Witnessing the profession's evolution through the eyes of four generations of occupational therapists

Dottie Ecker '57, MA '69

GREATEST GENERATION
Congratulations to the 23 USC alumni and faculty members named to the American Occupational Therapy Association’s list of 100 Influential People who have most shaped our profession during its 100-year history — Fight On!

Claudia Allen, former faculty member
A. Jean Ayres ’45, MA ’54, former faculty member
Esther Bell Cert. ’53
Janice Burke MA ’75, former faculty member
Sharon Cermak, faculty member
Florence Clark PhD ’82, faculty member
Florence Cromwell MA ’52, former faculty member
Linda Florey MA ’68, PhD ’98, chairperson of USC Chan Board of Councilors
Mary Foto ’66, member of USC Chan Board of Councilors
Anne Henderson ’46
A. Joy Huss Cert. ’58
Gary Kielhofner MA ’75
Lorna Jean King MA ’50, former faculty member
Catherine Trombly Latham MA ’64
Lela Llorens, former faculty member
Mary Reilly ’51, former faculty member
Joan Rogers MA ’68
Margaret Rood, former faculty member
Carlotta Welles MA ’53
Wilma West MA ’46
Wendy Wood MA ’88, PhD ’95
Elizabeth Yerxa ’52, MA ’53, emerita faculty member
Ruth Zemke, emerita faculty member
ARE YOU 70 1/2?
Do you know someone who is?

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Call the Office of External Relations at (213) 740-0428 or email ostrow.development@usc.edu to create your legacy today.
Celebrating 100 years of occupational therapy and 75 years of USC excellence in service to our profession.
The Occupational Therapy Association of California (OTAC) kicked off the profession’s centennial earlier this year at the 128th Tournament of Roses Rose Parade. The annual event, which is broadcast to an estimated 75 million people around the globe, gave OTAC an auspicious opportunity to launch its year-long public education campaign highlighting the importance of occupational therapy. “We are beyond excited to be sharing our profession with the world,” said OTAC President Heather J. Kitching MA ’02, OTD ’10 in a media release. “This centennial float embodies our vision of a world where all people participate in meaningful and enriching daily activities to optimize their life experience.” In addition to Kitching, there were four Trojans aboard the float, including professor and former Associate Dean Florence Clark PhD ’82, adjunct clinical instructor Lisa Deshaies, former faculty member Lela Llorens, and Jesus David Vidana ’01, a U.S. Marine Corps reservist who sustained a severe brain injury in the line of duty. Associate Professor of Clinical Occupational Therapy Sarah Breham MA ’96, OTD ’99 served as the 2017 OT centennial float committee chair, working for five years to bring the float to fruition. Learn more about the float in the first video at tinyurl.com/OTonParade
Dear Alumni and Friends,

It is my pleasure to introduce this special double issue of USC Chan Magazine, the first since I arrived in Los Angeles earlier this year as the division’s new administrative leader. This publication showcases the extraordinary impact of our programs, passions and people. As I am discovering on a daily basis, we have so much to be proud of and so many milestones to celebrate!

Joining USC Chan as the new associate dean and chair has been a huge milestone for me, and is among the many reasons 2017 will be a year to remember.

Just recently, at the American Occupational Therapy Association’s national conference, we celebrated the centennial anniversary of the founding meeting of the National Society for the Promotion of Occupational Therapy, considered by many to be the birth of our profession. We also commemorated the diamond anniversary of USC’s first Occupational Therapy program, the first since I arrived in Los Angeles.

This issue of USC Chan Magazine highlights an array of milestones from our past and present. Our cover story (ppgs. 24–33) looks back at 100 years of identities, map our pasts and provide signposts for the future. We have the humble privilege of saying —

Fight On!

Grace Baranek PhD, OTR/L, FAOTA
Associate Dean, Chair and Professor
USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy
Herman Ostrow School of Dentistry of USC

Medical Center of USC are offering new hope to patients living with lymphedema (ppgs. 18–21) while our alumni at Children’s Hospital Los Angeles are doing the same for many types of childhood populations (ppgs. 38–41). We also pay tribute to the career milestones of a towering Trojan, the late Florence Cromwell MA ’52 (ppgs. 36–37). I have learned many things in my short time in Southern California (some of which are noted on ppgs. 22–23). But of all these early lessons, what stands out the most is experiencing the generous kindness and hospitality of the Trojan Family. To those whom I have already met, thank you for the warm welcome to USC! And to those I hope to meet soon, thank you for all you do on behalf of our division and of USC. As I now have the humble privilege of saying —

A Rich Legacy of Leadership and Service to Occupational Therapy

A New Hope | 18-21
A cutting-edge surgery at the Keck School of Medicine of USC is giving sufferers of lymphedema — an accumulation of fluid in the body that causes severe swelling — hope for a normal life. Find out the many ways occupational therapy is helping.

The Road to Troy | 22-23
Earlier this year, Grace Baranek took the reins as associate dean of USC Chan after Florence Clark stepped down. Get to know the new chief and find out what she has planned for one of the nation’s top occupational therapy programs.

Man’s Best Friend | 34-35
Diagnosed as a teen with hydrocephalus (excess fluid in the head), Simon Silchoberg has endured nearly 40 brain surgeries to correct his condition. But with a little help from occupational therapy and a four-legged friend, he is leading a healthy, balanced life.

FEATURES

FIGHTING ON AT CHILDREN’S HOSPITAL LOS ANGELES | 38-41
Meet the occupational therapists working side by side with the medical team at Children’s Hospital Los Angeles to help children like Nathan (pictured here) get back to the care-free business of being a kid.

A Rich Legacy of Leadership and Service to Occupational Therapy | 36-37
AOTA Vice President (and USC Chan faculty member) Shawn Pipes ’97 remembers occupational therapy great Florence Cromwell.

Let’s Go Out and Play | 42-43
Occupational therapy partners with landscape architecture for an exciting new project, creating outdoor playspaces designed to be maximally inclusive.

USC Chan Magazine
The magazine of the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy is published twice yearly. For questions, comments, updates or story suggestions, contact Mike McNulty at mmcnulty@usc.edu or (323) 442-2850.
USC and Peking University have forged a partnership that could impact the quality of life for millions of Chinese individuals living with, or at risk for, a disability.

USC Provost Michael Quick joined a delegation of senior leaders from the Peking University Health Science Center (PUHSYC) to formalize a new partnership between the academic institutions to develop one of China’s first graduate programs specializing in occupational therapy.

“Occupational therapy enables people throughout the world to lead healthier, happier, fuller lives,” Quick said. “By advancing occupational therapy education, research and clinical care in China, this new partnership with Peking University has the potential to transform the quality of life for millions of people.”

The announcement caps more than two years of intercontinental exploration and travel by USC Chan faculty members, including then-Associate Dean Florence Clark PhD ’82 and the China Initiative’s Interim Director Julie McLoughlin Gray MA ’95, PhD ’06 to better understand the nuances of occupational therapy within China’s health care system and to identify an optimal partner capable of fostering the profession’s growth within the country.

The China Initiative began in 2014 as part of a multimillion dollar gift from USC Trustee Ronnie C. Chan MBA ’76 and his wife, Barbara, to endow and name USC’s occupational therapy division and to establish the USC Professorship in Occupational Science and Occupational Therapy.

“This historic partnership with Peking University will dramatically influence practice and research to create innovative ways of improving quality of life in China,” said Clark, holder of the Mrs. T.H. Chan Professorship in Occupational Science and Occupational Therapy.

“By collaborating in the establishment of a state-of-the-art curriculum for educating Chinese clinicians and by fostering the development of scientists, USC continues demonstrating its investment in professional excellence throughout the world.”
FACULTY

New undergrad course focuses on autism

The division has designed a new undergraduate course, OT.370: Understanding Autism — Participation Across the Lifespan, that offers an introduction to autism spectrum disorder (ASD) from a neurodevelopmental perspective, with a particular focus on lived experiences and occupational participation of people with ASD. Students explore historical and contemporary perspectives of ASD, learn about occupational participation of individuals with ASD across a developmental trajectory and reflect on representations of ASD in media, film and television. Taught by Assistant Professor of Clinical Occupational Therapy Linsey Smith ’05, MA ’08, OTD ’15 the course reaffirms USC Chan’s leadership, both on campus and off, on issues related to autism and neurodevelopmental disorders. “We’re hoping that after this course,” Smith said, “regardless of what major the students are in or what career choices they decide to pursue, they’ll move on with a better understanding of autism.”

AWARDS

Cermak honored with Humanitarian Award

Professor Sharon Cermak received the 2016 Humanitarian Award during a November gala hosted by the American Friends of Beit Issie Shapiro. Beit Issie Shapiro is Israel’s leading disability services organization and impacts more than 30,000 people every year through clinical services, legislative advocacy and research and training. The American Friends of Beit Issie Shapiro is the nonprofit organization dedicated to supporting Beit Issie’s mission in the United States. Cermak, who is an internationally renowned expert on health promotion for children with disabilities and developmental coordination disorder/dyspraxia, has served on Beit Issie Shapiro’s International Board of Directors and has various professional affiliations with Israeli academic organizations, including One Academic College, Hebrew University of Jerusalem and The Israeli Journal of Occupational Therapy.

AWARDS

Lawlor elected to AOTA Board

Professor Mary Lawlor has been elected to a three-year term on the Board of Trustees of the American Occupational Therapy Foundation (AOTF). Founded in 1965, the AOTF is a nonprofit organization that supports research and public awareness of occupational therapy through research grants, scholarships, programs and publications. AOTF is governed by an elected board consisting of members from the public and from the occupational therapy profession. Lawlor is an expert on pediatric occupational therapy, family-centered care and ethnographic research, some of which has been supported by AOTF pilot research funding. She is a member of the AOTF Academy of Research and has previously served the foundation as a member of the AOTA/AOTF Research Advisory Panel.

