



Taking the Lead: OTD program prepares students to be occupational therapy leaders

One of the key strategic goals of the American Occupational Therapy Association's (AOTA) Centennial Vision is strengthening occupational therapists' "capacity to influence and lead." At Tufts, the Department of Occupational Therapy is mirroring this vision with its recently established Occupational Therapy Doctoral (OTD) program (<http://ase.tufts.edu/bsot/programsDoctoral.htm>).

Launched in 2004, the OTD program focuses on preparing occupational therapists to assume leadership roles that will have an impact on both individuals and groups in society and the world. With an emphasis on health functioning, wellness, and quality of life, the curriculum provides students with extensive opportunities to learn about, develop, and apply the skills it takes to become leaders in the occupational therapy profession.

According to current OTD student Cynthia Brenner, MA, OTR/L, the Tufts program is "unique in its practicality and immediate application. I am finding an incredible sense of empowerment here. We learn, and we apply. This program has reframed how I think about myself and my mission as an occupational therapist."

Brenner says Tufts is strong in emphasizing the "pathways to leadership—the 'nitty-gritty' of what you actually need to do to become a leader." For example, student leadership projects, which this year range from developing a preschool physical activity profile to infusing information literacy skills into an occupational therapy curriculum, require students to plan, implement, and disseminate results. (See page 7 for



DIANA BAILEY

The fall 2007 Leadership Seminar included (left to right) Sharan Schwartzberg, Marianne Estrella, Patricia Buckley, Julie Asen, Linda Tirella, and Cynthia Brenner.

leadership project topics.)

Students also have many opportunities to meet with occupational therapy leaders. In the past year, Brenner and fellow OTD candidates have talked with AOTA Representative Assembly members and AOTA president Penelope Moyers-Cleveland, EdD, OTR/L, about their own experiences in effecting change.

Entering OTD students in Sharan Schwartzberg's leadership seminar got the opportunity to speak with Moyers-Cleveland via videoconference in December, 2007. Moderated by Brenner, the interview included Dr. Moyers-Cleveland's definition of leadership, her developmental trajectory as a leader, supports and barriers she encountered during her career, and situational strategies she employed. The interview ended with a question: Does being an occupational therapist contribute to maintaining a unique form of leadership? If so, how?

According to Dr. Moyers-Cleveland,

"the basic purpose of occupational therapy is to recognize the need for everyone to have a role and to enable the participation of everyone in such positions. We have been trained to uphold that purpose in every role we assume. Occupational therapists are unique in their leadership abilities because they understand people's need to participate and therefore, encourage everyone to contribute. While occupational therapists help people address their weaknesses and limitations, they most often help solve problems by creating opportunities for people to use their strengths."

Dr. Moyers-Cleveland also suggested that occupational therapy leaders are persistent in their search for new opportunities and methods of innovation. They appreciate the importance of the profession's traditions and value system, but also find new ways of employing the emerging tools from research and technology. According to Brenner, "the

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MESSAGE FROM THE CHAIR

In the past 12 months, the Department of Occupational Therapy has been undergoing an exciting strategic planning process that has engaged us in evaluating our mission and objectives and creating a new vision for our future. Our vision is linked closely to the goals of Tufts' Graduate School of Arts & Sciences and more broadly to those of the occupational therapy profession.

The Graduate School of Arts & Sciences strives to develop renowned programs within an innovative research environment. Collaborating across disciplines and schools, mentoring graduate students, and teaching effective communication skills are essential to this aim. In our department, we have long valued cross-disciplinary study. Our new strategic plan will help us build continuity in our relationships across the university at both the undergraduate and graduate levels, working with students and colleagues in fields such as community health, psychology, engineering, child development, urban planning, and education. In the years ahead, we plan to strengthen our ties across disciplines within the university and beyond.



ROSE LINCOLN

The goals of our strategic plan incorporate our values as part of the occupational therapy profession. AOTA's Centennial Vision (see story, p. 1) emphasizes leadership in several key areas—areas in which Tufts has a strong reputation. For example, occupational therapists play a significant role in the health and wellbeing of children and youth, an area in which Tufts has provided significant contributions and excellent education, and will continue to expand.

