently, taught piano and voice in her private studio. She

was married for 57 years (her husband passed away in 1993) and now enjoys spending time with her six children, 14 grandchildren, and eight great-grandchildren. She is active in her church and other civic organizations in the St. Cloud area and has traveled extensively throughout Europe.

After many unsuccessful attempts to reconnect with her War Emergency Course classmates, Jan is grateful for the opportunity to share her story with *Notes*. “I am looking for other survivors!” she says. She eagerly anticipates hearing from her classmates. If you were a member of the War Emergency Course and would like to contact Jan, you can email her at jandahl1@charter.net.



Ginnie Nedved Cook Travels the Globe

When Ginnie (Auty) Nedved Cook graduated from BSOT in 1952, she was following in her sister Betsy’s footsteps. Betsy (Auty) Farley graduated from the BSOT War Emergency Course in 1948. Ginnie is proud that both she and her sibling pursued occupational therapy, a field she says “offers a variety of studies and helps other people’s health, as well as your own.”

Ginnie began her career at the Cushing Veterans Association (VA) Hospital in Boston and later went on to practice at the Bedford VA Hospital in Bedford, Mass. In the early 1960s, she raised two children while working part time for Easter Seals. She later became the first principal and a teacher at the Nashua (NH) Area Retarded Association, a school for children with developmental disabilities. In 1974, Ginnie earned her MS in Education from Rivier College in Nashua, with a major in counseling.

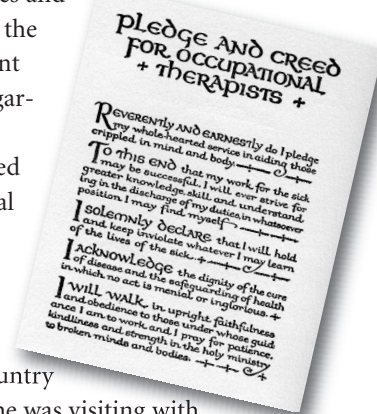
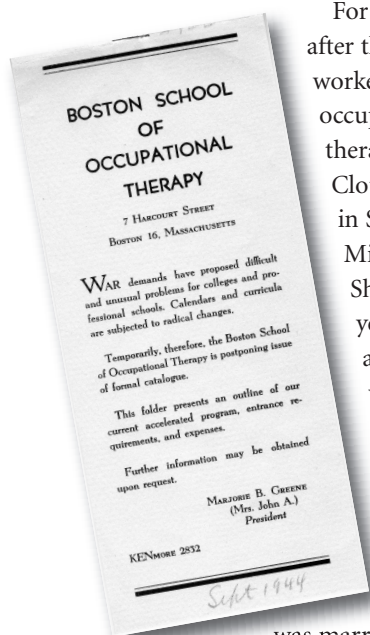
Ginnie says her focus on psychiatry and counseling has been invaluable to her career. As an occupational therapist in the Gottstown, Concord, Merrimac, and Salem (NH) public schools during the 1980s, Ginnie enjoyed working with children with a wide range of disabilities. “This was when occupational therapy was just being introduced in public schools, a policy started under President Reagan. It was a very exciting time for OT, and I loved working with the parents and the kids on school-home coordination,” she says.



Ginnie Nedved-Cook and the class of 1952 (above) and traveling in Slovakia (left).

Ginnie clearly knows what it means to “live life to the fullest.” She is on the board of the Nashua Symphony, volunteers for the Nashua Historical Society, and is an avid flower arranger. Throughout her busy career, she has always found time to travel—a passion she enjoys to this day. In the 1970s and ’80s, she went on AOTA trips to China, Russia, Japan, and Spain. She has gone on safari in Africa, ridden camels in Egypt, and traveled to Australia and Thailand, among other places. Her most recent excursion was to Israel in February, 2010.

One of Ginnie’s fondest memories is the many-week trip she took to Japan in 1981, where she admired the beautiful bonsai trees and flowers in the magnificent Japanese gardens. She also learned a great deal about occupational therapy in that country because she was visiting with Japanese friends who were occupational therapists. “It was fascinating to observe OT at work in another country,” she recalls.



News and Accomplishments

SOTA students always on the go

The students of Tufts' SOTA Club had a very active 2009, raising awareness about the profession, fundraising for charitable causes, and participating in volunteer opportunities.

On the fundraising front, students participated in the Tufts Relay for Life to raise money for the American Cancer Society. Under "Team SOTA," the group spent the night walking the Tufts track and raised more than \$900. SOTA also joined other members of the Tufts graduate student community for the Graduate Student Council (GSC) 5K



"Team SOTA" raises money for the American Cancer Society in the Relay for Life.

