



Summer 2017

Occupational Therapy Alumni News

OT Students in Action at Rochester Falls Prevention Event!
Read More on Page 8

From the Director *A message from Peggy M. Martin, PhD, Program Director*



As I reflect upon these first 100 years of occupational therapy, I feel proud to proclaim myself an occupational therapist. Occupational therapy emerged before health insurance existed, before Medicare and Social Security were created, before American women were afforded the right to vote, and before the end of World War I. We emerged as part of the Arts and Crafts movement when philanthropists and local communities funded social programs such as the settlement houses; a time when engaged citizens, through direct action, created social change.



The world was in turmoil and we provided hope for the future – hope for injured soldiers, hope for individuals who were homeless, and hope for individuals living with impairments of mind, body, and soul. Our actions express

The founders of occupational therapy at Clifton Springs Sanatorium in 1917.

Courtesy of the archive of the American Occupational Therapy Association, Inc.

our core values of altruism, equality, freedom, justice, dignity, truth and prudence (AOTA Code of Ethics, 2015). We continue to search for inequities of everyday life, and we find ways for all people to participate in their daily lives, their communities, and our society. Indeed, I am proud to be an occupational therapist.



World War 1 - Physical and occupational therapy on the porch at Walter Reed, including basket making, sewing, and typing, Walter Reed General Hospital, Washington, D.C.

Courtesy of the National Museum of Health and Medicine.

Since 1946, the University of Minnesota has awarded over 2,000 degrees in occupational therapy after reopening its doors. We graduate top-notch graduates; those who can flexibly adapt to the perils and pearls of practice while providing high quality, health-changing service. We will continue to graduate occupational therapists to meet the changing workforce needs of today's practice; continuously revising and refreshing our entry level curriculum. Help us change the world we live in. ■

PROGRAM IN OCCUPATIONAL THERAPY ANNUAL REPORT

Demographics of Incoming Class, Fall Semester	2015	2016
Age (mean)	23.5	24.4
Cum GPA	3.62	3.47
Minnesota Resident	67%	62%
Gender (% female)	98%	91%
Number of Applicants	651	584
Graduation	2015	2016
Number of Graduates	49	47
NBCOT Pass Rate	100%	100%
Fieldwork	2015	2016
Fieldwork Rotations	92	101
Number of rotations in MN	85	92
Number of rotations outside MN	7	9
Percent completing 1+ non-metro rotations*	100%	92%
Level II fieldwork in non-metro rotations	45.65%	48%

**either a level I or level II rotation; Information as of 12/31/2016*



Celebrating 100 years of occupational therapy and professional organization (AOTA).

FOCUS ON ALUMNI

Alumni Look Back on Varied Careers

Successful Military and Academic Career Launched with OT Degree

Craig E. Nelson, 1969 University of Minnesota graduate, visited his alma mater while returning to Minnesota in the fall of 2016. Although now a permanent resident of Virginia, Craig still remembers his ties to Minnesota.

After graduation, Craig served as a commissioned officer in the U.S. Naval Reserve as a staff occupational therapist and an instructor in the Physical Medicine Training Division at Bethesda, MD.

He continued his academic career, first completing his MS degree in Rehabilitation Counseling from Syracuse University in New York and then as faculty at Utica College of Syracuse University and Virginia Commonwealth University where he continues to work in an adjunct role. Concurrently, Craig developed expertise as a

clinician and manager, working as a rehabilitation therapist at the Hiram W. Davis Medical Center and as Director of Rehabilitative Services and Director of Ancillary Services at Southside Virginia Training Center.

Craig credits Marvin Lepley, Former OT faculty member and longstanding Director of Occupational Therapy at the University of Minnesota, for being his male role model and mentor as he pursued an academic career. We are proud to count Craig Nelson among our more than 2,000 graduates. ■



Varied Career Leads to Teaching and Passion for Change



Becky Johnson graduated from the OT program in 1991 and fondly recalls the long days of class in 262 Children's Rehab Center, as well as lab exams (ADL lab with Erica!) and "folding the band saw blade - that

was one of the most nerve wracking exams!" After graduation, Becky began working at Regions Hospital in mental health and trauma rehabilitation, then acute care at Bethesda Hospital, and rehabilitation and psychiatry at the U of M hospital before eventually settling into a long stretch working in home care.

In 2012, she began teaching full time in the OTA program at Herzing University. "I always knew I wanted to teach, even while I was still in OT school. In every job I've had, I was the one educating others about OT, and I took a lot of students for both level I and II Field Work." One

of the changes in the profession noted by Becky is that "there's much more openness to evidence based practice, and less attachment to doing what's always been done." Her biggest frustration with the profession: "Therapists making excuses about why they can't do authentic OT." She is excited that OT is moving beyond the medical model and relishes the opportunity as an educator to develop innovative experiential learning activities in the community.

Most recently, her OTA students researched, developed and facilitated interactive health and wellness activities for residents of an assisted living facility near the school. "It was based on the Well Elderly Research Study from USC. We were told about 25 people would show up, but we were delighted when it turned out to be 70! People were excited to work with our students and learn about how they can promote their own healthy aging." Thank you Becky for your dedication to the profession and for being a great example of our outstanding alumni! ■

“
I always knew I wanted to teach, even while I was still in OT school.
”

FOCUS ON STUDENTS

Sisters Share OT Experience and Love for the Profession



The Salfer sisters: Alisa (on the left) and Kendra (on the right).

Sharing is a common thread for most sisters, but for the Salfer sisters, sharing has taken on a whole new meaning. For several years, Alisa and Kendra have shared books, an apartment, and a common goal – to become Occupational Therapists.

Only one year apart in the OT program, Alisa completed the OT program in June 2016 and started her first OT job at Rivers Edge Hospital in St. Peter, MN while Kendra finished her OT academic courses in December 2016 and is currently completing her Level II fieldwork experience. The sisters shared a few of their thoughts about their unique experience in the program:

Why did you each choose OT as a career? Did you influence each other at all?