AOTA's Centennial Vision also stresses the importance of productive aging, with occupational therapists in high demand to enable older individuals to maintain healthy lives in their homes and communities. This notion of "aging in place" is one in which I have a strong personal interest. One of the goals of our Health Quality of Life Lab is to support and conduct research related to helping individuals remain productive, active members of society.

Additionally, our faculty members are addressing ways that individuals with physical or mental health conditions can participate more fully in their lives and communities; a number of faculty are also studying more valid ways to assess this participation. A sample of our recent publications and presentations (see p. 5) illustrates the range and depth of our projects.

These areas of focus mesh with the *global* initiatives of the World Health Organization (WHO). Its International Classification of Functioning, Disability, and Health takes the view that health is not just the absence of pathology, but full participation in community and society *regardless* of disability, disease, age, etc. In support of this view of health, we are building knowledge in order to advance a society that is more inclusive and socially just.

As leaders of our vision, the department is committed to forming a bold strategic plan, one that promotes diversity and active citizenship, superior education, outstanding scholarship and funded research, and excellence in the application of knowledge to our practice and community service. As we head forth in these new directions, I look forward to keeping you informed of each new 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

Catching up with...

Jill Siebeking, OTD, Recruitment Coordinator

As one of Tufts' biggest fans, alumna Jill Siebeking is a perfect recruiter for the Department of Occupational Therapy. Having earned her MS in 2005 and her OTD in 2006, Siebeking couldn't be happier with the training she received at Tufts and loves talking about the program to others. "I am absolutely passionate about Tufts. I would encourage anyone interested in occupational therapy to come here," she says.

In her role as recruitment coordinator, Siebeking is providing the department with leadership to effectively recruit the quality and diversity of applicants it needs "to pro-



ALLISON TARIN

duce top practitioners and practitioner-leaders in the field," she says. Increasing diversity is critical to building an inclusive profession that can meet the needs of society. Culture

and diversity are complex issues that require understanding of how beliefs, values, and meaning are shaped by factors such as race, ethnicity, gender, sexual orientation, religion, and socioeconomic status. "Bringing together students from different cultural perspectives and life experiences provides a great learning experience for everyone," Siebeking says.

Cultural diversity in the classroom expands students' perspectives and allows them to explore their own values, attitudes, and assumptions. As Siebeking explains, beliefs about health or illness and communication, including eye contact, body language, and verbal expressions, can mean very different things in different cultures and contexts. Client-centered practice requires being able to effectively work from a trans-cultural perspective¹; therefore, stu-

Siebeking continued on page 8

Occupational Therapy Reaches Across Oceans

For Clare Halpenny and Fern Dunseith, coming to the Tufts Department of Occupational Therapy did not just offer a chance to study at one of the best occupational therapy schools in the nation. It also gave these young women the opportunity to gain an American perspective on the profession.

Halpenny, from Ireland, and Dunseith, from Swaziland, are occupational therapy students at Queen Margaret University in Edinburgh; they spent their fall semester at Tufts as part of the Department's thriving international exchange program. While here, they had a chance to take courses unavailable to them in Scotland and "to gain a more hands-on approach to occupational therapy," Halpenny explains.

According to Janet Curran Brooks, EdD, OTR/L, who oversees the program, "everyone in the classroom benefits from foreign exchange. Every time an exchange student speaks up in class, he or she is offering a point of view the Tufts students wouldn't be exposed to otherwise."

Begun more than 16 years ago with one student from England's Oxford Brookes University, the international exchange program now draws students from three European universities—Oxford Brookes, Queen Margaret in Scotland, and Karolinska Institute in Sweden. The Oxford Brookes student comes for the entire academic year, while students from Queen Margaret and Karolinska come for one semester. In exchange, Tufts sends students to the three universities for one semester. According to Brooks, Tufts students "make strong connections and often go back to work overseas

after graduation. They also often bring an 'American who's been abroad' perspective back to the classroom."