NEWS BRIEFS

Lectures, grants, awards — there’s always so much going on at the USC Chan Division of Occupational Science and Occupational Therapy. Keep your finger on the pulse with these division news briefs:

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Last year, USC Chan began offering master’s students an opportunity to do their part to combat homelessness — one of USC Provost Michael Quick’s “wicked problems” for the university to fight — with a new fieldwork site at the Century Villages at Garfield (CVC), a nonprofit focused on addressing homelessness.

The organization’s sprawling 14-acre campus provides housing to more than 1,000 people every night and, through partnerships with 20 local agencies, offers valuable social services (job training, drug and alcohol recovery services, mental health services) to help residents get back on their feet.

In 2016, 12 USC occupational therapy students completed their fieldwork experience at CVC, spending 20 hours each week helping to run both individual and group sessions — including everything from gardening and walking to the wildly popular cooking class — meant to get CVC residents back to meaningful activities of daily living.

Meet four students who took part in the CVC fieldwork experience and have had their outlooks (and budding careers) forever changed:

Photos by Hong Le Ma ’18

Ananya
ERIN
ALISA
MARISSA

What made you select this fieldwork experience?
I wanted to be part of helping individuals who were looking to turn their lives around after all that they had been through.

What did you learn about yourself during your time there?
That I like Swiss chard. (laughs) CVC has a community garden, and Swiss chard grows like crazy there. It was the main ingredient for many of our community cooking classes, and I was not complaining.

In what ways do you think this experience will inform the way you practice after school?
I have learned that I will never truly understand some of the difficulties my clients have faced, and that’s OK. It’s more important to focus on ways I can help and connect with them.
What did you learn about yourself during your time at CVC?
I learned that I am very open to trying new things. Clients shared all kinds of knowledge and skills with me. I learned everything from drilling to making pop-up cards to aerating soil.

What inspired you about your time there?
At one point, I hit a roadblock with a client. It seemed like our efforts were hopeless in the face of her health care barriers. When my experience was coming to a close, she told me our sessions had helped her in ways nothing else had. That was a significant moment for me — both professionally and personally.

In what ways do you think this experience will inform the way you practice after school?
It taught me the importance of mutual respect and how beneficial the therapeutic relationship can be. You never know the battles your client might be fighting. That powerful lesson will play a part in the way I practice.

What made you select this fieldwork experience?
I heard about what was being done at CVC and thought it was such a well-rounded place where I could be exposed to different populations. Also I love the outdoors and value the impact that exercise and engaging in productive activities such as gardening and cooking can have on well-being. I wanted to see it firsthand and wondered if I could help facilitate engagement in these valued occupations to help others.

What did you learn about yourself during your time at CVC?
I learned that I have a lot more to learn about other people. It is so imperative to listen and connect with people before you begin to assess and attempt to understand them.
What did you find most surprising about your time at CVC?

I really didn’t expect all the opportunities! I had the opportunity to work with and sit in with a wide range of populations, including adults with serious mental illness, adults recovering from substance abuse, veterans, preschoolers, grade school children and teens. As a result, I learned even more about what occupational therapy can be, and I was able to get creative with developing intervention tools.

What did you learn about yourself during your time there?

I learned that I love bringing imagination and creativity into my work. I also learned what it meant to advocate for the role of occupational therapy in new settings.

In what ways do you think this experience will inform the way you practice after school?

CVC felt like a community, and we all felt like we were part of that. I hope to bring that same sense of community and connectedness into practice with me. Human connection is such a powerful ingredient, and I hope to help people feel connected and empower them to seek connection in their communities.

TALK OF THE TOWN

Since joining the Trojan Family this past fall, Professor Beauregard Tirebiter has become something of a star. The 2-year-old black Goldendoodle works as a full-time staff member at the Office for Wellness and Health Promotion at the USC Engemann Student Health Center, where he helps students flourish despite the stress caused by the many papers, projects and tests required of them throughout the semester. Several USC Chan occupational therapists lent their expertise working with service dogs to stories covering the recruitment of what is believed to be the first full-time “facility dog” in the nation. This is what they had to say:

VIRTUAL REALITY CHECK

Could virtual reality lead you to become a more self-actualized person? USC Chan Assistant Professor Sook-Lei Liew MA ’08, PhD ’12 weighed in at the South by Southwest Conferences and Festival in Austin, Texas. “We know that our experiences affect our brains, but we don’t know how exactly virtual experiences will do this. Because VR can give the user a sense of ‘being in another’s shoes,’ we are especially excited about the potential to use VR to change brain circuits related to how we see ourselves and how we see others.” Liew also demonstrated how to use VR coupled with real-time neurofeedback to help stroke survivors regain movement, with the REINVENT (Rehabilitation Environment using the Integration of Neuromuscular-based Virtual Enhancements for Neural Training) interface, which was named one of “six must-see VR experiences” by Forbes magazine. Read more at tinyurl.com/liewatsxsw.

PREVENTION OVER REHABILITATION

Occupational therapists are not typically one of the first experts that an individual diagnosed with diabetes would consult. But perhaps they should be, according to a recent ADVANCE for Occupational Therapy Practitioners article, which explains how lifestyle interventions by occupational therapists (and physical therapists) done shortly after diagnosis can actually slow or prevent some of the disease’s secondary effects. In the article, Associate Professor of Clinical Occupational Therapy Chantelle Rice ’07, MA ’08, OTD ’09 discusses the division’s unique Lifestyle Redesign program — an intervention that, unlike other occupational therapy services, encourages lifestyle modification as a powerful preventive measure. “We’re addressing both development of new routines and modifying previous activities so that the patient can continue to engage in them,” Rice says. Read more at tinyurl.com/discussingdiabetes2017.

PETTING A THERAPY DOG ...

—Olga Solomon, Assistant Professor

YOUR BLOOD PRESSURE CAN DECREASE. PEOPLE HAVE USED DOGS FOR PAIN MANAGEMENT. SOMETIMES, MEDICATION USE GOES DOWN.

—Ashley Uyeshiro Simon ’08, MA ’10, OTD ’11, ASSISTANT PROFESSOR OF CLINICAL OCCUPATIONAL THERAPY

I THINK THIS IS PROBABLY AN AREA THAT IS CONTINUING TO BE PIONEERED, AND IT’S GREAT USC IS TAKING THE LEAD.

—Cate Dorr OTD ’16

Read: tinyurl.com/proftirebiter  Watch: tinyurl.com/tirebiteronvideo
THE TROJAN 23
Did you know that 23 of the 100 most influential people in occupational therapy’s century-long history were affiliated with the USC Chan Division of Occupational Science and Occupational Therapy? From Allen to Zemke — and with four current faculty members (two emerita) — check out which Trojans made the list at tinyurl.com/trojan23.

SNAPSHOT: USC CHAN

In the 75 years since occupational therapy took up residence at USC, it has grown from a small niche program to one that spans the entire post-secondary education spectrum. Here’s a snapshot of the many study options offered at USC Chan:

OCCUPATIONAL SCIENCE MINOR
USC Chan offers undergraduates an opportunity to explore occupational science with a minor.

115 No. of occupational science minors
88 percent female; 12 percent male

Top majors for OS minors:
1. Psychology
2. Human Biology
3. Health and Human Services
4. Business Administration
5. Communication

BACHELOR’S TO MASTER’S DEGREE
An undergraduate student can also embark on an accelerated bachelor’s-to-master’s program, granting them both degrees in just five years.

ENTRY-LEVEL MASTER’S DEGREE
This two-year program grants its graduates a master’s degree, which is required to practice as an occupational therapist in the U.S.

254 No. of students


POST-PROFESSIONAL MASTER’S DEGREE
This program is for mid-career professionals and international students with a bachelor’s degree in occupational therapy.

36 No. of students

Students hail from: Colombia, India, Israel, Italy, Philippines, Saudi Arabia, Scotland, South Korea and Taiwan

DOCTOR OF OCCUPATIONAL THERAPY DEGREE
This one-year program confers upon its graduates (who already have master’s degrees in occupational therapy) an OTD.

82 No. of students

90 percent female; 10 percent male

DOCTOR OF PHILOSOPHY DEGREE
The PhD educates individuals to engage in the scientific investigation of human occupation.

14 No. of students

GenNext

Meet the next generation of occupational scientists and therapists moving the profession forward.

ANDREW DANIELS MA ’17

BY BRYAN KANG MA ’18

Age: 31
Hometown: Fountain Valley, Calif.
Undergraduate studies: B.A. English
OT area of interest: Physical rehabilitation
Meaningful occupations: Jamming on guitar, playing piano, watching TV with my wife, taking
Describe OT in a few words: Connecting people to their valued occupations
Post-master’s plans: OTD residency at Keck hospital inpatient rehab unit

When did you first want to pursue occupational therapy? In high school, while setting colleges, I explored music therapy as a possible career path. After a stint in the entertainment industry post-undergrad, I re-examined music therapy. I began volunteering as a hospice caregiver and had some amazing experiences incorporating music into the time I spent with patients. But the job prospects for music therapy were limited. Then I discovered occupational therapy, which seemed more expansive, had a stronger job outlook and demanded an equally creative approach to therapy.

You mentioned you worked in entertainment. What was it like making the career shift? Very motivating. It was hard to maintain a satisfying work-life balance in television production — the hours were long, and the work was often trivial. It just felt like a mismatch. Learning to be an occupational therapist has been so much more fulfilling and energizing.