Alisa: I really liked building relationships with people and help them on a variety of levels and a variety of ways. I think we definitely motivate each other. I would say that Kendra choosing OT and sharing many of the same experiences has been really reassuring and motivating in making me want to be successful and set an example for her that she can make it through and do well. That and there's probably a bit of fun sibling rivalry in there somewhere too!

Kendra: I chose OT as a career after exploring many different options. I looked into nursing, special education, and speech therapy before deciding OT was the best fit for me. I knew that Alisa had chosen OT before making my final decision, but I did not try to let that influence me too much. I specifically remember her telling me to go shadow an OT after being unhappy after other shadowing I was doing. After that observation experience I knew that I would love OT.

What's it like to have a sibling going through the same academic experience?

Alisa: It's been a lot of fun with my sister having the same experiences as I have and thinking back to where I was at in the program that she's in. We like to compare experiences and exchange advice, and I like to hear about the different changes and new things happening in the department. We were able to save money by sharing books and living together which was really nice. It definitely is comforting being able to talk with someone who understands what you are going through at different stages in the program. We also quiz each other occasionally, so it definitely keeps both of us on our toes!

Kendra: It's really comforting having a sibling taking on the same academic experience. Alisa and I have always been very close so it almost felt natural to be interested in the same profession. I think I'm able to gain a unique insight in experiences that I wouldn't have normally. I also saved quite a bit of money on books over the course of the semesters!

Alisa - do you give Kendra any OT advice since you are one step ahead of her?

Alisa: Yes it's been pretty cool to be able to give her advice about what she is currently going through in many different areas. I remember being in the midst of the program and not knowing what to expect and wishing I had an idea of what was coming with saving money, homework, fieldwork and studying for boards. I try to give her a lot of reassurance and tips to help her through times when it can get challenging in the program.

Kendra - do you ask Alisa for advice about OT?

Kendra: I ask her for OT advice often, whether it's taking a final look at a SOAP note I've written or talking about an interesting topic at a fieldwork I've encountered. I probably get annoying with all of the questions I ask, but it is so helpful to have a role model and friend to look up to in the field. Alisa has worked very hard to get where she is and I only hope I can be as successful as she is. I am very excited to have such a close colleague in the future. Even though we might not be practicing in the same area, knowing I have Alisa to collaborate with will be very rewarding for me. ■

Rehabilitation Science Graduates Impact Community Health

The University of Minnesota Rehabilitation Science Program (RSC) was established in 1997 to train the next generation of academics and independent researchers. The philosophy of the program is to provide students with a strong foundation in research methodology; a concentrated educational experience tailored toward the student's specific research questions; and a working knowledge of a collaborative, interdisciplinary approach to the scientific process. This mission aligns with the growing demand for scientists and faculty across health professions, making these graduate degrees attractive to occupational therapists.

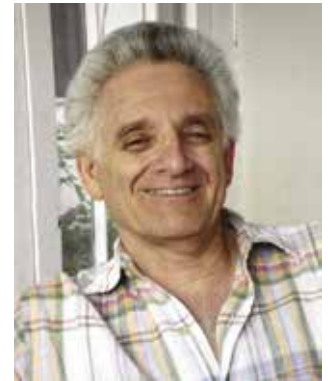
Tonya Rich, MA, OTR/L, is a current example of how the working clinician can integrate practice and education. Tonya, a pediatric clinician, has specialized in the rehabilitation of children post-stroke for over 15 years. She is a graduate PhD research assistant in the Gillick Pediatric Laboratory (B. Gillick, PhD, PSPT, PT). The research conducted by the Gillick Lab investigates how the brain reorganizes after stroke, exploring new interventions designed to help children and youth achieve their goals for daily living skills.



Tonya has received several fellowships, including the MnDRIVE Fellowship in Neuromodulation, the Marie Louise Wales Fellowship in Occupational Therapy, and the Leadership and Education in Neurodevelopmental Disabilities (LEND) Fellowship.

Students like Tonya exemplify the unique opportunities clinicians have within the Rehabilitation Science Program such as working in a variety of University research laboratories with faculty who draw upon diverse resources and collaborative relationships.

The newest Occupational Therapy faculty member to join the Rehabilitation Science faculty is **Mike Potegal, Ph.D., L.P.** Dr. Potegal teaches neuroscience and mentors scholarly projects MOT students are conducting. Since joining the OT Program, Professor Potegal has worked on two projects to evaluate vestibular function: a study of post-rotary nystagmus (PRN) and a nationwide survey of pediatric OTs' describing gravitational insecurity within the pediatric population. If you have research interests in topics related to vestibular function, Professor Potegal would be a potential advisor for you.



Occupational Therapy faculty members Corey McGee PhD, MS, OTR/L, CHT, Peggy Martin PhD, OTR/L, and Virgil Mathiowetz, PhD, OTR/L, FAOTA are jointly appointed to the RSC and OT faculty. To find out more about the RSC program, the faculty and their research interests, go to the Rehabilitation Science website: <http://www.rehabmedicine.umn.edu/rehabilitation-science>. If you have other questions, contact Virgil Mathiowetz, PhD, OTR/L FAOTA at mathi003@umn.edu. ■



Bernadette Gillick and her fellow researchers are focused on making a significant, positive impact on the lives of children with cerebral palsy through advancing neurorehabilitation.

FOCUS ON CLINICAL EDUCATION

Forging a Partnership with the Disability Resource Center

Level II Fieldwork Education is a critical component of becoming a practicing occupational therapist. We find that the fieldwork experience has a profound impact on students and the world around them. This year, two fieldwork students participated in a unique partnership with the UMN Disability Resource Center (DRC) / UReturn office.

The DRC is a service that supports access for employees whose work is impacted by physical, cognitive, and mental health conditions. The UMN workforce is unique in that the median age of its workers is 48-49 years, compared to the general population of Minnesota at 42 years (UMN DRC, 2016). In 2015, the UReturn office served 1,700 employees, including dining services, facilities management, clerical, auto mechanics, and faculty. This is where the Program in Occupational Therapy and UReturn collaboration intersect.

