

Welcome

Greetings from North Dakota,

It is amazing how fast spring has arrived (I say this with caution as Wyoming had a major snow storm recently and the campus was closed!). The year has just flown by, and we are heading into the last stretch of the semester. Admissions for 2016 are done! We have 62 students who will be starting classes this summer in Grand Forks and Casper. We are in the process of working with graduate students to finalize scholarly projects, and 50 students are on track to graduate in 2016. It is a time of celebration and excitement.

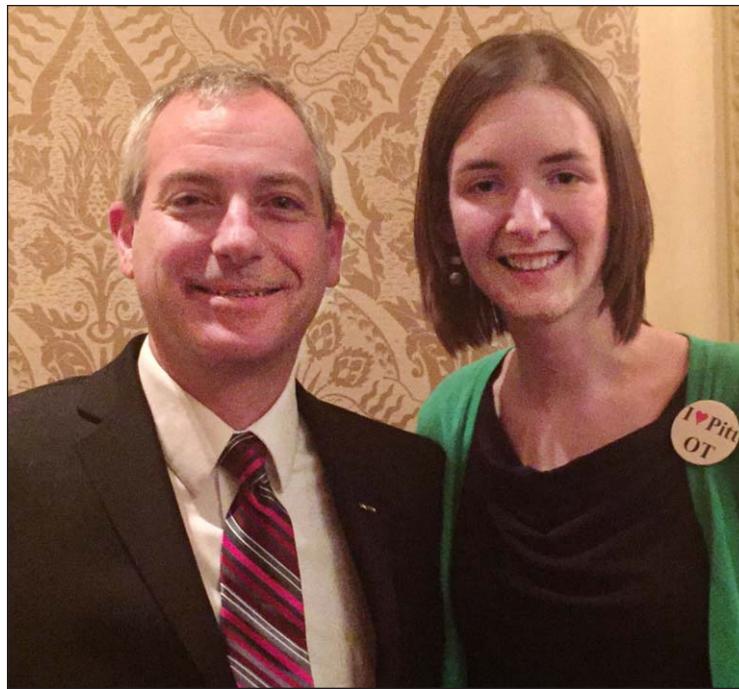


The AOTA Annual Conference was held in Chicago in early April. We were well-represented through multiple presentations and engagement in national service and leadership positions. We also hosted our fifth annual Alumni and Friends Reception that Friday night at the Hilton Chicago downtown, where more than 55 alumni, faculty, students and friends were able to gather. We enjoyed connecting with many of you there!

Also at the AOTA conference, one of our more recent graduates Emily Kringle, MOT '10, received a meritorious service award from the American Occupational Therapy Foundation. The award recognizes individuals who have made sustained and exemplary contributions in support of the Foundation's mission. Emily has been involved in Pi Theta Epsilon Leadership at the national level, including three years as vice president and two years as president. She has also served on the Foundation's board of directors for two years. She is currently enrolled in a doctoral program at the University of Pittsburgh, where she is working in the lab of Elizabeth Skidmore, who recently received national recognition as a 2016 recipient of the Presidential Early Career Award for Scientists and Engineers. Emily is on track to become a scientist and researcher who will help move occupational therapy forward. We want to congratulate Emily for her many accomplishments!

And that's not all! UND alumnus Robert Cunningham, BSOT '88, was named to the AOTA Roster of Fellows, which recognizes occupational therapists who use their knowledge, expertise, leadership, advocacy and guidance to make a significant contribution over time to the OT profession with a measured impact on consumers of OT services and members of the AOTA. He received the award based on his project titled, "Promoting Practice Through Academic Leadership and Technology."

Those of us in Grand Forks are on track to move into our new building in July. Thanks to our wonderful staff (Darlene, Louise and David), we are thinning out and paring down all sorts of things. For some, it has been hard parting with old books and files, but it is good to do major spring cleaning at least once every 23 years! For those who don't remember, the OT Department moved into our current Hyslop building in 1993 as "temporary space." We



Robert Cunningham, BSOT '88, and Emily Kringle, MOT '10

were going to be here for a maximum of two years.

I want to thank each of you for making a difference in the lives of individuals in each of our communities. I also want to thank you for your support in providing fieldwork experiences for our students. Also, thanks to generous alumni support, we have six endowed scholarships for our students this year, and we anticipate a seventh will be available next year. We know the expenses related to earning a graduate degree are high. It is wonderful to be able to help students offset this by having scholarships available.

Have a wonderful spring and summer!

