

# THE MOTIVATOR

Online edition of the  
**Occupational Therapy Alumni  
Newsletter**

Winter 2003-2004

Greetings From The Director.....	2
Accreditation Report.....	4
Meet Two Faculty Members.....	5
Columbia Student Goes to Capital Hill.....	6
Focus on Fieldwork.....	7
Friends of OT Award.....	8
New York City's Supervisor of the Year.....	9
Distinguished Alumna: Robin Pritkin Glass.....	10
Commencement Address: by Lauren Manning.....	11
Research Day 2003.....	14

## Greetings From The Director

Since our last publication, a lot has happened. On a sad note, our occupational therapy family has lost one of our founders. As many of you know, Marie-Louise Franciscus, Director of the Columbia Programs in Occupational Therapy from 1952-1981, died in a car accident several months ago (please see the article within this edition). Her contributions to Columbia University and to the occupational therapy profession cannot be overstated, and she will be sorely missed. Please read the article linked to the Alumni home page, on Ms. Franciscus' accomplishments.



Janet Falk-Kessler, Ed.D, OTR, FAOTA

This edition also includes highlights from some of our recent events. Lauren Manning, a survivor of the World Trade Center attack, and the subject of the best selling book, *With Love, Greg and Lauren*, spoke at our 2003 graduation. Highlights of her speech are included. We have also included a feature to introduce you to two of our faculty members, Marianne Mortera and Emily Raphael. And one of our students, Melanie Barber, became a lobbyist when she met with politicians in Washington. These and other articles will bring you up to date on what we are doing.

A major event of the past year was our review by the Accreditation Council for Occupational Therapy Education, (ACOTE). Academic programs are reviewed extensively at least every seven years, to ensure that all academic standards as delineated by ACOTE are met. After a three day site visit, and a review of what is known as a self-study, we have been granted a 10-year period of accreditation, an honor given to exemplary programs. ACOTE's findings are also included within this edition.

I am proud to announce well-deserved promotions for Dr. Jane Bear-Lehman and Dr. Patricia A. Miller to the rank of Associate Professor. At this university, being appointed to this rank can only happen when one's contributions to scholarship, research, and education is exemplary by Columbia standards, and on par with those of similar rank at the medical school. Jane and Pat's commitment to our program and to the profession are long standing, and their promotions are well deserved!

Many of you may have seen the publicity our program has received over the past 6 months. Pat Miller was interviewed for NY -1 Cable TV on fall prevention. Her expertise on this area has been noted by other news ventures, as she and two of our students (now graduates) Debra Mlotek and Shira Dworetzky were highlighted in a front page New York Times article that focused on fear of falling. Pat was also interviewed for the CBS Early Show, which ran a segment on fear of falling. This feature also featured our students who were leading a group with elders focused on fall prevention. In addition, WOR- TV ran a segment on our students running a program at the Burden

Center, another of our clinical spots, in which they trained homebound elders and luncheon members how to use the Open-iT tool.

While the public media has highlighted our program's work, so have professional journals. In the year 2003, over 25 articles have been authored by our faculty! This spring, expect the release of the second edition of *Stroke Rehabilitation: A Function-Based Approach*, by our very own Glen Gillen and Ann Burkhardt.

We are also busy with service. Emily Raphael has been working with an oncologist, Dr. Wilma Siegel, in an *Arts in Medicine* program that brings the arts as a narrative process to students in the medical school and to patients in the hospital. Sabrina Salvant has worked with high school students in Manhattan to introduce them to occupational therapy and rehabilitation medicine. Pat Miller is part of an interdisciplinary team focusing on falls prevention, and she serves as advisor to the Columbia Cooperative Aging Program. Marie Anzalone continues her work with Project Road, which has a focus on autism. Jane Bear-Lehman has been appointed Chair of Clinical and Scientific Papers for the joint meeting of the ASHT and ASHS, and I was appointed to the Program Director's Advisory Council for the National Board for the Certification of Occupational Therapists, as well as serve as co-editor for the Education Corner of OTHC.