UReturn staff and OT faculty discussed opportunities for partnership to support the growing job analyses of University employees and to proactively develop early intervention strategies to support the University's

aging workforce. Two OT students, Tad Nielsen (MOT, 2016) and Ally Nagel (MOT, 2016), under joint supervision of the DRC and OT faculty, enabled the DRC to implement new prevention programs. Their reflections at the end of their experience follow.

How did the DRC rotation fit with your idea of what OT is?

Ally: The DRC rotation expanded my idea of what occupational therapy is without a doubt. It truly gave meaning to the context of 'work.'

Individuals often define themselves by what they do and it really made me realize how important work really is to a person.

Tad: Throughout the OT curriculum we were taught that a strong tenet of our profession is the ability to solve problems. The DRC placement was unique in that it allowed the problem solving process to occur freely at the individual, population, and community levels. Ultimately, this rotation allowed me to help employees and departments. In my opinion, that is what OT is all about.

How did this rotation fit into your education as an OT?

Tad: Overall, this rotation fit wonderfully into my education. I was given opportunities to apply many different principles of our profession to help a wide variety of workers and departments.

Ally: By the end, I was confident in my abilities to effectively gather all the appropriate measurements and compose a detailed description of every assigned position.

What was the biggest surprise from this rotation?

Ally: I was surprised to see how much work/employment means to a person. We all complain about work at one time or another. It is only when our abilities are affected and we are unable to fulfill the employee role that we realize how important our work is and how much it truly defines our character.

Tad: The biggest surprise was how well it developed over 12 weeks. With the help of many individuals, especially Chris Bourland, Staci Samson (DRC Supervisor), Jessica Olgren (sub-contracted fieldwork educator), and Neal Binsfeld (DRC Coordinator), we were able to develop the rotation into a wonderful experience for not only Ally and myself, but for future students and the University as a whole.

How did this rotation fit your personal goals? What did you enjoy the most?

Tad: I came into this placement thoroughly loving the concept of pairing the analytical mindset of ergonomics with the holistic view of occupational therapy. As I progressed, I found that the more objective measures I



Tad Nielsen experiences some of the challenges of being a firefighter.

could obtain, the more creative I could become when developing solutions for employees. We were able to meet many individuals from many different areas of the University. Being able to give back to these individuals after attending the University of Minnesota for nearly seven years was by far the most rewarding part of this rotation.

Ally: I was able to do something new that I was not familiar with and it expanded my horizons as a future OT practitioner. It made me very nervous initially, but I realized trying new things and jumping in feet first is the best and most effective way to learn! I loved learning about new jobs and positions I had never heard of or knew existed. My favorite experience from the fieldwork was doing job analyses with the U of MN sanitation workers. I got to ride in four different garbage/waste trucks and learn about the process. Those workers are a truly valuable asset to the University, even though I never saw them on campus before this fieldwork. It goes to show that all types of jobs and workers are necessary to make the world a productive and prosperous place. ■



Ally Nagel working with Facilities Management to understand some of the demands of the job.

Organizational Feedback was Positive

Neal Binsfeld and Staci Samson from the UMN UReturn office were instrumental in the success of this project. Both worked closely with Tad and Ally throughout their rotation.

Staci, site supervisor, stated, *"It has been an absolute pleasure to work with the OT students. Their hard work, dedication, and eagerness to put their knowledge and skills into practice has been incredibly energizing. The level of knowledge and expertise that these students bring to this partnership was invaluable. Perhaps what has been most impressive is the students' commitment to innovation, and their ability to creatively problem solve. When barriers were identified, the focus immediately shifted to finding creative solutions to eliminate those barriers. I look forward to continuing this partnership."*

Neal Binsfeld stated, *"By attempting to engage the OT students with the intention of early intervention through identification and disciplined, specifically-planned work adjustments, the end result is an engaged, healthier, and safer workforce. Keeping the seasoned employees working is both good for the employees and good stewardship of the University's human capital. Truly a Win-Win-Win."*

Not only has the partnership provided a fantastic learning opportunity for Tad and Ally, but University Departments and staff indicated that the students greatly impacted their work. After listening to a presentation to the Recycling Center, John Sundsmo with UMN Facilities Management, stated Tad and Ally were, *"Spot on. They even caught nuances that were not verbalized."* Chris Stevens, UMN Duluth Operations Manager stated, *"I was impressed with their professionalism, excellent communication skills, and knowledge."* ■

Unique collaborations and partnerships within and outside of the University can take many shapes and forms. Tremendous opportunities exist for Level II students to enhance the health and well-being of Minnesota communities. Don't hesitate to reach out to Chris Bourland, Director of Experiential Learning, at straO183@umn.edu to discuss potential opportunities.

Special thanks to U of MN staff, Tad, and Ally for their contributions to this article.

OT STUDENTS IN ACTION

OT Students Collaborate with Rochester Community to Prevent Falls

The Rochester campus OT Program has partnered with the local community for many years, including a recent falls prevention program with the Rochester Senior Center (or 125 Live as they are currently known). This allows small teams of students to carry out course assignments in a real life context to develop innovative programs through fieldwork, research and service.

Awareness Event. The public learned about fall prevention safety, both inside and outside the home. Students provided tips on developing a falls prevention action plan and demonstrated the use of simple home solutions and assistive devices to improve quality of life and reduce the risk of falls for elders.

The University of Minnesota OT program in Rochester is actively educating the public about dementia while providing tips about cognitively supportive environments for individuals with dementia and their caregivers. These efforts contribute to Rochester's goal of being a dementia friendly community. The Memory Café, a key project initiated in 2016, is a social venue where people with dementia and their care partners

connect and interact with their peers to find encouragement and acceptance. To learn more about these and other community-engaged activities in the Rochester area, contact Meena Iyer at mbiyer@umn.edu. ■



In September 2015, many OT students, along with physical therapy students from the Mayo Clinic School of Health Sciences, collaborated with the Olmsted Falls Prevention Coalition to host a Falls Prevention



In Memoriam – Remembering Alumni and Staff

JANET ELIZABETH ALBRECHT

Janet Elizabeth Albrecht, occupational therapy class of 1957, died March 28, 2016 in North Mankato,



Minnesota. Jan was known for her creativity, gentle manner and caring heart. Jan graduated with a B.S. in occupational therapy from the University of Minnesota and worked throughout her career spanning more than 50 years.