Brooks says the international point of view is what makes the exchange program so valuable. "We live in a system that looks at occupational therapy one way, but there are many models of service delivery. Learning about other models inspires our students and teaches them to think about occupa-



Fern Dunseith

tional therapy issues with fresh eyes."

This understanding goes both ways. For Dunseith and Halpenny, learning American models of service delivery was particularly interesting. "Getting an education in the States gave me a new way of looking at occupational therapy and really integrated what I had learned in Scotland," Halpenny says.

Throughout the semester, the young women also developed confidence through their own contributions in class. "We learned from our American classmates and they learned from us," Dunseith says.

"Every student brought something useful to the table."

Dunseith and Halpenny also had opportunities to go beyond the classroom while in the States. As members of Tufts' Student Occupational Therapy Association (SOTA), they volunteered at the New England Regional Spinal Cord Injury Conference at the Boston Convention and Exhibition Center in November. There, they learned



Clare Halpenny

about spinal cord injury research and recovery, and the role occupational therapy plays. "It was very helpful to talk to 'real' people working in the field," Dunseith says.

Now that both women are back in Scotland, they are applying what they learned at Tufts to their own studies, as well as helping next year's exchange students prepare for their trips to the Hill. They say they miss the "warm, wonderful faculty, students, and Bostonians" they met here. But each of them took a little bit of Tufts with them. "We both packed Jumbo t-shirts in our suitcases!" they say.

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influx of both theoretical research and evidence-based practice is fueling the occupational therapy profession and changing it for the better."

The opportunity to speak with leaders in a variety of fields was an invaluable experience for Tufts' OTD students. Reflecting on the experience, Julie Asen, MS, OTR/L, says, "Dr. Moyers-Cleveland was truly a role model. She was approachable, action-oriented, thoughtful, and able to clearly and enthusiastically articulate the profession's

vision. By taking the time to talk with us, not to us, about leadership and occupational therapy, she demonstrated the leadership style she encourages herself—one that makes it possible for everyone to participate and contribute."

Asen feels Moyers-Cleveland's vision for how future occupational therapy leaders will emerge fits closely with the goals of Tufts' OTD program and validates the work she and her colleagues are doing on their projects. "Dr. Moyers-Cleveland defined a leader as 'someone who can ignite enthusi-

asm, interest, and drive in critical tasks,'" Asen says. "As Tufts OTD students, we are excited to continue developing our abilities through our leadership projects, and to realize our true capacity to contribute."

Brenner agrees. She feels that her profession, united under AOTA's Centennial Vision of leadership, is stimulating "an incredible resurgence of energy. It is very timely that Tufts has made leadership the core of its OTD program," she says.

OTD student Julie Asen, MS, OTR/L contributed to this article.

Baby, You Can Drive My Car...or Robot

Amy Lynch gives babies an early start behind the wheel

In a laboratory at the University of Delaware, Amy Lynch, MS, OTR/L ('92) and colleagues are teaching babies to drive. Not on the highway in a fancy convertible, but across a playroom floor in a small powered bumper-car type contraption operated by a joystick. The goal: to give babies with physical disabilities the chance to explore their world at a very young age.

Lynch, a PhD student in Biomechanics and Movement Studies at the university notes, "Research has shown that children who have early mobility show cognitive, perceptual, and social skills differences compared to children who do not have early mobility. Yet children with disabilities often don't get their first wheelchairs until they are five or six, therefore losing years of opportunity to be mobile and to develop cognitive, perceptual, and motor skills needed for participation in activity. We don't want children to miss out on this important part of their development."

As a research assistant, Lynch is working with Cole Galloway, PT, PhD, and Sunil Agrawal, PhD, to teach typically developing babies, as well as those with special needs, to drive a small robotics device designed by the university's mechanical engineering department. The wheeled robot, complete with a seating system and joystick, has infrared and sonar sensors that can be used to help the babies avoid obstacles. According to Lynch, the infants in the study, including those with disabilities, are showing a remarkable interest in "driving."