As you finish your master’s degree, what advice would you give to current and incoming students? Weave your extracurricular passions into your OT studies: reflecting on the things you love illuminates the multitude of therapeutic dimensions in which occupational therapists operate. And say yes to as many opportunities as you can. USC offers so many ways to get involved; it will hasten your conceptualization of occupational therapy and you will meet great people.

What is one of the most valuable lessons you’ve learned at USC Chan? As the immortal David Bowie once screamed: “Oh no love, you’re not alone!” USC Chan has reinforced hard-working, caring, intelligent people who are eager to lend their support to students in their development as professionals. We will have the benefit of their advice and experience throughout our careers. It’s a special place on this Earth. You’re not alone!
USC Chan occupational therapists taught Salvador Castellanos and his wife Jesse massage and wrapping techniques to keep the swelling down in his right leg.

USC Chan’s faculty clinicians offer much-needed help for people living with lymphedema.

By Michelle McCarthy
Imagine having an ailment that swells one of your legs to four times its size—one that destroys your quality of life and brings with it immense pain and shame. For Salvador Castellanos, this nightmare was a reality.

“When I did go out, I couldn’t wear pants,” Castellanos says. “I would have to wear shorts. People would look at me in a weird way like, ‘Don’t get too close to this guy because he’s going to give you what he has.’ The hardest thing was not being able to take my kids to football and baseball practice. It would break my heart all the time. One day, I cried to God and asked him to send someone who would be able to help me.”

After a challenging four-year journey, the father of three was eventually diagnosed with lymphedema, an accumulation of fluid in the body that causes severe swelling. But thanks to a cutting-edge surgery being performed by Ketan Patel of the Keck School of Medicine of USC and the work of USC Chan occupational therapists, patients like Castellanos no longer have to suffer through this type of pain. Castellanos and Lee both found their way to the lymphedema clinic at Keck Hospital where USC Chan occupational therapists are devoted to helping patients who are prepping to undergo surgery along with those who need to learn how to manage the lifelong ailment.

“In therapy, we do bandaging to bring down the swelling, massage, skin care education and exercise,” Hsia says. “Lymphedema changes your skin to a tree-bark texture because over time there is so much fluid that there’s no oxygen getting to the tissue. Manual lymphatic drainage is a type of massage that helps to open up the lymphatic system and push the fluid away. Once the swelling is down, we give the patients some sort of compression that keeps them at that smallest size we’ve achieved.”

Castellanos says the occupational therapists at Keck painstakingly taught him and his wife massage techniques and how to wrap his leg. “They would explain everything in detail. My wife learned how to wrap it just as well as the therapists,” he says. “So when we came home, she knew everything to do.”

A lot of the pre-surgical work the occupational therapists do involves educating their patients about what to expect from surgery, but it also includes understanding how it will impact their everyday lives once they go home. “We talk about how to change diapers, how to carry a 20-pound baby when you’re not supposed to be lifting anything, sex and positioning, clothing, fatigue and exercise,” Hsia explains. “How are you going to get into the bed? How are you going to bathe and get dressed? What are the things that are important for you to do independently?”

After Lee completed a month and a half of therapy, Patel performed a lymph node transfer surgery, a relatively new approach in which lymph nodes were taken from a healthy area in her body and placed in the limb affected by lymphedema to help drain fluid.

“I noticed a difference right away, and it gets better and better,” Lee says. “The main thing I noticed was that I wasn’t in pain.”

A second option is a lymphovenous surgery, where pathways in the lymph and venous systems are reconnected to improve flow.

“At the end of treatment, I’ve had patients say, ‘I don’t have any pain in my arm,’” Hsia says. “Now it doesn’t wake me up in the middle of the night.” That makes a huge difference. They still have to wear a compression sleeve and manage the lymphedema, but they say, “I will take this over what I was experiencing before any day.”

Castellanos is currently undergoing pre-surgical testing and is hoping to schedule lymph node transfer this summer. He says the therapy program at Keck has changed his life. “I just went to one of my son’s baseball tournaments in Perris and got to see him play baseball for the first time,” he says with a big smile. “Now I feel much better going out. I put on a pair of sweatpants the other day and was like, ‘Wow, you can’t even tell my leg is swollen.’ I know there is a long road ahead of me, but I’m really happy with the outcome of everything.”
The recent hit film *La La Land* opens with a musical number set amid standstill traffic on a freeway interchange high above South Los Angeles. With the city's downtown skyline — USC's campuses at its outskirts — visible in the hazy distance, commuters momentarily escape the snarl with an impromptu song and dance on the lanes of the overpass. "It's another day of sun/Another day has just begun," the chorus joyfully sings, portraying an ironic slice of daily life in the real "La La Land." Endless sunshine is welcome solace to commuters stuck in seemingly perpetual traffic.

Despite an unusually wet winter in Southern California, it's been nothing but sunshine inside the USC Chan Division since newly appointed Associate Dean and Chair Grace Baranek arrived on campus in February. Baranek comes to USC from the University of North Carolina at Chapel Hill, where she had been a faculty member since 1996. Her most recent appointments at UNC included associate chair for research in the Department of Allied Health Sciences and professor in the Division of Occupational Science and Occupational Therapy.

When asked about what drove her decision to make the move from Tar Heel to Trojan, Baranek smiles wryly. "Well, it certainly wasn't the traffic!"

Route 66 — that most famous of American highways and an enduring icon of westward migration — stretches nearly 2,500 miles from the Santa Monica Pier in California to the shores of Lake Michigan in Chicago. Baranek likewise traces her own route to the City of Angels back from the Windy City. The proud Chicagoan ("Go Cubs!") first discovered the southern California coast while working at the Easter Seals Day School in Chicago that her career trajectory took a pivotal turn.

Beginning in 2003, she received her first federal research support as the principal investigator of the Sensory Experiences Project. Funded by the NIH National Institute of Child Health and Human Development, the 10-year study, totaling more than $4.5 million in federal grants, aimed to explain the developmental course, mechanisms and functional effects of sensory features in children with autism spectrum disorder.

"This research confirmed that sensory features were quite common but varied across children with ASD," Baranek explains. "Moreover, sensory patterns, such as hypo- and hyperresponsiveness, were found to impact children's social and adaptive development in different ways, and also limited the extent to which families could participate in community activities."

In 2010, Baranek was appointed associate chair for research at the UNC Department of Allied Health Sciences, a nod both to her own expertise and to her abilities for fostering the infrastructure, relationships and environments necessary for others' research programs to thrive. This administrative leadership experience helped cement Baranek as the successor to Florence Clark, who announced in 2015 that she would be stepping down from her administrative appointments after 27 years as the chair of USC Chan. Baranek's selection was made public in an August 2016 announcement by Avi Sadan MBA '14, dean of the Herman Ostrow School of Dentistry of USC, which oversees USC Chan.

But while she's hesitant to draw any comparisons between herself and her predecessor, Baranek points to lessons that she has learned from Clark, who is continuing her own scholarship at USC Chan as the holder of the Mrs. T.H. Chan Professorship in Occupational Science and Occupational Therapy.

"Dr. Clark has been a tremendous leader and role model for our whole field," Baranek says. "She's shown me how to leverage strengths and align resources in order to realize a vision of USC Chan well into the future."

This deep sense of enduring continuity and appreciation for USC's long-standing influence upon the occupational therapy profession is all the more impressive seeing as Baranek has only been an official Trojan for less than two months. "You don't get to be a top-ranked program by doing one thing exceptionally well," she says. "You get there by doing everything exceptionally well."

Considering the career body of work that has earned her widespread respect and international renown, Baranek has shown that she knows what it takes to do many things well. That is, perhaps all but the one thing that every Angeleno, no matter how long they have lived in Southern California, would like to improve. "I'm not really sure how to fix the L.A. traffic!" she says, with a laugh.
As occupational therapy turns 100 — and USC’s program turns 75 — we look back at the past century through the eyes of those who experienced occupational therapy’s evolution firsthand. Our story begins with Dottie Ecker, proudly representing the Greatest Generation, and finishes with millennial Kaitlin O’Hara. Each Trojan from the four generations shares a unique view of the profession, which has evolved from a craft-based technical practice to its modern day, evidence-based form in a variety of clinical settings with myriad specialties. Read on to find out how occupational therapy has changed (and how it has stayed the same) since its inception in 1917.
For as long as Dottie Ecker can remember, she has been a working woman. At 14, she went door-to-door, selling handmade necklaces and pins. Then, when she was finally old enough, she eagerly applied for a job at a department store in downtown Los Angeles. Like many in the Greatest Generation (born between 1922 and 1945), Ecker strove for financial independence and chose to earn her own spending money.

“I worked throughout college at a hospital’s office. Even after college, when I was pregnant with my first child, I insisted on working until the last day possible,” she says. “To be honest, I didn’t think I would be satisfied as a retiree.”

Now, retired only for one year, Ecker uses her 11-page curriculum vitae to help her recall her nearly 60-year career in occupational therapy.

“I had forgotten some of the things I had done in my career after all those years,” she says. “I was always taking courses, so the account didn’t really matter to me all that much. I just wanted to keep learning.”

But the education was much different back then, she explains.

“For one thing, we wrote everything; we didn’t use computers.”

Ecker also says the use of research was never a central topic back then, she explains. “It was just the right thing to do. I had a very rewarding career, I really enjoyed working and treating people. I used that experience to stay involved with the university and now professional organizations throughout my career.”

Throughout her career, Ecker also has maintained active memberships in professional organizations, including the American Occupational Therapy Association, the Occupational Therapy Association of California and the World Federation of Occupational Therapy.