She worked in many different organizations including the Veteran's Administration; Immanuel St. Joseph's Hospital in Mankato; Mayo Clinic in Rochester; and Sister Kenny, Abbott Northwestern and Fairview hospitals in the Twin Cities. Jan was an expert in hand rehabilitation, having patented a splint and published a book titled, "Caring for the Painful Thumb." Jan led a brain injury support group in Mankato among many other civic engagement activities of which she supported. Jan and her husband, also an alumnus of the University of Minnesota, were active members of the Alumni Society. Jan is survived by her husband, two daughters, six grandchildren (one also an occupational therapist), and two great grandchildren. ■

JANET R. RYDSTROM

Janet Rydstrom, occupational therapy class of 1958, died on February 12, 2016 at age 80. She was a loving wife and mother, adoring grandmother, loyal friend, avid tennis and paddle tennis player, and compassionate occupational therapist. Throughout her battle with bladder cancer, she demonstrated steadfast resilience and an amazing positive attitude towards life despite her health battles over the last decade.



Jan cherished her days as an occupational therapist, first at the VA Hospital in Hampton, Virginia (where she met her husband, Harry), then Easter Seals in Pittsburgh, and finally, for over 20 years, until she was 74 years old, at St. Edmond's Home for Children in Bryn Mawr, Pennsylvania.

She is survived by her husband of 55 years, their four children, seven grandchildren, granddogs, and many cherished co-workers and friends. A few words from her co-workers say it best: "Dedicated colleague, caring mentor, kind and thoughtful friend. She has been irreplaceable here. Her compassion and work for the children with special needs at St. Edmond's Home continues to inspire everyone who knew her." ■

CAROL ELY

We are deeply saddened to share the death of one of our instructional support staff, Carol Ely, who passed away on Thursday, May 12, 2016. She was surrounded by family, friends, and colleagues from both the Occupational Therapy Program and the Institute on Community Integration at the University of Minnesota.



Carol served as a client instructor within the occupational therapy faculty since 2011. In this role she organized events, sponsored online forums, reviewed and expanded online modules, critically reviewed curriculum, and directly engaged students whenever possible. Carol was passionate about occupational therapy and the work of occupational therapists. She believed in speaking her mind; frequently stating that if she didn't speak out, who would? Carol was a leader who inspired people to advocate, challenge the

status quo, and make things better for all people. Carol's education background (Bachelor of Science in Education and Certificate in Disability Policy and Services) and her passion fit well within the OT Program.

Carol's work extended beyond the classroom. In addition to her role with Occupational Therapy, she served as a Community Program Specialist at the Institution on Community of Integration where she was a core faculty on the MN LEND. Carol was also an advisor for Self-Advocacy On-line, a researcher for Quality Mall where she identified and posted resources on grief, loss and end of life decision-making, women's issues and parents with disabilities, and a frequent lecturer about unique persons and sexuality. ■

The Power of Fellowships

The dollars our alumni and friends give to fellowship funds contribute greatly to the success of our programs and our students. Read what some of our student fellowship awardees said about receiving your contributions to their education:



"I worked for two years at a middle school as a special education paraeducator. Working with students with disabilities from culturally diverse backgrounds everyday affirmed my desire to work with vulnerable populations. After three semesters in the Program in Occupational Therapy, I am thrilled

to continue my OT education with a special interest in working in pediatrics."

Alyson Barstad, Class of 2017

"I love the versatility and flexibility of OT to be able to work with so many different populations from a holistic view. I currently live on a small farm with my husband. I have dreams of one day turning our farm into a therapy farm. Right now I am focusing on using my OT skills to reduce waste and increase quality of life in my community through education and advocacy about food insecurity and homelessness." *Karyn Riewe, Class of 2017*



"The fellowship award will allow me to continue to fulfill my passion of working with children and promoting growth and development through participation in meaningful activities and play. I admire the variety and uniqueness of each child and value the opportunity to build relationships with them and improve their satisfaction and quality of life."

Alisha Bruner, Class of 2017



"I would like to be a pediatric OT either in a school setting, or an outpatient clinic, as well as doing medical mission trips later on in my career. I am very excited for what my future holds as an OT and cannot wait to see where the occupational therapy profession goes in general. I am very grateful for the generosity that has provided me with financial

assistance during my Level II fieldwork placements – thank you!" *Hannah Swanson, Class of 2017*



"It has always been my dream to remain in a rural area, like the one I grew up in, and provide OT to the under-served population. My mom introduced the profession of occupational therapy to me, and ever since then I knew that this is the profession I would pursue."

Kelsey Buysse, Class of 2017

"My interest in the field of occupational therapy was initially sparked because of my older brother who was born with significant developmental disabilities. With the help of various occupational therapists over his life, he has developed skills and abilities that most did not know he possessed. Regardless of one's circumstances, an occupational therapist sees their potential to live a productive and fulfilling life and I am extremely excited to become a part of that." *Madeline Lee, Class of 2018*

"This award will help me gain the skills and foundation needed to become a successful occupational therapist. I became interested in OT as a future career after observing a therapist provide services to my brother who was born with cerebral palsy. The therapist taught him skills needed for daily living such as how to dress himself. The therapist who worked with him was compassionate, patient, empathetic, and genuinely cared about his well-being. Seeing what a significant impact she had on his life, I realized I wanted to become an occupational therapist so I can give my patients the skills and tools for daily activities that are meaningful to them." *Christopher Hoenshell, Class of 2018*



"As a future therapist, I wish to work with people where I can build new relationships and learn how to enhance the quality of a person's life. This award not only relieves financial barriers, but also fuels my motivation to be the best I can be during my graduate studies. I thank you greatly for creating such a meaningful fellowship award!" *Caitlin Fortin, Class of 2018*



Giving makes discovery happen!