Janet Jedlicka
Chair and Professor
Department of Occupational Therapy

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Pi Theta Epsilon Update



On Jan. 30, occupational therapy students from across North Dakota, eastern South Dakota and along the Red River Valley met in Fargo, N.D., for the 9th Annual North Dakota Occupational Therapy Student Conference. Organized by UND Occupational Therapy student-members of the Pi Theta Epsilon honor society, Kappa Chapter; the University of Mary Pi Theta Epsilon, Beta Pi Chapter; and the North Dakota State College of Science, the conference has become a way for students of various levels of OT education to come together and learn more about occupational therapy. Five occupational therapists, all past graduates of one of the sponsoring schools, shared topics addressing professional practice and career building. This year's topics included occupational therapy's role in aquatic therapy; occupational therapy in the neonatal intensive care unit; what it's like to be a traveling therapist; and the first-year experience as a practicing occupational therapist.

We are proud to report a packed house of 103 attendees! Five area occupational therapy programs were represented: the University of North Dakota in Grand Forks, N.D., the University of Mary in Bismarck, N.D., The North Dakota State School of Science in Wahpeton, N.D., Northland Community and Technical College in East Grand Forks, Minn., and Lake Area Technical Institute in Watertown, S.D.

This conference is entirely student-directed. Students contact the speakers, secure the venue, organize the agenda, and develop and distribute the brochures. This the highest attendance the

conference has recorded in its nine years! Excitement is building and plans are already underway for the 10th annual conference in 2017 when the profession of occupational therapy also celebrates 100 years!

Kelsey Glatt, OTS
President, PTE, Kappa Chapter, UND SMHS

Sonia Zimmerman, Ph.D., OTR/L, FAOTA
Advisor, PTE Kappa Chapter, UND SMHS

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Fieldwork Connections

Fieldwork educators play a significant part in the professional development of students as they transition into a professional role. A key aspect of this influence is the relationship that forms between the student and fieldwork educator during Level II fieldwork placements. Initially the relationship is largely dependent on the initiative of the fieldwork educator. This is evident as the fieldwork educator sets the overall parameters of the learning experience through learning objectives, a schedule of learning experiences, and by modeling for the student therapeutic and professional interactions with clients and other professionals. As the student becomes more comfortable with site expectations, increased independence and initiative for learning should be evident. To facilitate this shift, the fieldwork educator needs to accurately assess the student's abilities, provide both formative and summative feedback, and support and encourage the student's development of clinical reasoning.

Although the process appears to be straightforward, there may be unforeseen challenges in doing this. The UND OT Department provides [resources](#) to assist you in navigating these challenges. These resources address 1) effective use of questioning in clinical

teaching, 2) giving and receiving feedback, and 3) promoting clinical reasoning development.

The effective use of questioning and feedback go hand in hand to support clinical reasoning development. Expert use of questioning requires awareness of differences between the informational, application and problem-solving level of questioning; an awareness of pitfalls to avoid; effective strategies; and tips for dealing with learner responses. Students unanimously report that timely and relevant feedback is appreciated to guide the students to continue growing in certain aspects of performance, to start demonstrating new behaviors and to stop other behaviors. Development of clinical reasoning occurs during a specific learning event or situation, which may include reflection on a treatment session, broader awareness of context on practice, or attention to practice ideals such as occupation-based, evidence-driven, ethical and client-centered practice.

Deb Hanson and Cherie Graves
Academic Fieldwork Coordinators

Fieldwork Quiz

True or false:

1. Providing information and ideas too readily to students can be a pitfall.
2. Providing adequate "wait-time" for student to respond to a question can be a pitfall.

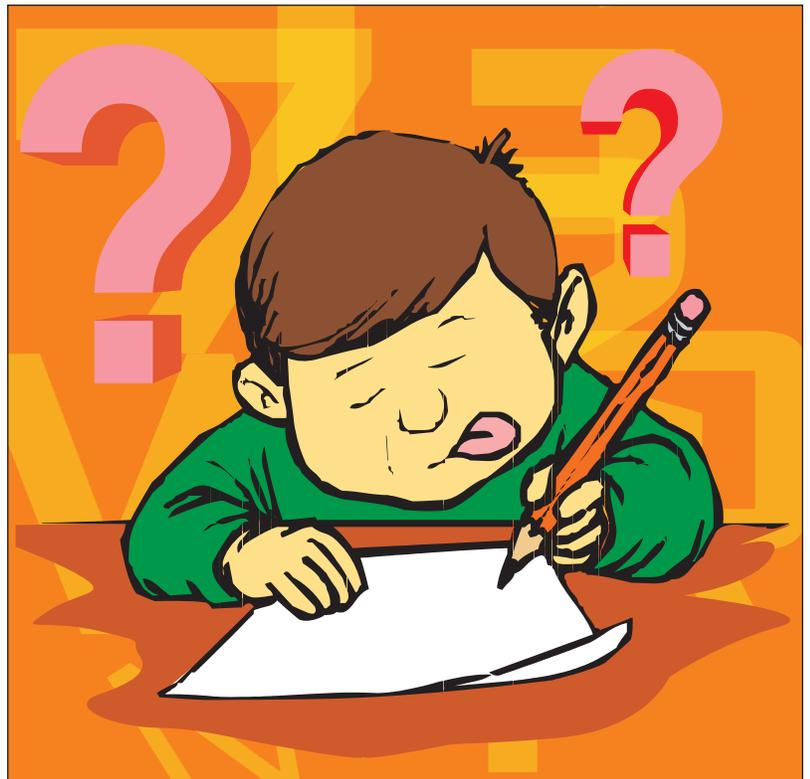
Circle effective teaching strategies:

1. Avoid answering your own question.
2. Phrase questions in a complex manner.
3. Adapt questions to learner's needs and level.

Fill in the blank:

Word bank: reflective, descriptive, non-judgmental, clinical, suggestions, changeable, practice

1. Feedback should be focused on _____ behaviors.
2. Reflective writing can be used for _____ reasoning development.
3. Feedback should be phrased using _____ language.
4. Feedback should include _____ for future change.
5. Clinical reasoning can be fostered by encouraging _____.



Answers provided on page 5 of newsletter.

Alumni Spotlight: Catie Sondrol, MOT '04



How did you become interested in OT?

In high school, I took a Medical Careers class in which I had to observe a medical discipline that I was interested in. I observed physical therapy, but ended up watching the OT out of the corner of my eye! I fell in love with the use of functional activities during therapy.

What do you remember about your time in the UND OT Department?

Grossing out my non-OT roommates with my cadaver lab clothes hanging in the laundry room! All joking aside, Professor Gail Bass took a picture of me holding an infant during Baby Lab. When I looked at the picture and saw the look on my face, I knew that I was meant to work with kiddos. I also remember my Level 2 fieldwork at Winnebago Mental Health. I went on a three-day, two-night canoeing and camping trip with the patients (I had never been camping in my life!). Finally, the amazing support of the professors both during school and after graduation.

Where are you practicing? How did you come to be in that setting?

I am co-owner of Milemarkers Therapy in Lake Havasu City, Ariz. My business partner and I are both from the Midwest where

there are therapy clinics for children with disabilities. We recognized the need for that focus within our community because the closest clinic was 2.5 hours away. Ten years later, we have 41 employees and three clinics. We serve birth through young adulthood. In addition to clinic and school-based occupational, speech and physical therapy, we offer an after-school program for kiddos with disabilities, a day treatment program for young adults with disabilities, an employment job-coaching program for young adults with disabilities, a pre-vocational curriculum program for young adults with disabilities, augmentative alternative communication device evaluations and training, and supervised visits for the foster care system.

What do you enjoy most about the OT profession?

There is always something new to learn! In the rural area where I work, I have to be a "jack of all trades" and that keeps me on my toes and always searching for new ideas. I cherish the relationships I build within my work. I appreciate the ability to be creative and use functional tasks to help an individual achieve their own level of independence.

What else are you doing?

I was recently selected for and attended the AOTA Middle Management Leadership Program. The program helped me to recognize my own core values, foster my confidence as a leader, set a business and personal trajectory plan, and recognize the value of being an AOTA member. Each summer, I volunteer as a camp therapist at Camp Avanti, which was founded by Pat Wilbarger. This year, I will be serving as the camp therapist craft director. The camp rejuvenates my OT soul as amazing pediatric OT leaders surround me. Personally my husband and I have two beautiful girls who keep us busy with dance, soccer, Girl Scouts and Sunday School.

Student Spotlight

OT student Katrina Kotta has been selected as a participant for the inaugural Summer Institute for Future Scientists in Occupational Therapy (<http://www.aota.org/education-careers/students/future-scientists.aspx>), hosted by the American Occupational Therapy Association (AOTA) and the American Occupational Therapy Foundation. The purpose of the Institute is threefold: 1) to identify potential scientists in entry-level education programs, 2) to connect potential entry-level scientists with mentors in the occupational therapy scientific community, and 3) to develop a peer network. This one-day program matches potential student scientists with doctoral and post-doctorate mentors. Program participants will meet with leading occupational therapy scientists to address topics such as possibilities within OT science, considerations when evaluating potential doctoral programs, and career opportunities as a scientist. Participants will also attend the two-day Annual AOTA Research Summit at the University of Pittsburgh.

Katrina was selected, along with 19 other entry-level students nationwide, to participate in the Institute on May 20 and the two-day Summit on May 21-22. Congratulation, Katrina!