“It was just the right thing to do. I had a very rewarding career, I really enjoyed working and treating people. I used that experience to stay involved and run on many boards of the professional organizations throughout my career.”

Now that Ecker’s professional life has taken a back seat, she still maintains her involvement with USC. She is a member of the Trojan Guild, a USC social club composed of alumni and her former colleagues.

“We attend the university tours, luncheons and workshops to keep up to date with all that’s going on at USC,” she says. “I really enjoy staying involved with the university and now that I have more free time, I can do just that!”

For 75 years, USC occupational therapists have been dedicated to serving the greater good of the profession. Here are a few landmark moments that highlight the Trojan Family’s enduring influence.

**FIRST AMONG FRIENDS**

In the fall of 1949, USC began admitting students to courses in its new bachelor’s degree program in occupational therapy. The program was directed by renowned occupational therapist Florence Clark PhD ’22 more than 40 years ago.

“At that time, no one was reading research to justify what they were doing, but she was.”

Using peer-reviewed research to inform practice has since become the norm for the profession.

“The research is much more important these days in leading us to our decision making in practice. It’s a bug emphasis now whereas before it wasn’t at all.”

**OT’S REWARDS**

Ecker believes she had a rich, fulfilling career — from taking care of pediatric patients and patients with disabilities to setting up a geriatrics rehab program at LAC-USC Medical Center.

Throughout her career, Ecker also served as a clinical faculty member at USC Chan. In fact, she was selected to sit on the chair search committee that eventually chose Florence Clark.

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**THE PROFESSION’S CHANGING FOCUS**

It wasn’t until later in her career that she decided to pursue master’s degree in occupational therapy at USC to extend her education as was suggested by her mentor, A. Jean Ayres ’45, MA ’54, PhD ’61.

“I never cared about the degrees,” Ecker says. “I was always taking courses, so the accolades didn’t really matter to me all that much. I just wanted to keep learning.”

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Ecker also says that, at the time of her education, the scope of occupational therapy practice was different.

“Occupation wasn’t a central topic back then,” she explains. “It was only barely touched upon, and now it’s paramount to the profession.”

Ecker also says the use of research was completely different in both education and practice. She again credits Ayres for introducing her to the concept of using published research to inform the way she practiced.

“I took a course on cerebral palsy with Dr. Ayres, and she always used literature on neurophysiology to justify our treatment,” Ecker says.

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BABY BOOMER

COLETTE NAGAMI ’75

BY HOPE HAMASHIGE

Even before starting college, Colette Nagami was drawn to working in health care. She volunteered as a candy stripe while she was still in high school and also took a job at an adult day care center. She developed an affinity for helping people and was certain that a career in health care would bring her satisfaction over the course of her professional life.

When it came time to apply for college, Nagami declared her intent to pursue a degree in the health sciences. Although she was undecided at the time, she was leaning toward becoming a pharmacist. After a year of general education at USC, she was accepted into the pharmacy track, but her then-boyfriend and husband warned her against it. He was a pharmacy major and knew that Nagami would be happier in a field that would afford her more direct contact with patients.

“My dad always wanted me to be a doctor,” Nagami recalls. “I decided to run away and raced over to the counseling center.” Nagami recalls. “They arranged for interviews at the schools of social work, physical therapy and occupational therapy. I didn’t know what occupational therapy was, so I took unexpected turns, so too did Nagami’s career in occupational therapy. One of the first things she learned after working in a hospital was that, even among medical professionals, occupational therapy wasn’t a well-known profession.

She started to recognize that there were patients who would benefit from occupational therapy, but who weren’t getting it because some doctors and nurses still didn’t know how to use occupational therapy to help their patients reach their greatest potential. As this fact became more and more clear over the first few years working in a hospital, Nagami decided to become an advocate for the profession and not just a practitioner.

ADVOCATING FOR THE PROFESSION

When it came time to apply for college, Nagami expected to do what her division’s Class of 1975 that day. “I am so grateful to Miss Harriet for her insights and for helping me understand that this was a better fit.”

“During all the years that I was hiring therapists, I always knew that if someone came from USC, they would come with a great education and I could rely on that,” she says.

POST-PROFESSIONAL DEGREES PUSHED KNOWLEDGE BASE FORWARD

In 1944, USC opened the nation’s first post-professional degree program in occupational therapy. In another unexpected twist, Nagami was soon running a busy private practice and, as time went on, she set up offices in acute hospitals that would serve both inpatients and outpatients.

For over two decades, Nagami operated offices in both Los Angeles and Orange County. She started to recognize that there were many patients who weren’t getting occupational therapy, but who needed it. “During all the years that I was hiring therapists, I always knew that if someone came from USC, they would come with a great education and I could rely on that,” she says.

“I felt that it was important to raise awareness about occupational therapy and to increase our visibility in the hospitals,” Nagami says. “We needed a doctor’s orders to get occupational therapy for our patients and so it was important that the doctors understood us. I totally changed my practice.”

Nagami created a program for Long Beach Memorial Hospital that included education for both medical staff and for patients to help all of them understand the benefits of occupational therapy for different types of patients.

STRIKING OUT ON HER OWN

Her next career move was to quit her job after moving to Orange County and not wanting to do a daily commute to Long Beach. Some of the doctors convinced her to see their patients in their offices when they truly needed occupational therapy. In another unexpected twist, Nagami began her own business.

By the time Nagami began her studies at USC, they would come with a great education and professional. I always knew that if someone came from USC, they would come with a great education and I could rely on that,” she says.

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“During all the years that I was hiring therapists, I always knew that if someone came from USC, they would come with a great education and I could rely on that,” she says.
For Jess Holguin, the calling came early. As an 18-year-old freshman, sitting in an “Introduction to Occupational Science and Occupational Therapy” course taught by then-Associate Dean Florence Clark Ph.D ’82, Holguin had an epiphany: He wanted to be an occupational therapist.

“At its very heart, occupational therapy was about helping people in a way that made a lot of sense to me,” says Holguin, assistant professor of clinical occupational therapy at USC Chan. “It just captured my attention, and I was really happy to come across it so young.”

That moment, in a class he took only because “the course description seemed interesting,” was the beginning of a love affair with a profession that has lasted more than two decades.

MAKING EVERY MINUTE COUNT
As an undergraduate, Holguin split his incredibly regimented time between his coursework in occupational therapy (with a minor in psychology) and the football field. As USC football player no. 47, Holguin made some incredible college memories — scoring a touchdown against Cal at homecoming and making a tackle at the Rose Bowl. He also developed a laser-like focus on his studies.

“Division I Athletics is life,” he says. “You don’t have much downtime, so I was always very disciplined; every minute — on and off the field — was accounted for.”

In 1996, Holguin graduated with a bachelor’s degree in occupational therapy, which at the time was the entry-level degree for an occupational therapist. (That would change in 2007 when the master’s degree became the profession’s entry-level degree.)

Holguin entered the workforce at a time when the market was flush with jobs.

“There were quite a few jobs paying very highly,” he remembers. “But they weren’t necessarily places I wanted to work.”

Luke many born in Generation X (1965-1979), Holguin endeavored for a challenging career that valued making a difference over simply filling his pockets. He had been impressed with St. Jude Medical Center, having witnessed the care provided to family members over the years.

“The culture there was very much something I identified with,” he says. “The people were there because they wanted to be there, and they explained, ‘They weren’t just doing it for the paycheck; they were doing it to make a difference in people’s lives.’

CRAFTING A REWARDING CAREER
Holguin began his 16-year career at St. Jude in 1999, as a known as a “float position,” where he got experience in people’s lives.”

As a young practitioner, Holguin gained experience on the acute and skilled nursing floors as well as the outpatient day treatment center before finding his niche in the inpatient neuro setting at St. Jude,” he says. He had been impressed with St. Jude Medical Center, having witnessed the care provided to family members over the years.

Holguin found a greater appreciation for the role occupational therapists play in the rehab process when he was referred to a spinal cord injury patient. “That may be a lofty goal,” he says, “but it’s something that is possible given our resources and history of commitment to innovation.”

And though Holguin’s life might have changed in many ways since he had that epiphany at 18 years old — he’s married with two children, Garvey, 6, and Quinn, 3 — one thing has remained the same: his love for occupational therapy.

“Occupational therapy and my value system are intertwined,” he says. And even after nearly 25 years in the profession, I have not lost a single ounce of enthusiasm or belief in the power of occupational therapy.”

“I was overwhelmed but so inspired by the response of my colleagues,” Holguin says of watching the way his coworkers treated his mother. “It was a very early formative experience that had profound lasting effects.

One of the effects was his deepening interest in neurorehabilitation, especially the subtle and lingering effects of neurocognitive dysfunction.

GOING BACK TO SCHOOL
Eight years into practice, Holguin, who had risen through the ranks at St. Jude to senior clinician, decided to go back to school to pursue master’s and doctoral degrees. As an experienced occupational therapist, Holguin found a greater appreciation for the graduate-level education than someone who had just come out of a bachelor’s degree program.

“It didn’t matter to them the same way it did me, having been in the trenches for eight years deeply caring about and arguing for the profession,” he says.

Holguin also began teaching at USC Chan, where he was able to share his love for the profession with a whole new generation of occupational therapy students.

“Occupational therapy and my value system are intertwined,” he says. And even after nearly 25 years in the profession, I have not lost a single ounce of enthusiasm or belief in the power of occupational therapy.”
Kaitlin O’Hara sees potential all around — in her community, in her future profession and in herself. That’s part of the beauty of being a student, the perpetually youngest generation of the Trojan Family. In the eyes of a novice, the future has never looked brighter.