If you wish to make a legacy gift, ongoing contribution or a one-time gift to the Occupational Therapy Program, please visit: <http://z.umn.edu/supportot> or call:

U of M Foundation at 800-775-2187

Occupational Therapy Fellowship Recipients for 2016/2017

Richard J. McCauley Graduate Fellowship in Occupational Therapy: supports fulltime graduate students in occupational therapy and promotes all types of diversity in the OT profession, including race, religion, sexual orientation and national origin. **Caitlin Fortin, Christopher Hoenshell, Ashley Somphat**

Borghild Hansen Memorial Fellowship in Occupational Therapy: provides financial assistance to students pursuing a degree in occupational therapy. **Kayleigh McClure, Madeline Lee**

McCauley, Alumni & Friends Occupational Therapy Fieldwork Graduate Fellowship: provides financial assistance to students while they complete the fieldwork requirement for their degree in occupational therapy. **Hanna Swanson, Karyn (Olson) Riewe**

Level II Optional Fieldwork Scholarship: supports students completing additional fieldwork. **Andrea Porter-Smith**

Marie Louise Wales Fellowship: supports students planning to enhance health of children. **Kelsey Buysse, Alisha Bruner, Alyson Barstad, Tonya Rich**

Thank You for Your Generous Contributions to the Program in Occupational Therapy Fellowship Funds in 2015 & 2016

\$10,000+

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- McCauley-Brown Endowment Fund

\$1,001 - \$10,000

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- Dr. Judith E. Reisman
- Harry R. Rydstrom

\$101 - \$500

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OT Faculty as Scholars

Occupational therapy faculty enjoy sharing their expertise through consultation, public speaking and collaborating in research. Here is a partial list of the invited lectures, peer reviewed and non-peer reviewed (single authored and co-authored) presentations and publications in the 2015-2016 academic year. Please contact our faculty directly regarding these topics at: <https://www.alliedhealth.umn.edu/occupational-therapy-ot/why-ot-program-um/faculty-directory>.

Chris Bourland, MHA, OTR/L

- **Martin, P., Bourland, C., Jones, T., McGee, C., & Miller, J.** (2016). Using Standardized Patient Methodology to Teach Skills for Effective and Collaboration-Ready Practice. Short Course presented at the annual conference of the American Occupational Therapy Association, Chicago, IL.
- **Martin, P., Bourland, C., Jones, T.** (2015). Level II Fieldwork and Students Self-Perception of Interprofessional Competence. Poster session presented at the American Occupational Therapy Association Education Summit, Colorado.

Meena Iyer, PhD, OTR/L

- **Iyer, M. B. & Allen, C.** (2015). Development and Efficacy of an Online Problem Based Learning Course in Occupational Therapy and Radiography. Paper presented at the American Occupational Therapy Association Education Summit, Denver, Colorado.
- **Iyer, M.B.** (2016). Neuroplasticity Based Therapeutic Interventions for Neuro-Developmental Disabilities. Poster presented at the American Occupational Therapy Association Education Summit, Denver, Colorado.

Terrienne Jones, PhD, OTR/L

- **Jones, T.** (2016). *The Role of the Environment in Promoting Quality Dementia Care (webinar)*. Presented at the Dementia Certificate Program of Leading Age Minnesota, St. Paul, MN.
- **Jones, T. & Martin, P.** (2016). *Preparing for the Future: Interprofessional Practice and OT*. Poster presentation at the annual conference of the American Occupational Therapy Association, Chicago, IL.

Peggy Martin, PhD, OTR/L

- Peters, C., **Martin, P.** & Mahoney, M. (2015). The power of two: Willard and Spackman's influence of occupational therapy. *American Journal of Occupational Therapy*, 69(Suppl. 1):6911510215p1-6911510215p1. doi: 10.5014/ajot.2015.69S1-PO6096.
- Peters, C., **Martin, P.** & Mahoney, M. (2016). Historical inquiry's answer for the future: Two case studies. COTEC- ENDOTHE, Workshop to be presented at the Annual European Occupational Therapy Conference and European Educators Conference (COTEC & ENOTHE), Galway, Ireland.

Virgil Mathiowetz, PhD, OTR/L, FAOTA

- **Mathiowetz, V., Yu, C.-H., & Quake-Rapp, C.** (2015). Comparison of a gross anatomy laboratory to online anatomy software for teaching anatomy. *Anatomical Sciences Education*, Published online 22 April 2015 in Wiley Online Library (wileyonlinelibrary.com). DOI 10.1002/ase.01528.
- **Mathiowetz, V.** (2016). Task-Oriented approach to stroke rehabilitation. In G. Gillen (Ed.), *Stroke rehabilitation: A function-based approach* (4th ed., pp. 59-78). St. Louis: Elsevier.
- **Mathiowetz, V.** (2015). Lessons learned from a 41 year career in OT. MOTA Communication Award Keynote address at MOTA State Conference, Bloomington, MN.
- Mogush, A., & **Mathiowetz, V.** (2016). Effects of one-to-one fatigue management course for persons with chronic conditions. Poster presentation at 2016 AOTA National Conference, Chicago, IL.

OT Faculty as Scholars *(continued)*

Corey McGee, PhD, OTR/L, CHT

- **McGee, C.** (2015). Differences in the Hand Force Requirements of Women With Hand Arthritis When Opening Jars With and Without Joint Protection Strategies, *American Journal of Occupational Therapy*, 69, 6911515057p1. doi:10.5014/ajot.2015.69S1-PO1108
- Carthen-Watson, S., Sevenich, M. **McGee, C.**, Binsfeld, N., Samson, S. (2015). Using Job Analysis as a Proactive Intervention for FMLA Usage. Annual Meeting of the Disability Management Employers Coalition (DMEC).
- **McGee, C.**, O'Brien, V., Van Nortwick, S., Adams, J., and Van Heest, A. (2015). Activation of the First Dorsal Interosseous Muscle Results in Radiographic Reduction of the Thumb CMC Joint: Implications for Arthritis Intervention. *Journal of Hand Therapy*, 28(4), 375-381.
- **McGee, C.**, Keyser, R., Hoehn, A., McIlrath, S., Swan, H. (2016). Intrinsic hand Strength in Older Adults: A first Glance at Age and Gender Stratified Norms using the Rotterdam Intrinsic Hand Myometer. Annual Conference of the American Society of Hand Therapists.