Have news?

Contact

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UND SCHOOL OF MEDICINE
& HEALTH SCIENCES
UNIVERSITY OF NORTH DAKOTA

Community Education Group



OT student Luke Van Havermaet works with community-based older adults to make blankets during a wellness education group.



OT student Marcus Sickler works with community-based older adults to make blankets during a wellness education group.

Students in the Gerontic OT course of the UND Occupational Therapy Department have been engaging in three different service-learning assignments in Casper, Wyo., and Grand Forks, N.D. For the first service activity, they take turns leading a weekly occupation-based wellness education session with community-dwelling older adults as a way to promote successful aging and aging-in-place. For one session, students addressed occupational wellness by having participants make tie blankets, which they gave to various organizations.

For the second service-learning assignment, students address quality of life as they work with residents of a dementia-care facility to create an occupation-based kit for each of their assigned residents. Students meet with residents three times to establish rapport and evaluate their cognitive abilities and occupational interests. They then create individualized occupation-based kits, which include meaningful activities that match the residents' abilities and interests. Students meet with residents one last time to assess outcomes that result from participation in meaningful activities.

The final service-learning assignment is a Carfit event, where students work with a Carfit coordinator to assess community-dwelling older adults' fit with their car. All students receive Carfit Technician certification and can choose to earn additional Carfit Coordinator certification, which they can include on their résumés as specialty training.

These are enjoyable assignments that create win-win scenarios to benefit both students and consumers of OT services.

Frank Low Research Day

Ninety-nine posters were presented at the 36th Annual Frank Low Research Day on April 7. Below are the OT student award winners in the Health Sciences category. Congratulations!

1st Place—Breanna Coleman and Whitney Wilhelmi

2nd Place—Alyssa Kostreba and Taylor LaVoi

Honorable Mention

- Brooke Johnson and Hanna Stevenson
- Grant Mitchell and Kyle Nelson
- Annemarie Assel and Erin Haugen



Answers to the **Fieldwork Quiz**: 1. True, 2. False, 3. True, 4. True, 5. True, 6. True, 7. True, 8. True, 9. True, 10. True, 11. True, 12. True, 13. True, 14. True, 15. True, 16. True, 17. True, 18. True, 19. True, 20. True, 21. True, 22. True, 23. True, 24. True, 25. True, 26. True, 27. True, 28. True, 29. True, 30. True, 31. True, 32. True, 33. True, 34. True, 35. True, 36. True, 37. True, 38. True, 39. True, 40. True, 41. True, 42. True, 43. True, 44. True, 45. True, 46. True, 47. True, 48. True, 49. True, 50. True, 51. True, 52. True, 53. True, 54. True, 55. True, 56. True, 57. True, 58. True, 59. True, 60. True, 61. True, 62. True, 63. True, 64. True, 65. True, 66. True, 67. True, 68. True, 69. True, 70. True, 71. True, 72. True, 73. True, 74. True, 75. True, 76. True, 77. True, 78. True, 79. True, 80. True, 81. True, 82. True, 83. True, 84. True, 85. True, 86. True, 87. True, 88. True, 89. True, 90. True, 91. True, 92. True, 93. True, 94. True, 95. True, 96. True, 97. True, 98. True, 99. True, 100. True

1. True, 2. False, 3. True, 4. True, 5. True, 6. True, 7. True, 8. True, 9. True, 10. True, 11. True, 12. True, 13. True, 14. True, 15. True, 16. True, 17. True, 18. True, 19. True, 20. True, 21. True, 22. True, 23. True, 24. True, 25. True, 26. True, 27. True, 28. True, 29. True, 30. True, 31. True, 32. True, 33. True, 34. True, 35. True, 36. True, 37. True, 38. True, 39. True, 40. True, 41. True, 42. True, 43. True, 44. True, 45. True, 46. True, 47. True, 48. True, 49. True, 50. True, 51. True, 52. True, 53. True, 54. True, 55. True, 56. True, 57. True, 58. True, 59. True, 60. True, 61. True, 62. True, 63. True, 64. True, 65. True, 66. True, 67. True, 68. True, 69. True, 70. True, 71. True, 72. True, 73. True, 74. True, 75. True, 76. True, 77. True, 78. True, 79. True, 80. True, 81. True, 82. True, 83. True, 84. True, 85. True, 86. True, 87. True, 88. True, 89. True, 90. True, 91. True, 92. True, 93. True, 94. True, 95. True, 96. True, 97. True, 98. True, 99. True, 100. True

Parting Shots



UND OT students represented North Dakota well at the AOTA Annual Conference and Expo in Chicago in April.