As you can see, we have been busy and our program is thriving! We continue to have a full complement of highly qualified students; dedicated faculty; and innovative curricula. We are indebted to the support we have received from you, our alumni, and together we can look forward to continued successes.

# Accreditation Report

## COLUMBIA GETS TEN YEARS!

The following findings are from the 2003 accreditation review of our program. Accreditation Council for Occupational Therapy Education (ACOTE) has identified the following:

### MAJOR STRENGTHS OF THE PROGRAM

1. The Chair of Rehabilitation Medicine and the Associate Dean, Faculty of Medicine are recognized for their strong commitment to the occupational therapy program and its future growth and development.
2. The program director is commended for her outstanding leadership and her commitment to student learning, faculty development, and curriculum enhancement. She has earned the respect of her professional peers, college colleagues, and students for her successful efforts in program development and implementation of a sound curriculum.
3. The faculty is commended for retaining the valued tradition of mental health content within the curriculum while renewing and expanding mental health practice. They are commended for their openness and collegial relationships with students in learning and research endeavors which have resulted in students who embrace new and undefined practice opportunities. Further, they are recognized for their pursuit and attainment of academic achievement including grant writing, research and promotion in rank.
4. The academic fieldwork coordinator and fieldwork educators are acknowledged for their strong support of the occupational therapy program and dedication to student growth and development in diverse practice contexts
5. The students' initiative, motivation, and willingness to engage in the learning process reflect respect for the field of study, the faculty, the professional community and each other. They will be instrumental in shaping the future of the profession.

### SUGGESTIONS TO ENHANCE THE PROGRAM

1. While the program's accreditation status and the name, address, and telephone number of the Accreditation Council for Occupational Therapy Education (ACOTE) are published, it is suggested that these components be linked so that consumers may more easily understand how to obtain information regarding accreditation
2. The faculty has articulated a multi-dimensional program evaluation system which has resulted in curricular change. However, a mechanism for explicitly reporting and recording the relationship of data to decisions and outcome would increase the utility of the system

### NONCOMPLIANCE WITH THE STANDARDS

None!

## Meet Two Faculty Members

Since 2002, there were two additions to our faculty: Marianne Mortera, MA, OTR and Emily Raphael, MS, OTR. Marianne comes to Columbia as an Associate in Clinical Occupational Therapy from Long Island University where she was an Assistant



Professor in the Division of Occupational Therapy from 2000 to 2002. Besides being responsible for coordinating Level I Fieldwork placements for physical disabilities, gerontology, mental health and pediatrics, Marianne served as coordinator of the Pathology in Internal Medicine course for occupational and physical therapy students, and is now co-directing a new course, Medical Conditions. She holds a Master of Arts degree in Occupational Therapy from NYU. She is currently a PhD candidate in Occupational Therapy from NYU and is completing her doctoral dissertation, in which she has developed an instrument called the Cognitive Screening Measure (CSM).

Emily Raphael is a 1987 MS graduate of our program. Before returning to Columbia as an Instructor in Clinical Occupational Therapy with responsibility for teaching the psychosocial courses for first year students, Emily was a part-time Senior Occupational Therapist with the New York City Board of Education; a faculty member at SUNY Downstate's Occupational Therapy Program; and Director of Therapeutic Activities at North Shore University Hospital. Since joining the Columbia faculty, she has continued and expanded the occupational therapy program at a local men's homeless shelter, and is currently involved in collaboration with an oncologist in bringing an "Arts in Medicine" program to the College of Physicians and Surgeons. She is a doctoral student at Columbia's Teachers College in the division of Health and Behavioral Studies.



*News flash: Since the printing of this article, Marianne Mortera completed her doctoral studies. Dr. Mortera's dissertation was: "The Development of the Cognitive Screening Measure for Individuals with Brain Injury: Initial Examination of Content Validity and Interrater Reliability"*

## Columbia Student Goes to Capital Hill

First-year student Melanie Barber went to Capitol Hill to lobby for the reauthorization of IDEA, and to influence congressmen and senators to vote against the \$1500 cap on home-based OT services. Melanie was the student delegate for her class at the AOTA annual conference. She and other student delegates participated in various training sessions including lobbying techniques. These training sessions culminated with a visit to Capitol Hill, where participants met with health advisors to US Senator Frank Lautenberg and Representatives Christopher Smith, Michael Ferguson and Frank Pallone. Melanie said that it was a great experience.