Michael Potegal, PhD, LP

- **Potegal, M.** (2015). "Gravitational Insecurity" as defined by Occupational Therapists: A serious medical/mental health condition or a unicorn? Minnesota Association of Community Mental Health Programs, Duluth MN.
- **Potegal, M.** (2015). Measurement and conceptualization of vestibular function in OT practice: Old concerns, new knowledge, rethinking gravitational insecurity MOTA meeting, Bloomington MN.

Patricia Schaber, PhD, OTR/L, FAOTA

- **Schaber, P.**, et al. (2016). Quality of life as the organizing principle for adult day services. *AOTA Conference, Chicago, IL. April 2016.*



Leann Shore, OTD, OTR/L

- **Shore, L.** (2016). School-Based Practice: ESSA & ICD-10: How it Impacts You. 3rd Annual OT Forum, University of Minnesota

Laura Sopeth, MA, OTR/L

- **McGee, C., Sopeth, L.** (2015). Occupational Therapy Student Learning in Acute Care Contexts: Blending Online, Classroom, Simulation, and Fieldwork Education. *American Journal of Occupational Therapy*, 69(Supplement_1):6911510237p1-6911510237p1. doi: 10.5014/ajot.2015.69S1-RP401
- **Sopeth, L., Shore, L., McGee, C.** (2016). Impact of student-led home evaluation experience on student perception of knowledge and abilities. Annual Conference of the American Occupational Therapy Association, Chicago, Illinois.

Erica Stern, PhD, OTR/L, FAOTA

- **Stern, E. & Davis, ES** (2015). Creating and Validating Online CarFit Technician and Event Coordinator Training to Improve Community Capacity, AOTA Educational Summit, Denver, CO.
- **Stern, E.** (2015). Simulation Sickness Webinar, McGill University, Canada.

Staff Changes at the Center for Allied Health Programs

Two staff members moved on to other opportunities and we welcomed new staff in the following roles:



CHARLES W. CRAIN, JD – Admissions & Enrollment Coordinator

Chuck joined the CAHP in July 2016 as the Admissions and Enrollment Coordinator. He is a graduate of Eastern Illinois University and St. Thomas University School of Law and brings almost ten years of experience in higher education administration. In his spare time, Chuck enjoys spending time with his wife and children and slowly renovating their turn of the century house in St. Paul.



LINDA MALEITZKE – Projects Coordinator

Linda joined us in October 2016 after serving as the communications specialist and intern administrator with the Minnesota Technical Assistance Program (MnTAP) in the School of Public Health. Previously, she worked as a communications manager in the Office of Human Resources at the U of M. Linda has a bachelor of business administration from the Carlson School of Management and over 25 years' experience in communications, marketing and project management in the public, private and non-profit sectors. In her spare time, she enjoys spending time with her husband and children and volunteering in the community. ■

OT and Interprofessional Collaborative Practice

National Center for



Interprofessional
Practice and
Education

What is Interprofessional education and practice?

Interprofessional education occurs when two or more disciplines learn together (World Health Organization, 2010). Interprofessional collaboration occurs when teams of more than one discipline collaborate together to deliver a health service. (Journal of Interprofessional Care, Volume 19, 2005 - Issue sup1). 'Interprofessional' is not the same as 'interdisciplinary'. The term, 'interdisciplinary' refers to collaboration between different branches or specialties of the same discipline, such as when occupational therapists specializing in hand rehabilitation collaborate with occupational therapists specializing in pediatric practice or when family practice medicine collaborates with orthopedic medicine.

Occupational therapy is highly engaged in the National Center for Interprofessional Education and Collaborative Practice (www.nexusipe.org), the only nationally funded center for interprofessional education in the U.S. and located at the University of Minnesota.

The unique background of occupational therapy prepares us for team based care. Our focus on activities of everyday living directly aligns with the future of health care and places us in the center of many health care and school-based teams. Some of these teams are standard, such as rehabilitation teams of OT, PT, and Speech or educational teams such as teacher, OT, and speech pathology. But health care teams are changing. Szanton, Leff, Wolff, Roberts, & Gitlin (2016) found that an effective team comprised of an occupational therapist, nurse, and handyman with home care patients reduced nursing home admissions. This innovative team showed better outcomes at less cost than standard home care teams.

Occupational therapists are perfectly suited to lead many of the teams on which they are members. Remember, leadership can take many forms, formal and informal. Leadership occurs whenever an individual influences a decision. Occupational therapists need to recognize the teams of which they are members and confidently speak about the everyday occupational performance of their patients or clients. We all have important roles to play in shaping new health care models. ■

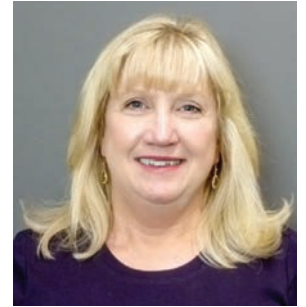
Focus on Faculty: Laura Sopeth, MA, OTR/L

The OT Program is proud to introduce you to Laura Sopeth. Laura joined the University of Minnesota faculty in 2012 as a part-time faculty member, already an experienced and expert clinician working with children. She works as a staff therapist at Children's Hospitals and Clinics and is faculty at the University. As part of the core faculty, she directs OT 6202 - OT Process for Individuals: Compensation (5 credits) and co-teaches OT 6402 OT Process for Individuals: Neurorehabilitation (4 credits). She teaches OT students, both as a Level II Fieldwork Educator and as a classroom instructor.

Laura is truly dedicated to the future of our practice. Her expertise and innovative teaching is evident in her course design and her development of innovative and highly valued learning activities. Laura designed one of our online continuing education courses called *Pediatric Medical-Based OT Practice - OCCT X322*. For information about this 1.6 CEU course, see the information below.

Laura delivers some of the most valued learning activities reported by our students. For example, she works with the University of Minnesota simulation center to implement an experiential activity in the acute care setting. She also cares about community and models this for students by monitoring small groups of students as they conduct accessibility and safety evaluations in volunteer's homes.