"Although still in the data-collection stage, we hope to show positive developmental changes for these kids and establish that children with special needs can get into power mobility devices early on," she says.

The importance of early mobility has



Amy Lynch teaches a young student how to drive.

been a long-time passion of Lynch's. On a Level II placement at Tufts, she worked at Rancho Los Amigos, where researchers were conducting early trials of power mobility for children with disabilities. In the mid-1990s, her interests amplified during humanitarian trips to Romania to help with international adoptions. "I saw babies in orphanages in cribs all day and began to question what not moving does to a child's development. I was intrigued by how lack of movement impacts a baby's social, emotional, and cognitive growth," she says. After years working as a pediatric occupational therapist in California and Pennsylvania, Lynch decided to go back to school to explore these burgeoning research questions; she found the perfect fit in Delaware's Biomechanics and Movement Studies program—and Cole Galloway's infant motor behavior lab.

Today, Lynch is writing her dissertation and working at The Children's Hospital of Philadelphia as the coordinator for the hospital's international adoption health program. She is also teaching pediatric coursework at Misericordia University. She says her Tufts education "has given me the ability to look at research holistically, not just from the motor perspective, but socially and emotionally as well. At Tufts, I learned to see the 'big picture' and to use my clinical reasoning skills to think through problems from beginning to end. Sixteen years later, I still feel I couldn't be more prepared for getting my PhD."

As for where her "baby driving" research will take her, Lynch is not sure. Like the infants she is teaching to drive, "each new experience turns you in a different direction," she says.

News and Accomplishments

FACULTY ACCOMPLISHMENTS

Presentations

Barnes, M.A. (March, 2008). *Mentoring: Is the Odyssey for me?* Massachusetts Association for Occupational Therapy Special Interest Group conference. Worcester, MA.

Bedell, G. (April, 2008). *Measuring participation of children and youth with disabilities: Conceptual, practical and methodological considerations.* American Occupational Therapy Association, Annual Conference, Long Beach, CA.

Brooks, J.C. (Spring, 2008). *Transition from clinician to lecturer: Understanding student feedback.* Massachusetts General Hospital, Boston, MA.

Ben-Sasson, A. & Kadlec, M.B. (May, 2008). *The development of a clinical measure of sensory processing behaviors for toddlers with autism spectrum disorders.* International Meeting for Autism Research. London, England.

Ray, S.A. (March, 2008). *The sensory contribution to behavior.* Workshop sponsored by the Somerville Special Education Parent Advisory Committee in collaboration with the Somerville Partnerships for Children. Somerville, MA.

Ray, S.A. & Hollenbeck, J. (January, 2008). *Empowering school-based occupational therapists to provide educationally relevant services.* Workshop sponsored by the CASE, EDCO, and LABBB Collaboratives Professional Development Programs. Waltham, MA.

Schwartzberg, S.L. (March, 2008). *The functional group model and psychiatric inpatient group outcome study: An occupational therapy perspective (Seminar).* Rush University, College of Health Sciences, Chicago, IL.

Schwartzberg, S.L. & Barnes, M.A. (February, 2008). *Do You Remember Me? Working with individuals with cognitive impairment in your groups.* American Group Psychotherapy Association Annual Meeting, Washington, DC.

Gray, H.M. & Tickle-Degnen, L. (May, 2008). *Emotion recognition deficits in Parkinson's disease: A meta-analysis.* Scientific poster presented at Association for Psychological Science 20th Annual Convention, Chicago, IL.

Tickle-Degnen, L. (May, 2008). *The social ecology of facial masking.* Neurology Department, Beth Israel Deaconess Hospital, Boston, MA.

Tickle-Degnen, L. (March, 2008). *Facial expressivity, gender, and culture effects on healthcare practitioner impressions of psychological competence in Parkinson's disease.* Scientific poster, Medical Education Research Day, Tufts School of Medicine, Boston, MA.