Road Race, an annual event that benefits campus and community organizations. In addition, SOTA helped the GSC raise funds for Respond, Inc. and Project Hope, two local community service organizations.

To raise awareness about occupational therapy, SOTA hosted booths at on-campus events, handing out hand-made stress balls (made of balloons filled with flour and cornstarch) while educating booth visitors about careers in occupational therapy.



Jumbo joins SOTA students on Community Day at the backpack safety awareness booth.

The SOTA students also continued their tradition of hosting an annual booth at Tufts' Community Day, complete with backpack safety awareness and fun sensory games for children. SOTA students also ran a stretching clinic for runners participating in the Alumni Weekend Jumbo Stampede. Many runners joined in the fun stretching activities provided by the enthusiastic SOTA students!

As 2009 came to a close, SOTA members got into the holiday spirit by volunteering at the GSC's Thanksgiving food drive and organizing their own charitable collection. Students donated more than 150 canned food items and more than 15 hand-made warm winter scarves for the residents of Rosie's



Students in OTS 219 Group Theory and Community Based Practice course integrate a SOTA service project into a student-led group activity, making scarves for guests of Rosie's Place, a shelter for women (www.rosies.org).



SOTA members lead a stretching clinic for Jumbo Stampede runners.

Place, a shelter for poor and homeless women and children in Boston. Also, for the second year in a row, SOTA provided holiday gifts to families served by Cape Ann Early Intervention.

Congratulations to all of our SOTA students for an active, productive 2009!

Faculty and alums win awards/accolades

This fall, the Department of Occupational Therapy's own **Mary Alicia Barnes, OTR/L**, won the 2009 Catherine Ann Trombly Award, given by the Massachusetts Association of Occupational Therapy (MAOT). The Trombly Award honors an occupational therapist from Massachusetts who has contributed significantly to the profession in the areas of education, research, and publications. According to the MAOT website (www.maot.org), award recipients set "an example for (occupational therapists) to aspire to within (the) profession."

MAOT also recognized Tufts alumna **Mary Malone, MS, OTR/L** ('93) with its 2009 Herbert Hall Award. This award recognizes an individual or group who has demonstrated outstanding service to the occupational therapy profession.

Sharan L. Schwartzberg, EdD, OTR/L, FAOTA, professor of occupational therapy, adjunct professor of psy-

chiatry and former chair of the department, was recently elected to the board of the American Group Psychotherapy Association (AGPA) for the 2010-2014 term. This multidisciplinary professional group is dedicated to advancing knowledge, research, and training in group psychotherapy and includes more than 3,000 members from disciplines including psychology, psychiatry, nursing, social work, and marriage and family therapy. AGPA serves as the national voice specific to the interests of group psychotherapy. "There were many outstanding, well-respected professionals competing for this appointment. I am deeply honored to have been selected," Schwartzberg says.

Scott A. Trudeau, PhD, OTR/L, was recognized by the Society for the Study of Human Development as recipient of their Best Dissertation Plan Award. The award was presented at the Society's biennial meetings held in Ann Arbor, MI, and recognized Scott's innovative research design for his doctoral dissertation, *Elder Perceptions of Higher Education and Successful Aging (BSOT Notes*, Summer, 2009).

Congratulations to all on their accomplishments.

Faculty publications and presentations

Publications:

Bedell, G. (2009). Further validation of the Child and Adolescent Scale of Participation (CASP). *Developmental Neuropsychology*, 12, 342-351.

Hemmesch, A. R., **Tickle-Degnen, L.**, & Zebrowitz, L. A. (2009). The influence of facial masking and gender on age peers' impressions of older adults with Parkinson's disease. *Psychology & Aging*, 24, 542-549.

Roberts, M. (2010). Interventions of activities of daily living and instrumental activities of daily living. In Sladyk, K., Jacobs, K., & MacRae, N. (Eds.), *Occupational therapy essentials for clinical competence*, 169-180. Thorofare, NJ: SLACK Inc.

Sarikas, S. N., (2010). *Laboratory investigations in anatomy & physiology*, 2nd ed., San Francisco: Pearson Benjamin Cummings.

Schwartzberg, S. L. (2009). Group skills for practice in occupational therapy, 175-189. In E. Duncan (ed.), *Skills for Practice in Occupational Therapy*. London: Elsevier.

Tickle-Degnen, L., Ellis, T. D., Saint-Hilaire, M., Thomas, C., & Wagenaar, R. C. (2010). Self-management rehabilitation and quality of life in Parkinson's disease: A randomized controlled trial. *Movement Disorders*. Online ahead of print: DOI: 10.1002/mds.22940.