As a life-long learner, Laura takes on a new project each year such as presenting a poster at the AOTA conference about the home accessibility assignment or completing the training to become a Certified Quality Matters® Peer Reviewer, which is new this year. Quality Matters is an organization whose purpose is to ensure high quality online learning. This certification helps our program continue its high quality of online courses.



Laura models community engagement both inside and outside the clinic and classroom. She contributed OT insights in the planning of the Victoria Park Universally Accessible Play Area, currently under construction. She also helped design a calming room for the Bruce Vento elementary school project titled, *Healthy Bodies, Healthy Minds, Healthy Learners: Growing Environments to foster Learning and Academic Success*. Our communities are healthier because of Laura's work.

Please contact Laura directly (dick0248@umn.edu) to partner regarding persons who might benefit from home accessibility and safety assessments, possible fieldwork sites serving children with special needs, and/or to talk about the future of occupational therapy with children. ■

Continuing Professional Education



The University of Minnesota's Program in Occupational Therapy offers a variety of opportunities to advance your career with continuing professional education in a welcoming, supportive environment.

Pediatric Medical-Based OT Practice - Explore the roles of OT in pediatric medical settings and best practices as outlined in the updated OT Practice Framework 3rd Edition. Connections to child and family centered care, reimbursement, and ethical considerations in practice will be examined.

3 week online course -
REGISTRATION OPEN!
Contact hours: 16 - AOTA Continuing Education Units (CEU): 1.6

School-Based OT Practice
Includes information about best practices in applying the updated OT Practice Framework 3rd Edition and intervention strategies for children with autism, learning disabilities, and behavioral disorders in the school setting.

3 week online course - **On-going registration - REGISTRATION OPEN!**
Contact hours: 16
AOTA Continuing Education Units (CEU): 1.6

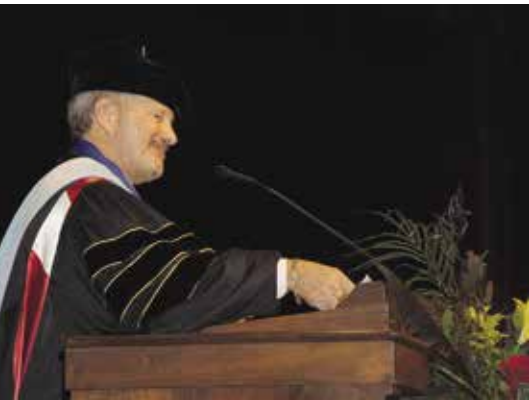
Introduction to Hybrid Teaching and Course Development

This hybrid course is designed for those who want to learn best practices in creating and delivering educational content in a hybrid model. This is a week-long, hands-on, face-to-face workshop in course development.

July 22-28, 2017 -
REGISTRATION OPEN!

CAHP Commencement

The Center for Allied Health Programs (CAHP) held its annual graduation ceremony at Northrup Memorial Auditorium on December 18, 2015 and December 16, 2016. Leading the procession and carrying the ceremonial mace was Dr. Stephen M. Wiesner of the Medical Laboratory Sciences Program (2015) and Dr. Corey McGee, assistant professor in occupational therapy (2016) followed by faculty, distinguished guests, and graduates.



In 2015, **Dr. Charles H. Christiansen** (top photo), occupational therapist, delivered the commencement address to the students and guests. Dr. Christiansen urged students to seize the day and to follow the 4 “Ls” of life - Live, Love, Learn and leave a Legacy as healthcare professionals. The occupational therapy student address was given by **Ms. Emily A. Bodensteiner** (middle photo).



In 2016, Dr. Jed Gorlin delivered the commencement address. The occupational therapy student address was given by **Ms. Erin Fullerton** (bottom photo) who encouraged her fellow graduates to “go out into the real world and make a difference in someone’s life, but, don’t ever stop learning. Be open to new ideas and challenge your perspective. Learn from your clients and their experiences.”

Each student was presented their diploma as they walked across the stage and received congratulatory handshakes from faculty and dignitaries. ■



2015 Distinguished guests: Front row: Dr. Barbara Brandt, Honorable Laura M. Brod, Dr. Allen Levine. Back row: Dr. Peggy Martin, Dr. Charles H. Christiansen, Dr. Janice Conway-Klaassen.



2016 Distinguished guests: Dr. Janice Conway-Klaassen, Dr. Jed Gorlin, Dr. Barbara Brandt, Honorable Michael Hsu, Dr. Peggy Martin



2015 Commencement MOT Participants

Joyce Barry
 Emily A. Bodensteiner
 Nora C. Brand
 Emily K. Buche
 Chantal A. Cleveland
 Adelyn R. Conrath
 Amber J. DeBuhr
 Jonathan D. Ekerholm
 Jennifer N. Evans
 Elizabeth C. Geiger
 Drew J. Gregor
 Kendra L. Gregor
 Rachel J. Hall
 Carlee A. Ham
 Amanda M. Hoehn
 Danielle M. Hoffman
 Nicole R. Huelsman

Cory J. Jones
 Rubie K. Keyzer
 Travis G. Knutson
 Alison R. Kullback
 Kristina M. LaBarre
 Kelsey L. Lambrecht
 Samantha A. Lemmon
 Katy N. Lindstrom
 Nicole E. Marson
 Megan M. Mattson
 Samantha J. McIlrath
 Ashley R. Mogush
 Casey R. Myers
 Ally J. Nagel
 Tad R. Nielsen
 Taylor A. O'Neill
 Malea A. Noennig

Kisha A. Patterson
 Sally J. Paul
 Jacob L. Perlman
 Kathryn M. Pittz
 Diana L. Raska
 Leah C. Rodmyre
 Alisa D. Salfer
 Mallory E. Schneider
 Kalina S. Shaw
 Anna M. Skov
 Sarah E. Stobel
 Hannah M. Swan
 Allyssa D. Tomlinson
 Sarah M. Trentadue
 Jared D. Venier
 Hilary A. Wilson