Tickle-Degnen, L., Ma, H-I., & Huang, P-C. (February, 2008). *Culture, gender & health care stigma in Parkinsonism.* Scientific poster and abstract, Society for Personality & Social Psychology Annual Conference, Albuquerque, NM.

Publications

Bedell, G. (2008). Functional outcomes of school-age children with acquired brain injuries at discharge from inpatient rehabilitation. *Brain Injury, 22,* 313-324.

Doherty, R.F. (2009). Ethical decision making in occupational therapy practice. In E.B. Crepeau, E.S. Cohn, & B. A. B. Schell (Eds.) *Willard and Spackman's occupational therapy, (11th ed.)* Philadelphia: Lippincott Williams & Wilkins.

Rochman, D.L., Ray, S.A., Kulich, R.J., Mehta, N.R., & Driscoll, S., (2008). Validity and utility of the Canadian Occupational Performance Measure as an outcome measure in a craniofacial pain center. *Occupational Therapy Journal of Research, Vol. 28, (1),* 4-11.

Schwartzberg, S.L., (2008). Degree of structure in group format toward facilitating group alliances, empathy, and cohesion. In S.S. Fehr (ed.), *101 Interventions in group therapy.* Binghamton, NY: Haworth Press, 201-205.

Schwartzberg, S.L. (2009). Group process. In E.B. Crepeau, E.S. Cohn, & B. A. B. Schell (Eds.) *Willard and Spackman's occupational therapy, (11th ed.)* Philadelphia: Lippincott Williams & Wilkins., 387-394.

Lowenstein, N., & Tickle-Degnen, L. (2008). An occupational therapy home program for patients with Parkinson's disease. In M. Trail, E. Protas, & E. Lai (Eds.), *Neurorehabilitation in Parkinson's disease.* Thorofare, NJ: Slack, Inc.

Tickle-Degnen, L. (2009). Evidence-based practice: Using available evidence to inform practice. In E.B. Crepeau, E.S. Cohn, & B. A. B. Schell (Eds.) *Willard and Spackman's occupational therapy, (11th ed.)* Philadelphia: Lippincott Williams & Wilkins.

STUDENT ACCOMPLISHMENTS

The Department of Occupational Therapy was pleased to honor the following students with departmental awards for academic achievement and service to the profession:



Marjorie B. Greene Award—Jane Crimmins (right) with Professor Ray.



Bekenstein Family Endowment Award—Melinda Morgrage (right) and Kimberly Smith (left); Joy Ann Sambur Greisen Scholarship Award—Twyla Fink (center).

News and Accomplishments

STUDENT ACCOMPLISHMENTS (CONTINUED)

Students **Mandy Rourke**, **Elizabeth Furtado** and **Pam Williams** learned how useful assistive technology is within occupational therapy practice. In self-directed practicum coursework, each student responded to real needs identified by her practicum setting and supervisor. Rourke, in collaboration with Jennifer C. Buxton, MA, OTR/L, ATP, her site supervisor at the Assistive Technology Center (ATEC) at Spaulding Rehabilitation Hospital in Boston, was able to identify a method for measuring clients' satisfaction with their assistive devices. After an extensive search of the literature and networking with authors of various outcome measures in the United States and Canada, Rourke piloted and presented ATEC with an AT outcomes measure. ATEC will use the web-accessible outcomes tool to obtain feedback from clients about the assistive technology they use, their satisfaction with that technology, and how it increases their independence and quality of life.

Elizabeth Furtado, OTR/L, under the direction of site supervisor Jan Hollenbeck, MS OTR/L, at the Medford Public Schools, developed an inventory and system to track the technologies available in the school system, as well as identify additional needs. According to Furtado, the needs assessment heightened her clinical reasoning skills and helped her understand the assistive technology needs of students.

Pam Williams reconnected with the authentic nature of occupational therapy practice by designing individualized assistive devices with students at Perkins School for the Blind. Under the supervision of Molly Campbell, MS, OTR/L, Williams worked closely with students and occupational therapists at the Assistive Device Center to develop zipper engaging and shoe tying aides. These devices featured large stable components, tactile markers, and precise step-by-step directions to enhance students' abilities to engage in everyday activities.