**SERENDIPITY AT WORK**

O’Hara, who hails from Laguna Hills, Calif., discovered occupational therapy as an undergraduate student at USC thanks to what she calls a “serendipitous” combination of events. Because of a simple mistake in her course registration, she scrambled to add a class on the final day before the university’s enrollment deadline. The only option that her schedule accommodated was the division’s undergraduate course, “Introduction to Occupational Science and Occupational Therapy.”

Around the same time, O’Hara joined Lifestyle Redesign for College Students, a program run by Chan faculty clinicians to support new collegians as they build health-promoting habits and routines for thriving within the campus environment. What had been a previously unknown profession quickly seemed to be a potential path ahead of her.

“I wasn’t really passionate about my major,” O’Hara says, “and that semester I decided that OT was the field for me.”

**ADVOCATING FOR CHANGE**

Throughout her undergraduate career, O’Hara’s passion was ignited in other ways. When one of her Alpha Phi sorority sisters was diagnosed with multiple sclerosis, including symptom flare-ups that turned the sorority house’s stairs into complicated obstacles, O’Hara knew something had to be done.

“I don’t know if I had even heard of MS before,” O’Hara recalls, “but she had to use the back stairs because she needed to walk on carpeted steps, not wooden ones.”

As a member at the time of the Panhellinic Executive Board — the governing body of USC’s 12 national sorority chapters — O’Hara got an insider’s look at USC’s Greek-letter fraternity and sorority houses. Throughout many of the off-campus houses, narrow staircases and hallways offered the only pathways to accessing common spaces and residential rooms. She developed a relationship with USC’s office that oversees accessibility and accommodations for students with disabilities to begin exploring possible retrofitting and modifications. But because many of the structures were built in an era predating the Americans with Disabilities Act and are privately owned by their respective national corporations, legal compliance with physical accessibility standards is optional. The case is a classic lesson of how grassroots advocacy, not top-down mandates, is a more powerful tool for change.

“I really valued the leadership and community service experiences that being in a sorority offered me,” O’Hara says. “I don’t think anybody should be cut off from that purely due to stairs.”

**MILLENNIAL SENSIBILITY**

O’Hara has brought those experiences into her graduate student career too. She sits on the Health Sciences Campus’ Graduate Student Government Executive Board and is tasked with organizing community service activities for USC’s graduate and professional student body. She also sits on the board of the Occupational Therapy and Science Council, USC Chan’s largest student group. She has organized sand-wich-making parties for distributing homeless agency services in Los Angeles’ Skid Row district, led a student team for a 5K race benefiting Special Olympics and is in the midst of rallying another team for the upcoming Walk MS at the Rose Bowl in Pasadena, Calif.

This type of civic and social engagement is a value often ascribed to “millennials” like O’Hara. Born between 1980 and 2000, members of the millennial generation have been described as open-minded, confident and committed to principles of justice and equality.

“When we’re learning something, my class isn’t afraid of asking ‘well, why?’” O’Hara explains. “Why is it done that way?”

This generation of “digital natives” grew up in the Internet age and is being trained within the evidence-based practice paradigm, so their thirst for validated information should come as no surprise.

“We’ve always had the whole world at our fingertips,” O’Hara says. “Of course we’re going to ask questions. Because that’s just what you do, isn’t a good answer.”

**“IF YOU WANT TO DO IT, YOU CAN”**

Starting this fall, O’Hara will be entering the Chan doctorate of occupational therapy degree program. Her doctoral residency site will be the USC Occupational Therapy Faculty Practice, the very same clinic where she first found occupational therapy as a client nearly five years ago. While she isn’t sure where she will be heading after the doctoral program, she does have one long-term career goal.

“I really admire how Dr. [Samia] Rafeedie makes the rehab process so human,” O’Hara says. Rafeedie is a clinical associate professor and director of the division’s entry-level master’s degree program.

“So one day I want to come back and be a professor to contribute to the next generation of occupational therapists.”

For the many ways that the profession has evolved since USC first began offering occupational therapy education in 1942, its core values are as timeless as ever. The more things change, the more they stay the same.

“Occupational therapy has this whole ‘If you want to do it, you can’ attitude,” O’Hara says. “It’s our job to help you figure out how.”
At first glance, Simon Shlosberg might look like any other pet owner, walking his dog down the tree-lined streets of his Pasadena, Calif., neighborhood. A closer look, though, would reveal that Shlosberg, who lives with hydrocephalus, a condition where cerebrospinal fluid builds up around the brain and spinal cord, had become disoriented, and that the 5-year-old Schauzer named Zoe is actually leading him back to the safety of his own home.

“When I left the house, I used to get lost for hours,” Shlosberg says. “So I trained Zoe for when that happens. When I say the word ‘home,’ she takes the lead and walks me back to the house from anywhere in Pasadena.” Zoe is more than a pet. She is Shlosberg’s service dog—a lifelong that, along with regular occupational therapy appointments, helps Shlosberg lead a more balanced life after years of medical complications that disrupted even the most basic daily activities.

LENDING A HELPING PAW

At the age of 15, Shlosberg began to have debilitating headaches that left him disoriented and confused. His doctor diagnosed him with hydrocephalus, and on April 11, 1991, he had his first operation to relieve the dangerous levels of fluid pressure causing his headaches. Since then, Shlosberg has undergone 38 surgeries for his condition, the last one as recent as May 2016. The recovery from each surgery has its own challenges and healing requirements.

“When my illness is difficult because I am normal then I go through an operation and I still appear normal physically, but there’s a lot of internal recuperation that needs to take place in terms of brain function and emotional changes,” he says.

Shlosberg had Zoe trained a few years ago to help him through the complications associated with recovery from his surgeries. Now Zoe helps Shlosberg with more than recovery, she helps him with sticking to day-to-day routines, which, he explains, is vital for his return to normalcy after operations.

“Having a routine with her is a part of my recovery too. I have to have a routine that keeps going. So it’s important to have that stability. Sometimes I get depressed and it’s difficult to be motivated to do different things, but Zoe keeps me going — she’s my little girl.”

In addition to helping him maintain a routine, Zoe can often detect when the shunt that Shlosberg had implanted to drain the excess cerebrospinal fluid from his skull is malfunctioning. She alerts him by barking at the sound of the liquid leaving the reservoir. Zoe is the first one as recent as May 2016. The recovery from each surgery has its own challenges and healing requirements.

“Simon has told me that Zoe has saved his life, literally and figuratively,” says Esgro. “His devotion and love for Zoe and knowing that she relies on him for her well-being gives him motivation within to also generalize those caretaking abilities to himself. It’s a positive feedback loop,” she says.

“All of this contributes to Simon living a healthier lifestyle and attaining personally meaningful goals,” Esgro adds.

REDESIGNING DAILY ROUTINES

Shlosberg is preparing to complete his master’s degree in kindergarten-to-eighth grade education with a focus in special education at the USC Rossier School of Education. As any graduate student knows, it can be challenging to balance academic demands with physical and social activities.

“OT is very helpful for me because my illness sometimes causes me to get very confused and overwhelmed,” Shlosberg says. “So working with Stephanie, just meeting with her every week and going over what seems to be simple things, really helps a lot. It keeps me on track, and it gives me the confidence to do things.”

“Simon has told me that Zoe has saved his life, literally and figuratively,” she says. Their bond is the epitome of special.”

By Yasmine Pezeshkpour MCM ’16
Florence Cromwell was born just five years after the occupational therapy profession was founded in 1917 and passed away at 94 years of age, just months before the profession’s centennial in 2017. She left an outstanding legacy of leadership and service to occupational therapy practice, education and research that spanned more than 50 years.

I last spoke with Florence in person at the historic $20 million gifting ceremony, the first and largest official naming endowment in occupational therapy for the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy in 2014 and had several communications with her when I served as president of the Occupational Therapy Association of California from 2008 to 2012. She was kind, approachable and transparent. She offered her consultation, insights and wisdom with generosity.

Cromwell was a transformational and visionary leader that served the occupational therapy profession with fortitude and tenaciousness, serving in several executive leadership roles at the state and national level. She served as president of the American Occupational Therapy Association for two consecutive terms of office from 1967 to 1973 and vice president of the American Occupational Therapy Foundation from 1966 to 1969. Cromwell was instrumental in placing advocacy and public awareness of the occupational therapy profession at the center of her presidential priorities as evidenced with the move of AOTA headquarters from New York City to the Washington, D.C., area during her tenure. She also served as president of the Southern California Occupational Therapy Association before the Southern and Northern California OT Associations united in 1976 to form the Occupational Therapy Association of California.

Cromwell was pivotal in strengthening the occupational therapy profession’s recognition in the wider health care landscape and became the first allied health professional to be elected to the Institute of Medicine of the National Academy of Sciences in 1965. She also served as chair of the Coalition of Independent Health Professions in 1974 to increase the power and recognition of occupational therapy in the legislative, regulatory and reimbursement arena.

Florence was passionate about education, curriculum development and research. She earned her master’s degree from USC five years after the inception of the first post-professional master’s degree in the occupational therapy profession in 1947. Cromwell was appointed as a USC associate professor of clinical occupational therapy, an interim chair of occupational therapy from 1974 to 1976, and a member of the Board of Councilors from 1976 to 2001. She also shared her education, curriculum development and research expertise as an education consultant and accreditation committee member for the American Occupational Therapy Association for many years into retirement.