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. <http://dx.doi.org/10.1016/j.apmr.2008.06.034>.

Whitney E. R., Kemper T. L., Rosene D. L., Bauman M. L., & Blatt G. J. (2009). Density of cerebellar basket and stellate cells in autism: Evidence for a late developmental loss of Purkinje cells. *Journal of Neuroscience Research*, 87, 245-54.

Presentations:

Evenson, M., Hengeveld, T., Moran, N., Nardone, M., **Roberts, M.**, Samara, P., & Stinson, J. (October, 2009). *Providing quality fieldwork experiences: Finding and using resources*. Massachusetts Association for Occupational Therapy Annual Meeting, Westford, MA.

Ray, S. A. (October, 2009). *Occupational therapy practice and homelessness*. Research paper presented at the Massachusetts Association for Occupational Therapy Annual Conference, Westford, MA.

Ray, S. A., Bunch, J., & Hollenbeck, J. (July-November, 2009). *Sensory strategies in the inclusive classroom*. Professional Development Institute sponsored by the MA Department of Elementary and Secondary Education, Fort Devens, MA.

Ray, S. A., Bunch, J., & Hollenbeck, J. (December, 2009). *The role of the related service provider in inclusive school settings*. Workshop sponsored by Springfield College and Bay State Healthcare, Holyoke, MA.

Ray, S. A. & Hollenbeck, J. (August, 2009). *Providing inclusive services*. Professional development workshop for Chicopee School occupational therapists, physical therapists, adaptive physical education, Chicopee, MA.

Ray, S. A. & Hollenbeck, J. (October, 2009). *Occupational therapy evaluation process: Evaluating school participation*. Workshop sponsored by the EDCO Collaborative Professional Development Program, Waltham, MA.

Ray, S. A., Hollenbeck, J., & Bunch, J. (July-November, 2009). *Occupational therapy in educational settings*. Professional Development Institute sponsored by the MA Department of Elementary and Secondary Education provided by the Partnership for Advancement of School Service Providers in collaboration with Tufts University, Department of Occupational Therapy, Medford, MA.

Schwartz, K., **Schwartzberg, S. L.**, & Saiger, G. (October, 2009). *Talking or doing: Process or activity group with older adults*. Canadian Group Psychotherapy Association Annual Meeting, Toronto, Canada.

Schwartzberg, S. L., & Barnes, M. A. (October, 2009). Poster: *Disembodied: Betrayal and loss of meaningful social role*. Massachusetts Association for Occupational Therapy Annual Meeting, Westford, MA.

FACULTY continued on page 8

SAVE THE DATE! Going to the AOTA conference? Please join us for our AOTA Reception at the Hilton Orlando, Lake Concord Room, Friday, April 30th from 6:30 p.m. – 8:00 p.m. Hope to see you there!

Tufts-BSOT Notes

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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.

FACULTY *continued from page 7*

Schwartzberg, S. L., & Crimmins, J. (October, 2009). *Group outcome study: Integrating education, research, and practice*. Massachusetts Association for Occupational Therapy Annual Meeting, Westford, MA.

Schwartzberg, S. L., & Ulman, K. H. (November, 2009). *Countertransference in working with medically ill and rehabilitation populations*. Eastern Group Psychotherapy Society Annual Conference, New York, NY.

Trudeau, S. A. (August, 2009). *Improving home safety for persons with Alzheimer's disease*. Neponset Valley Alzheimer's Partnership Meeting, Brockton, MA.

Trudeau, S. A. (November, 2009). Poster: *Elder perceptions of higher education and successful aging*. Gerontological Society of America Annual Meeting, Atlanta, GA.

Trudeau, S. A. (November, 2009).

Poster: *Home safety: Study design and recruitment*. Geriatric Research Education and Clinical Center Open House, Bedford, MA.

Awards

Grant Funding:

Bedell, G. Rehabilitation Research & Training Center: *Interventions to support children with traumatic brain injury (TBI) and their families*. U.S. Department of Education-National Institute on Disability and Rehabilitation Research. Co-investigator (15% effort). Shari Wade, PhD, Principal investigator, Cincinnati Children's Hospital Medical Center (Oct., 2009 to Sept., 2014).

Roberts, M. & Barnes, M. A. (2009). Assisted in securing Tufts Neighborhood Service Fund grants for the Medford Senior Center and The Buddy Coholan Memory Loss Center, Medford, MA to help develop Wii-habilitation programs for area seniors.



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