In April, second-year student **Allison Pinsince** ran the Boston Marathon as part of Tufts President's Marathon Challenge, continuing the tradition of BSOT student runners on the team. Pinsince ran the race in 4:09 and raised more than \$2100 to support nutrition, medical, and fitness research and education at Tufts. "This was my first marathon ever, and it was the best thing I've ever done," she says.

OTHER NEWS

On May 7th, **Amir Lahav**, ScD, a neuroscientist at Beth Israel Deaconess Medical Center, gave a fascinating talk on the role music plays in rehabilitation and motor recovery. In the talk titled "Using Music and Auditory Feedback to Explore Motor Recovery After Stroke: From Brain Imaging Studies to Clinical Practice," Lahav described his cognitive neuroscience research, which uses musical stimuli and fMRI techniques to probe the brain and look at how the auditory and motor systems communicate with one another. Lahav's clinical and rehabilitative work uses auditory feedback to improve motor function in the upper limbs, and combines neurological data, physical and occupational therapy, and computer technology to develop alternative treatments that facilitate motor recovery after stroke. According to Lahav, "music is not just a way of art. It is also a powerful multi-sensory tool that shapes brain function."

Students in the **Student Occupational Therapy Association (SOTA)** were busy this year. Club activities included: Tufts Community Day, San Diego Wildfire Relief Toy Drive, rag doll creation for Beth Israel Deaconess Medical Center's Children's Surgery Department, the autism walk, the creation of emergency self-care kits for the Medford Senior Center, and Tufts Kids Day. Below (left to right), students Lisa Mann, Deanna Chan, and Caitlin Sprague make rag dolls.



ALUMNI NEWS

Congratulations go out to alumna **Diana Henry, MS, OTR/L, FAOTA**, ('76) for being inducted into the American Occupational Therapy Association Roster of Fellows (FAOTA) at the 2008 AOTA Conference in April. Henry received FAOTA recognition in part for her work with "ateachabout," (www.ateachabout.com) a sensory integration program she and her husband began in 2000. In an effort to support the mandates of "No Child Left Behind," Henry and her husband, Rick Ruess, began traveling through the US in an RV, providing consultation services, products, and workshops to schools around the country. Living full time in an RV gives Henry and Ruess flexibility to address individual communities' needs and to



develop sensory-safe environments for all children and adults. Today "ateachabout's" mission is to promote understanding and awareness of issues related to sensory processing, sensory inte-

gration, and the sensory systems, which influence attention, motor coordination, social participation, behavior, and even violence in schools.

In addition to the FAOTA award, Henry has received a great deal of recognition for her work. She received the *American Occupational Therapy Recognition of Achievement Award* for developing *The Sensory Processing Measure* (SPM) with Heather Miller Kuhaneck and Tara Glennon. "Ateachabout" was also featured in a 2007 PBS documentary: *The Boomer Century*.

To learn more about Henry's "ateachabout" work, see "Alma Matters" at www.tufts.edu/alumni/magazine/wrinter2006/features/cover.html#henry

Past OTD Leadership Projects:

Regina Doherty, OTD, OTR/L: Ethics education in occupational therapy curricula: Advancing moral reasoning through effective pedagogical content

Ellen Rainville, OTD, OTR/L: Inclusion of students with learning difference in higher education

Jill Siebeking, OTD, OTR/L: Assessing long-term community integration needs of survivors of traumatic brain injury

Patricia Kennedy, OTD, OTR/L: A program to support school readiness in recent immigrant students with limited school experience: The collaboration between occupational therapy and education

Jeanne Corcoran, CAGS, OTD, OTR/L: Infusing information literacy skills into an occupational therapy curriculum

Mary Evenson, OTD, OTR/L: Web-based case analysis assignments to promote occupational therapy students' integration of evidence-based practice and clinical reasoning