As a scholar, Cromwell was a prolific writer and served as the first editor of *Occupational Therapy in Health Care*, published numerous peer-reviewed journal articles and served on the editorial board of *Physical and Occupational Therapy in Geriatrics*. She was an editor and author to several texts including *The Occupational Therapy Manager Survival Handbook: A Case Approach to Understanding the Basic Functions of Management*, where she shared her extensive leadership and management experience, including her role as director of occupational therapy at Orthopedic Hospital in Los Angeles.

Cromwell was also passionate about occupational therapy’s distinct value in vocational evaluation and rehabilitation for persons with disabilities. She served as the associate director of the Los Angeles Job Corps, where she was in charge of vocational education. While working for the United Cerebral Palsy Association earlier in her career, she shared her expertise in vocational evaluation and rehabilitation with her infamous publication, *Basic Skills Assessment*. Cromwell’s legacy of leadership and service was recognized by AOTA and AOTF when she received the highest honor of the association with the Wilma L. West AOTA/AOTF President’s Commendation. She was also in the first group to receive recognition with the prestigious AOTA Roster of Fellows in 1973 and was honored with the AOTA Award of Merit in 1974.

Cromwell serves as a role model for all occupational therapy professionals and embodies excellence in occupational therapy practice, education and research. Her legacy of leadership and service to occupational therapy will continue to inspire all of us to continually pursue excellence on behalf of the profession and the clients we serve.
When Kimberly Grenawitzke ’07, MA ’09, OTD ’14 pulls out of her driveway at 6:15 a.m., headed from her Manhattan Beach, Calif., home to her job at Children’s Hospital Los Angeles (CHLA), she knows one thing for certain: It’s going to be an interesting day.

Clad as usual in scrub pants, T-shirt, silly socks and sensible clogs, she might help a young teen with a traumatic brain injury relearn everyday activities like hand washing or writing one’s name. Or find a way for a preemie with a feeding disorder to finally suckle from a breast or bottle. Or teach hand exercises to a 17-year-old girl with a transplanted heart and a yearning to do the things that her peers do effortlessly, like hold a mascara wand steady so she doesn’t smudge her face.

“One of the things that I really enjoy about my job is that no two days are alike. We’ll see children as young as newborns in the neonatal ICU to kids that are 19, 20, 21 and about to transition into adult care,” Grenawitzke says. “On some days, I may see 12 kids.”

Grenawitzke is among an elite corps of doctors of occupational therapy at CHLA, the sprawling complex with 356 active beds that straddles Sunset Boulevard. Dating to 1901, this oldest and largest pediatric hospital in Southern California is an academic fieldwork site for the USC Chan Division of Occupational Science and Occupational Therapy.

On top of her regular OTD duties on the acute, inpatient side, Grenawitzke heads the hospital’s OTD residency program and is the primary clinical mentor for residents.

A specialist in feeding and swallowing, she is among a select group of CHLA OTs who are able to assess modified barium swallow studies, a procedure that determines whether food or liquid is entering a person’s lungs, and is a certified practitioner of VitalStim, an electrical stimulation for the management of dysphagia, or difficulty swallowing.

And that’s not all. Grenawitzke is an accomplished splint maker for patients with hand-related needs. Some of her trickier splint cases involve babies who, due to a chromosomal defect called trisomy 18, have clenched fists with overlapping fingers that are hard to straighten.

OTs who are climbing the ladder at CHLA speak of Grenawitzke with awe.

Continued on page 40
Right: Hopkins and Grenawitzke are two of nine USC occupational therapists working alongside medical professionals at CHLA.

"She’s a remarkable combination of being fantastic as a clinician while also being one of the best teachers I have come across in any area of my life," says Rani Waterman MA ’16, OTD ’17, an OT resident whom Grenawitzke mentors at CHLA. To fill OT positions and especially OT leadership ranks, CHLA draws heavily from USC Chan, whose OT program is the oldest in California and the largest as measured by research dollars. Of the hospital’s current OT staff of 43, more came out of USC than any other single college or university, says Bryant Edwards MA ’05, OTD ’06, manager of the occupational therapy program at CHLA. Moreover, each of the hospital’s six doctors of occupational therapy are products of the division, as are two OTs who are currently pursuing clinical doctorates (advanced standing doctorates for individuals who already have master’s degrees) and one PhD.

Anyone who’s gone through the clinical doctorate process will attest that it is no walk in the park. USC Chan’s year-long advanced standing OTD program involves at least 20 hours a week of on-site clinical work and up to eight units per semester of theory-heavy coursework, plus at least four credits of electives taken outside the division.

After spending a number of years focusing on their full-time jobs at CHLA, Grenawitzke and her colleague Judy Hopkins ’95, OTD ’15 both returned to USC Chan for clinical doctorates. Neither have regrets.

"A lot of times an OT will ask me, ‘Is it worth it, when you’re already making a good income?’ And I say, ‘Absolutely.’ The connections with world-class faculty are amazing,” says Hopkins, who recently joined the USC Chan teaching staff as an adjunct assistant professor of clinical OT.

Like Grenawitzke, Hopkins is passionate about feeding and swallowing, the single most common type of ailment among CHLA patients. To help this large population, Hopkins developed two outpatient groups — the Lunch Bunch and the Supper Club — for youngsters who use feeding tubes due to intestinal conditions such as short bowel syndrome. Some are so averse to food that they gag at the sight of it, Hopkins says.

Once a month, in the occupational therapy kitchen, OTs get together with the Lunch Bunch and the Supper Club kids, encouraging them to look at food, touch it and play with it. The hope is that one day, the children will be able to ditch the feeding tubes and eat on their own. While the programs are popular with kids and their parents, Hopkins came to find out that passion and popularity are not necessarily enough.

Through her doctorate studies, Hopkins learned “that if I’m going to put together a program, I need a business plan to make it sustainable, to show what it really costs and how to get funding.” As an undergraduate, Grenawitzke thought she was headed to medical school and a career as a pediatrician. But after getting a chance to observe an occupational therapist on the job, she changed course. What impressed her most was that the OT focused not on the child’s ailment but on “helping that child be a child.”

That’s the guiding principle that she uses today. When she’s successful, especially after 10 hours on the job and a bumper-to-bumper drive home, it makes her day.

“She still gets excited about things that she’s done a million times” says her husband, William. “Like making a hand splint and seeing a patient be able to pick up a pencil. It’s amazing to me.”

All in a Day’s Work

No two days are exactly the same for Grenawitzke, a pediatric occupational therapist at Children’s Hospital Los Angeles (CHLA). A skilled practitioner, Grenawitzke must remain focused yet flexible enough to shift gears from working with patients to collaborating with doctors to mentoring OTD residents. Put on your scrubs because we’re following a day in the life of Dr. Grenawitzke.

—YASMIN PEZESHKPOUR MCM ’16

7:00 A.M. Arrive at CHLA.
7:10 A.M. Drink coffee, review patient charts in the electronic medical record system with OT team in the therapy gym.
7:30 A.M. Huddle with acute OT team to distribute new evaluation orders and assign patients who need coverage.
7:45 A.M. Huddle with speech-language pathology team to distribute dysphagia orders and discuss coverage of NICU patients.
8:00 A.M. Call physical therapy to arrange co-treatments for patients.
8:15 A.M. Speak with radiology scheduler to get two inpatient modified barium swallow studies on the schedule for the day. Inform nurses of the study times, making sure aide staff are aware of times and checking their availability.
8:30 A.M. Call nurses to schedule treatments for the morning.
9:00 A.M. Work with baby who had cardiac surgery to improve bottle-feeding skills. Educate family on oral motor exercises they can perform throughout the day.
9:45 A.M. Speak with cardio-thoracic nurse practitioner about baby’s progress and improvement in bottle feeding.
10:00 A.M. Work with a toddler who is undergoing chemotherapy and has hand weakness.
10:30 A.M. Direct two modified barium swallow studies in radiology. Follow-up with families and medical team about results.
12:00 P.M. Work with baby who was admitted with failure to thrive because of severe reflux.
12:45 P.M. Lunch.
1:30 P.M. Check electronic medical record for new evaluation orders and assign patients to treatments.
2:00 P.M. Mentor OTD student while she completes evaluation of trauma patient in the ICU who sustained many orthopedic injuries and a severe brain injury.
3:00 P.M. Dietary resident regarding success and area of improvement for complex patient evaluation.
3:30 P.M. Work with patient with a severe disorder on motor planning and functional cognition.
4:15 P.M. Discuss patient progress with doctors and inpatient management (for those getting ready to transfer to rehab).
4:30 P.M. Complete patient charting, update OT scheduler spreadsheet.
5:30 P.M. Leave CHLA.

Left: Hopkins watches as patient Aaron peels stickers, which encourages fine motor skills and concentration.

PHOTOS BY HANNAH BENET

Continued from page 38
Mattia Rafeedie, assistant professor of clinical occupational therapy at the USC Chan Division of Occupational Science and Occupational Therapy. “Mattel’s Dreamhouse is actually a nightmare for wheelchair Barbie,” says Sunia Raffedie, assistant professor of clinical occupational therapy at the USC Chan Division of Occupational Science and Occupational Therapy. “Mattel made the doll and the Dreamhouse, but she doesn’t fit into the space.”

About two years ago, Rafeedie — an occupational therapist dedicated to accessibility and disability rights — teamed up with landscape architect Rennie Tang and occupational therapists specializing in pediatrics, geriatrics and art to access and evaluate the popular toy.

“We had all these beautiful perspectives from a multidisciplinary team,” explains Rafeedie, who presented the findings at conferences. “We picked apart the Dreamhouse and looked at it from different layers and lenses.”

The presentation also included an occupational therapy-designed Dreamhouse that was accessible, appealing and would facilitate play. “We had all these beautiful perspectives from a multidisciplinary team,” explains Rafeedie, who presented the findings at conferences.