2016 Commencement MOT Participants

Saige A. Baker-Lietz
 Alyson A. Barstad
 Alisha J. Bruner
 Whitney M. Buesgens
 Emily G. Burns
 Kelsey T. Buysse
 Victoria R. Bystedt
 Aspen S. Carter
 Nicole F. Cheung
 Kamrin A. Duncan
 Cassandra M. Edwards-Hoversten
 Afton L. Emich
 Erin N. Fullerton
 Roxanne R. Fusilier
 Emma M. Grund
 Jean L. Henze
 Onica A. Jacobs
 Carmella M. Jasperson
 Elizabeth P. Kroker
 Kayla M. Kuczaboski
 Victoria M. Lau

Leah M. Lauer
 Jade A. Marchiniak
 Michael Matt
 Erica H. McNearney
 Karmen E. Nyberg
 Kathryn E. Perovich
 Whitney M. Pfaff
 Andrea G. Porter-Smith
 Kyla J. Price
 Karyn K. Riewe
 Elizabeth A. Rigstad
 Kendra J. Salfer
 Leah M. Schafer
 Sydney M. Schleif
 Kayley S. Schulz
 Stephanie N. Steenhoek
 Carly J. Strickler
 Hannah V. Swanson
 Erin N. Thomas
 Melissa M. Thone
 Sara K. Van Dyk



Jill S. Venter
 Kayla K. Watson
 Samantha M. Weaver
 Emily A. Westmark
 Samantha N. Witter

PRACTITIONERS LEARNING TOGETHER!

Third OT Forum Celebrated 70 Years of OT at the U!

The 2016 OT Forum celebrated 70 years of occupational therapy at the University of Minnesota with a theme called “*The Changing World of OT*.” Interactive sessions were led by a dynamic group of colleagues on several topics directly affecting the OT profession.

Cathy Brennan, occupational therapy consultant to private and public insurance payers, led the legislative update. Other panelists included Kristine Haertl, a professor in the Department of Occupational Science and Occupational

Therapy at St. Catherine University, who led a discussion about mental health. Kristi is the co-founder of the newly formed Occupational Therapists for the Advancement of Minnesota Mental Health Services. Leann Shore, assistant professor at the University of Minnesota, led a panel on school practice. Leann also manages a private practice, working primarily in pediatrics and school settings. Jennifer LeClair and Angela Meyer led a discussion about how practitioners can successfully use the new ICD-10 codes to showcase the unique services provided by occupational therapy. ■

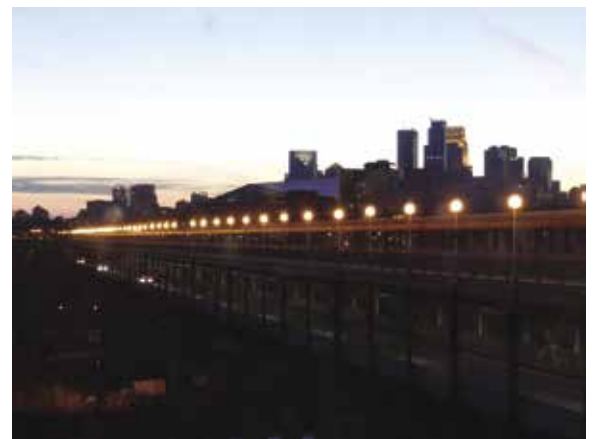
Fourth OT Forum Focused on Best Practices

The 2017 OT forum was held on March 18th at the Weisman Art Museum at the University of Minnesota. The museum proved to be a unique backdrop for the theme “*Inspiring OT: Best Practices in Action*.” Over 44 OT professionals

As the evening sun set on the Mississippi, guests received an update from Peggy Mueller Brandenburg on local and national legislation affecting the profession. The event concluded with additional large group discussion and time to network and mingle. ■



heard eight panelists and speakers share stories of innovation, problem solving and OT best practices in a variety of settings. In small and large group settings, participants listened and shared stories with others in their area of practice, brainstormed ideas, and identified strategies to navigate the changing world of occupational therapy.



Mark your calendars for the next OT Forum on March 24, 2018.

We want to recognize your class at the next OT Forum to celebrate the 50th and 25th graduation anniversaries. Please contact Linda Maleitzke, Projects Coordinator, at lmaleitz@umn.edu or 612-625-8936 to make arrangements. Remember to reserve space for your class to gather and reminisce. ■

A Special Shout Out

50th Class of 1966

Ann Angle
Beverly Olson
Carol Moore
Carol Rovainen
Catherine Paulsen
Elizabeth Kanny
Jeanne Elizer
Joann Kriz
Kathleen Whitcomb
Kerry Anderson
Kristine Troedsson
Linda Paduano
Marcia Peterson
Margaret Hanno
Marianne Prekker
Marilyn Potter
Myles Johnson*
Nancy Corbin
Nancy Reuter
Patricia Gaylord
Sallie Koenig
Sharon Speich
Susan Oppegaard
Taylor Blue

25th Class of 1991

Audra Rose
Becky Johnson
Colleen Rivera
Darci Mahoney
Debbie Blomgren
Jill Roehrich
Julie McKenzie
Kathleen Nahkala
Kelly Paschke
Kimberly Felegy
Lisa Sandstrom
Lori Johnson
Michele Reichardt*
Michelle Nagengast
Nancy Kramar
Pamela Van Cura
Patricia Warner
Roy Sulma
Sally Thurnbeck
Shannon Noren
Sheila Mullen
Susan Wiedmeier
Thien Nguyen

**deceased*



The Honeycrisp Apple was introduced in 1991 after development at the University of Minnesota Agricultural Experiment Station's Horticultural Research Center.

Photo credit: University of Minnesota, David L. Hansen.

Update Your Records and Share Your Story!



Graduates from the University of Minnesota Occupational Therapy Program influence the health care field every day and make a positive impact in our state and beyond. We take great pride in your success and want to hear from you! Please take a few moments to update your contact information and share your professional

and personal accomplishments here: <https://www.alliedhealth.umn.edu/occupational-therapy-ot/alumni>. We will include alumni stories and updates in upcoming issues of the annual OT Alumni Newsletter. ■



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