Current OTD student Leadership Projects:

Julie Asen, MS, OTR/L: Development

and pilot testing of Preschooler Physical Activity Profile

Cynthia Brenner, MA, OTR/L: Educating occupational therapy students through development of group protocols utilizing sensorimotor and themed imagination techniques

Patricia Buckley, MS, OTR/L: Worker safety in homecare settings: The role of the occupational therapist in increasing safety of home health aides

Marianne DiMare Estrela, CAGS, MS, OTR/L: Enhancing participation in physical and leisure activities outside of school settings for young children with autism spectrum disorder

Jan Hollenbeck, MS, OTR/L: Design and content development of a web-based resource and community for occupational therapists in school-based practice

Sherlyn Fenton, MS, OTR/L: Exploring the construct of dignity from residents' perception of care while living in skilled nursing facilities

Linda Tirella, MHA, MS, OTR/L: Development of survey for internationally adoptive parents regarding their child's family adjustment

Congratulations to **Deane McCraith, MS, OTR/L, LMFT** ('68) for receiving MAOT's Herbert Hall Award in the Fall of 2007. A long-time faculty member at Boston University's Sargent College, McCraith is best known for advocacy, research, and teaching in the areas of psychosocial occupational therapy practice, group leadership, and cognitive rehabilitation. The Herbert Hall Award recognizes McCraith's outstanding service and dedication to MAOT and to the occupational therapy profession.

Although she is retired from teaching, McCraith is still active at Boston University and continues her research and publication related to the use of cognitive models in occupational therapy practice, including the Allen Cognitive Disabilities Model. As a founding board member of the Allen Cognitive Network, (www.allen-cognitive-network.org), she is chair of the Cognitive Symposium to be held in Boston November 6-8. She is also Director of Education and Research for the ACLS and LACLS Committee, a non-profit organization that develops and promotes the use of the newly revised Allen Cognitive Level Screen-5.

Stay connected! Join the Tufts-BSOT listserv! By sending your e-mail address to Mary Barnes at mary.barnes@tufts.edu or by calling 617-627-5960, you can find out what's happening at Tufts-BSOT, what your fellow graduates are up to, what events are planned, and much more.

Siebeking *continued from page 2*

dents must develop comfort and competency with these issues in order to interact with and advocate for their clients.

Siebeking feels Tufts prepared her exceptionally well for her own career as an occupational therapist with a special interest in holistic, community-based therapy. In addition to her part-time position at Tufts, Siebeking works at Helping Hands Monkey Helpers, a national nonprofit that trains capuchin monkeys as service animals for individuals with spinal cord injuries and other disabilities. Siebeking loves her job because "it provides a unique and valuable service to people in their homes. These monkeys really open up the world to our clients."

Helping Hands' community-based focus appeals to Siebeking and is the same approach she pursued during her years at Tufts. For her Level II fieldwork, Siebeking worked at Steppingstones, a program for people living with brain injury. "Our job was to integrate patients back into the community after severe head trauma," she says. "This is my passion—a non-medical, holistic approach that helps people where they live and work."

Siebeking's OTD leadership project also reflected this interest. With knowledge she gleaned from courses in Tufts' Entrepreneurial Leadership Program at the Gordon Institute, Siebeking wrote a business plan for an outpatient head injury clinic similar to Steppingstones. She says the project experience, plus the OTD program's strong leadership focus, has helped her see herself as a leader, and take initiative at her job at Helping Hands.

"I never thought of myself as a leader until I started the OTD program," Siebeking says. "I wasn't the 'take charge' type. But at Tufts, we talked about 'quiet leaders,' people who are reserved but also powerful. I began to see myself differently. I don't think I'd be doing half the things I'm doing today without that insight. Tufts taught me to find my own way to reach my goals."

¹Reference:

Trentham, L. C., Cameron, D., & Iwama, M. (2007). Diversity and inclusion within an occupational therapy curriculum. *Australian Occupational Therapy Journal*, 54, S49-S57.

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.



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