“We have to do play in order to be successful and productive at work and school, and I think that concept gets lost in Western culture,” she says. “We need to find creative and inclusive ways to be active, and there’s nothing better than being outdoors for psychological, physical and emotional well-being.”

While still in development, the PLAYlab has received a private donation from a Los Angeles developer and is being considered for different grants. “I think it will happen one way or another,” Tang says. “We’re just waiting for things to come together.”

FROM ALLEY TO PLAYSPACE

Depending on funding, the team could break ground soon on the projects, which would span a Arts District alley near a large housing complex.

“It’s an ideal space because there’s quite a bit of shade in one section, so it’s pleasant and easy to stay awhile,” Tang explains. “Plus, it’s adjacent to a residential community where many families live.”

Like Barbie’s Dreamhouse, creating a maximally inclusive playscape with a broad community in mind required collaboration from multiple disciplines. “It became clear that if we were going to incorporate all ages and abilities, we needed to understand these populations beyond what we knew as designers,” Tang says. “Having OTs involved with specific areas of expertise in specific populations will help people really respond to what we’re designing.”

Rafeedie adds, “OTs are very client-centered, and that’s where conversations with Rennie get very exciting. We can narrow the discussion down to mobility issues or certain deficits because we have a medical background [that an architect] doesn’t.”

Tang sees the expertise of OTs as instrumental in design, particularly when it comes to outdoor environments shared by all walks of life. MORE THAN WHEELCHAIR RAMPS

“Most designers take the default route of simply following the ADA guidelines and meeting those defined standards,” Tang says. “But I think that can often lead to token gestures like adding an accessible swing on a playground or changing a surface to meet the accessibility guidelines.”

Rafeedie agrees. “I think when you say ‘accessible,’ people often think about wheelchair ramps,” she says. “But it’s so much more than that, including cognitive, mental, physical and visual deficits. How do you create a space that’s fun for everybody? That’s what the team went with this project.”

Instead of simply making PLAYlab accessible, the team wants the space to challenge those with disabilities. “There are different attitudes toward being disabled and that was enlightening for me to learn,” she says. “Now, I feel inspired that we could consider offering a broader range of possibilities in terms of challenge or spatial complexity.”

With help from Rennie, Tang also considered how secondary disabilities — the social and emotional challenges that come with having a disability — could be factored into design. “It further reinforced my thinking that designing for the disabled isn’t simply a matter of accommodation,” Tang says. “It’s about really understanding the complexities of what it means to have a disability.”

“Meow” level of multidisciplinary integration when conceiving a space was “incredibly beneficial” for Tang. “We’re all working to make places less segregating, and I think there’s huge potential for play really change neighborhoods in a positive way,” she says. THROUGH AN OT’S EYES

The proposed partnership between architecture and OT would not end once the final touches were put on PLAYlab. “If we’re able to implement the project, we need to monitor, research and analyze the playscape to see who’s using it and how, so we can access whether it’s truly effective in welcoming all these populations,” Tang says. “Raffedie hopes that PLAYlab sets precedence for further OT involvement in landscape design.”

“I think there’s so much opportunity,” she says. “OTs understand ergonomics and how to look at an environment and find a fit between a person’s abilities and the occupation being done.”

More than a singular space, Tang sees inclusive designs like PLAYlab as becoming part of a shared attitude. “This kind of neighborhood would be really conscious of all public spaces and how they shape streets, alleys and parks,” she explains. “Residents would view outdoor environments as a continuous network that can be modulated in different ways so everyone can find their own comfort zone within the same space.”
HEALTHY AGING IN THE PALM OF YOUR HAND

Leveraging smartphones and smartwatches to help seniors live longer and healthier lives

BY STACEY SCHEPENS NIEMIEC
ASSISTANT PROFESSOR OF RESEARCH

For older adults, the smartphone could be a key to healthier, longer lives. Skeptical? It’s true: Older individuals generally are not as eager to embrace technology as millennials, but use of smartphones among elders is increasing dramatically, according to the Pew Research Centre. And, it will continue to rise as the population ages.

That presents a wonderful opportunity for utilizing mobile devices to promote wellness and prevent disease among older adults, which is my research focus.

In 2011, the American Occupational Therapy Association identified telehealth — the delivery of health care services via videoconferencing, smartphones or tablets — as an emerging field in occupational therapy. Relatively, interdisciplinary research focusing on mobile health (mHealth) technology, such as smartphone apps, suggests such technology can potentially improve patient outcomes in areas relevant to occupational therapy: mental health, weight loss, diabetes self-management, exercise and nutrition.

Despite vast potential, telehealth and mHealth for older adults are largely untested and under-researched domains. My research background and training has centered on addressing this gap. I focus on integrating technology into the everyday lives of seniors. Presently, I have been working to build a smartphone app that improves elders’ physical activity behaviors.

The need is great. More than 90 percent of people 60 years and older fail to meet national physical activity guidelines. Older adults offer plenty of reasons for avoiding physical activity. Some just feel too old. Others have physical limitations, fear injury or lack support and resources.

To help older adults overcome these barriers, I am collaborating with an eclectic team of health professionals, engineers and community stakeholders to develop, test and optimize a first-of-its-kind smartphone app suite.

This app suite, called Golden Aging, is different from generic fitness apps because it uses unique, evidence-based behavior change techniques paired with activity monitoring.

Specialty features include:

- messaging functions that promote positive views of aging and activity
- sedentary activity monitoring with motivational messaging and peer-generated suggestions
- data-driven, automated remote coaching and support tailored to older adults

We plan to assess the overall usability of Golden Aging and the effectiveness of its specialty features by testing the app in groups of older adult smartphone owners. The relationship between use of the app’s specialty features and the level of the user’s physical activity will be evaluated.

Our team intends to use these results to create the most effective physical activity promotion tool possible for older adults, while continuing to research the app’s development in future grant-funded trials. To hone my mHealth skills in preparation for these studies, I had the honor last summer of being selected for UCLA’s annual mHealth Training Institute with 29 other researchers from across the nation. This exciting program advances the integration of mobile technology into health care delivery. I participated in the program’s team-science projects and attended presentations by experts in the fields of engineering, design, psychology, ethics, statistics and law.

A smartphone app is one way mHealth can help shape the way elders engage in physical activity. Besides the health benefits, a wellness app for seniors can help bridge the digital divide between older and younger generations, a divide that threatens the goal of equal health care access.

Despite the many obstacles to healthy aging, I intend to utilize my research findings to develop innovative, forward-thinking health and wellness programs for the aging population. Indeed, our later years can be our best years!

PHOTO BY CHRISTIAN BADGWITH

Research Buzz

5 THINGS TO KNOW ABOUT: Grace Baranek

BY JOHN HOBBS MA ’14

Meet the division’s new associate dean, Grace Baranek, who comes to USC from the University of North Carolina at Chapel Hill, where she served as a faculty member for 20 years. During her career, Baranek has amassed an impressive body of research in autism spectrum disorder and earned national acclaim along the way (see pages 22-23 for more on that). Here are five more things to know about Grace Baranek:

1. As an undergraduate, Baranek was a liberal arts major, with an interest in interior design — until she took a career aptitude test.

Baranek didn’t even know what OT was when she first started college. “I was a creative student with a penchant for science who wanted to do something useful in the world,” she says. It was a career aptitude test, matching Baranek with occupational therapy, that introduced her to the profession. After taking a few OT courses and shadowing OTs in the field, she knew she had found her calling.

2. Baranek made a lasting connection with one of her earliest patients with autism spectrum disorder.

In one of her first jobs, Baranek worked with a 4-year-old boy named Alex who really made an impression on her. “Despite many sensory challenges and motor planning difficulties, he was quite gifted artistically,” she says of Alex, with whom she’s stayed in touch all these years. Today, he is a college graduate who has a talent for computer-generated graphic art. “Despite all these achievements, he is still not able to live independently,” she says, pointing out that it’s these limitations in research and interventions that motivate her continued study of autism spectrum disorder.

3. Baranek is a proud immigrant and naturalized American citizen.

Believe it or not — Baranek’s first language is not English. Her parents were actually born in Eastern Poland and exiled to Siberia as children during World War II. The family immigrated to Chicago, Ill., when Baranek was just 3 years old. It wasn’t until she began kindergarten that Baranek learned to speak English. “It’s been a huge advantage to be bilingual and to understand how different cultures shape and contribute to the strength of our nation,” she says.

4. Baranek and her husband ran a nonprofit theater in Chapel Hill, N.C.

In Chapel Hill, Baranek and her theater director husband Paul Frelick converted a discount shoe store into a 50-seat live theater. “I managed the box office, cleaned the green room and bathroom and sometimes contributed my skills with a hot glue gun on set,” Baranek says. Deep Dish Theater Company produced plays for 15 seasons before shuttering in 2013. “The theater brought a lot of joy, nourishment and meaning to our daily lives and to the community,” she says.

5. When the going gets tough, Baranek strikes a warrior pose.

When Baranek had a hectic week, she gives herself permission to unwind. Her preferred relaxation activity is yoga, but she says she enjoys chocolate and red wine don’t hurt either. She also loves to lake, watch movies, read interesting novels and cook gourmet meals.

PHOTO BY NATE JENSEN
In Print


Ena Blanche was the lead author of “Effectiveness of a Sensory-Enriched Early Intervention Group Program for Children with Developmental Disabilities,” published in the *American Journal of Occupational Therapy*. The article was co-authored by Megan Chia-Chen Chang MA ‘01, PhD ‘09, Juliana Gutiérrez MA ‘07 and Janet Gunter MA ‘94, MA ‘95, OTD ‘10.


Alison Cogan MA ‘12, PhD ‘17; Jeanine Blanchard MA ‘99, PhD ‘10; Cheryl Vigen, Michael Carlson and Florence Clark PhD ‘82 co-authored “Systematic Review of Behavioral and Educational Interventions to Prevent Pressure Ulcers in Adults with Spinal Cord Injury” now available via early online access from the journal *Clinical Rehabilitation*.

Camille Dieterle MA ‘07, OTD ‘08 wrote ‘Coaching and Lifestyle Redesign: Coaching as an Integral Part of Preventing and Managing Chronic Conditions,’ a chapter in the edited textbook *Enabling Positive Coaching Conversations in Occupational Therapy* available from Canadian Association of Occupational Therapists Publishing.

Julie McLaughlin Gray MA ‘95, PhD ‘06; Gelya Frank and Shawn C. Roll co-authored “Integrating Musculoskeletal Sonography into Rehabilitation: Therapists’ Experiences with Training and Implementation,” published in *OTJR: Occupation, Participation and Health*.

Natalie Leland and Karen Crum MA ‘13, OTD ‘14 co-authored “Delivering High Quality Hip Fracture Rehabilitation: The Perspective of Occupational and Physical Therapy Practitioners,” published early online by Disability and Rehabilitation. The article was co-authored by USC Chan students Carin Wong PhD ‘19 and Sun Hwa Chang MA ‘17. Leland also co-authored “Rehabilitation Practitioners’ Prioritized Care Processes in Hip Fracture Post-Acute Care,” published early online by *Physical & Occupational Therapy in Geriatrics*.

Natalie Leland; Alis Sleight MA ‘12, OTD ‘13, PhD ‘18; Cheryl Vigen; Jeanine Blanchard MA ‘99, PhD ‘10; Michael Carlson and Florence Clark PhD ‘82 co-authored “Napping and Nighttime Sleep: Findings from an Occupation-Based Intervention,” published in the *American Journal of Occupational Therapy*. Donald Fogtberg PhD ‘08 was also a co-author. Leland, Fogtberg and Ashley Halle MA ‘11, OTD ‘12 were co-authors of “Occupational Therapy and Management of Multiple Chronic Conditions in the Context of Health Care Reform,” published in the *American Journal of Occupational Therapy*.

Deborah Pitts PhD ‘12 was one of four editors of the fourth edition of the textbook *Bruce & Berg’s Psychosocial Frames of Reference* available from Slack Publishing. Within the text, Pitts and Erin McIntyre ‘08, MA ‘09, OTD ‘10 co-authored three chapters: “Health Promotion and Wellness for Persons with Psychiatric Disabilities,” “Expression and Occupation (Psychodynamic Perspectives)” and “Recovery Frameworks.”

Elizabeth Pyatak MA ‘04, PhD ‘10; Kristine Carandang PhD ‘18, Cheryl Vigen and Jeanine Blanchard MA ‘99, PhD ‘10 were co-authors of “Resilient, Empowered, Active Living with Diabetes (REAL Diabetes) Study: Methodology and Baseline Characteristics of a Randomized Controlled Trial Evaluating an Occupation-Based Diabetes Management Intervention for Young Adults,” published in the March issue of *Clinical Trials*.

Carandang, Pyatak and Vigen also wrote “Systematic Review of Educational Interventions for Rheumatoid Arthritis,” published in the *American Journal of Occupational Therapy*. Pyatak and Vigen were also co-authors of “Clinical and Psychosocial Outcomes of a Structural Transition Program Among Young Adults with Type 1 Diabetes,” published in the *Journal of Adolescent Health*.


Alis Sleight MA ‘12, OTD ‘13, PhD ‘13 and Leah Stein Duker MA ‘06, PhD ‘13 co-authored “Toward a Broader Role for Occupational Therapy in Supportive Oncology Care,” published in the *American Journal of Occupational Therapy*.

Megan Chia-Chen Chang MA ‘01, PhD ‘09; Juliana Gutiérrez MA ‘07 and Janet Gunter MA ‘94, MA ‘95, OTD ‘10.

Shawn C. Roll was the guest editor of the January/February 2017 issue of the *American Journal of Occupational Therapy*. The issue focuses on comprehensive summaries of evidence and multiple original research articles on the treatment of common musculoskeletal conditions, which are the second greatest cause of disability worldwide.

Roll combines his clinical occupational therapy skills with expertise in musculoskeletal sonography and industrial engineering/ergonomics. His research strives to advance the holistic understanding of musculoskeletal disorders and to effectively evaluate and provide prevention or rehabilitation interventions within adult populations.

“As a group, musculoskeletal conditions have a higher prevalence than many other common health conditions, and these disorders present a significant burden, both financially and functionally, to individuals and our society,” Roll said. “It is vital for occupational therapy providers to be knowledgeable about the impact of these conditions on health, wellness and function, and for our profession to be actively involved in supporting the rehabilitation, as well as habilitation, of individuals with musculoskeletal conditions to improve quality of life and participation in daily occupational pursuits.”

Within the issue, Roll authored the editorial “Current Evidence and Opportunities for Expanding the Role of Occupational Therapy for Adults with Musculoskeletal Conditions.”

Roll also co-authored two evidence reviews — concerning occupational therapy interventions for musculoskeletal conditions of the forearm, wrist and hand, and interventions for musculoskeletal shoulder conditions — and an original article examining clinical outcomes for work rehabilitation services. Two of these articles were co-authored by USC Chan occupational science doctoral student Mark Harden PhD ‘19.

In recent elections of the American Occupational Therapy Association, Ann McDonald MA ‘78, PhD ‘01 was elected Chairperson-Elect of the AOTA Ethics Commission and Bill Wong MA ‘11, OTD ‘13 was elected California Representative to the AOTA Representative Assembly. They both assume office on July 1, 2017.

Now retired in Northern California, Jan Pervier-Muff ’76, MA ‘77 was a contributing author to *Atlas of Hand Surgery (Vol. 2)* by Robert Chase (1984), and held management positions at several hospitals, including Stanford Medical Center.

During October’s annual conference of the Occupational Therapy Association of California, three Trojan alumni were recognized with awards: Gina Phelps MA ’02 received the Fieldwork Educator Award, Sandra Okada ’79 received the Practice Award and Heather Thomas MA ’98 received the Award of Excellence.


Myka Winder MA ’10, OTD ’11 and husband Shiloh welcomed a daughter, Amelia Jane, born Sept. 17.

Do you have news to share — personal or professional — with the Trojan Family? Let us know by emailing fighton.ot@usc.edu and your submission will be included in the next issue of USC Chan Magazine. Fight On!
A DEEPER MEANING
REFLECTING ON FINDING MY OWN CAREER PATH IN OCCUPATIONAL THERAPY

BY LINDA S. FAZIO
PROFESSOR OF CLINICAL OCCUPATIONAL THERAPY

In writing this column, I join a line of distinguished and admired faculty who have shared the ways in which they have found a deeper meaning through occupational therapy.

It seems an appropriate time to reflect, since I will soon retire after teaching 32 years at USC, 10 before that at Texas Woman’s University, and another five before that at the Shawnee Opportunity School for the Arts in Milwaukee.

A career in occupational therapy was something of a default for me. As an undergraduate at the University of Kansas, I changed my major several times, jumping from poetry and narrative writing to psychotherapy to art and design to art education and finally to art and craft.

During my junior year, just about the time my money was running out, I encountered a dilemma. What does one do with a major in art and craft? As luck would have it, someone posted a AOTA career opportunity for artists in the form of psychiatric occupational therapy. My aunt’s fieldwork student, I contacted the recommendation of my aunt’s fieldwork student, I contacted the recommendation of my aunt’s fieldwork student, I contacted the recommendation of my aunt’s fieldwork student, I contacted the recommendation of my aunt’s fieldwork student.

I was pleased to share that the third edition of my textbook, Developing Occupation-Centered Programs for the Community, is expected to be available in the early summer.

In 1977, I returned to my alma mater in Texas, accompanied by my two young daughters, to work as an occupational therapy instructor. At the same time, the school’s director, former Army Colonel Bath Prestwich, recommended that I begin doctoral studies to further secure my academic future and leadership opportunities in occupational therapy.

With her support, I initiated work on my doctorate in higher education administration, medical education, student services and counseling.

Later, as a licensed counselor, I worked with a group of psychologists associated to utilize art and craft as well as play in my practices with families and children.

Somewhere along the way, I discovered that the “crafting” of lives and futures was as interesting as my earlier work had been and practice, training, mentoring and academic administration became new passions.

I’ve been lucky to have been able to develop and teach the creative arts in the occupational therapy curriculum, thanks to the leadership and support of Dr. Florence Clark at USC and Dr. Grace Gilkerson at Texas Woman’s University.

It saddens me that so few students are coming into occupational therapy from an arts background. I’m equally saddened that so many occupational therapy academic programs either dismiss art and craft altogether or use creativity as learning tools.

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During the past 15 years or so, I’ve turned my efforts toward encouraging students and practicing occupational therapists, who have a passion for art, to consider taking the creative arts to the community through the establishment of nonprofits and other allied programming.

There are many other venues in the community where art, craft and the creative arts can serve populations of children and adults. We are particularly suited to help those with special needs that artists alone aren’t prepared to do.

To further advance these efforts and to encourage occupational therapists whose passions fall outside conventional practice, I’m pleased to share that the third edition of my textbook, Developing Occupation-Centered Programs for the Community, is expected to be available in the early summer.

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