*News Flash: Since the printing of this article, Melanie Barber has been elected to the position of Financial Manager for AOTA's Association of Student Delegates.*

## Focus on Fieldwork

The Level II fieldwork program, coordinated by Pamela Miller, provides substantial experiences and opportunities for students and continues to expand in response to changes occurring within the field of occupational therapy and within health care systems. Each year, well over 100 sites from any part of the country are used for the full-time fieldwork experience. The sites can be traditional, hospital based settings, or be based in community settings such as homeless shelters, day programs, and domestic violence shelters. Many students also have an opportunity to train in private practices.

One of the goals of our fieldwork program is to provide experiences to students that span practice areas and clinical arenas. To do this effectively, we sometimes choose to place students where there is no available occupational therapist for direct supervision. To respond to this challenge, we have developed several formats for supervision. One is a collaborative venture between members of our faculty and faculty of other OT programs, where students from a variety of schools learn and work together. A second format is used in collaboration with several occupational therapists in the New York metropolitan area who have developed fieldwork programs and provide the supervision in sites where there are no occupational therapists providing clinical intervention. These examples have allowed us to expand the number and types of sites utilized for fieldwork. Please see our insert for an example of this program.

The Level I fieldwork program, coordinated by Marianne Mortera in conjunction with course coordinators for the Foundations, Physical Disabilities, Gerontology, Pediatrics, and Mental Health courses, offers additional opportunities that are unique to the Program. Because each Level I fieldwork experience is completed during each of the above courses, the students have the opportunity to begin application of course content to each respective practice area. For instance, within the course on aging, taught by Patricia Miller, the students have the opportunity to engage in and provide both direct and indirect services to clients at community-based sites that do not have occupational therapists. Students perform a needs assessment of a site in order to develop a new program to address daily living needs of older adults. The students carry out the project with the clients and staff of the site, often fulfilling public health objectives. A highly successful project that came out of this fieldwork experience was the creation of the tool, the "Open-It". Students completing their fieldwork at the Burden Center for the Aging in Manhattan designed this tool, which was highlighted in the last edition of the Motivator and available through "Enabling Devices".

*Julie Lowy, '89 is currently at St. Joseph's Geriatric Day Program in Yonkers, NY and has been instrumental in developing a sound fieldwork program for both Level I and Level II students. Ms. Lowy was hired for twelve hours per week for the purpose of providing student supervision at St. Joseph's. She has also expanded occupational therapy services that allow for a more comprehensive approach to treating the older adults coming to the center from the community, thereby more fully addressing both psychosocial and physical impairments. Ms. Lowy takes students year round from many occupational therapy educational programs and is able to provide the required supervision these students need. Students have the opportunity to address a variety of client issues ranging from daily living needs in the home and community to problems associated with chronic illness or the normal aging process.*

## Friends of OT Award

In 2001, our programs established the Roster of Friends of Occupational Therapy in order to recognize select individuals who are not occupational therapists, but who have made significant contributions to our program. We owe more than a debt of gratitude to these “Friends”, who in different ways have offered tremendous support to our students and to our program. The 2003 recipient of the Friends of Occupational Therapy award is Ms. Lillian Gottesman. Mrs. Gottesman is different from our other “friends”, in that she served as our department’s administrator, financial aid officer, and student affairs officer. While she was certainly effective in her job, she expanded her role to that of occupational therapy advocator. She tirelessly, if not single handedly, introduced



occupational therapy to all facets of this university; she set in motion the mechanisms for our program to be linked with outside agencies and hospitals that would offer service scholarships to our students, making education possible for quite a number of students; and she did countless other things, things that might be difficult to quantify, but things that made the lives of students, staff, and faculty a little more comfortable. And she did this, took care of the people, devoted to our programs, well beyond her working hours. For her dedication and her loyalty, we welcome Mrs. Gottesman to our Roster of Friends

## New York City's Supervisor of the Year

The Metropolitan Occupational Therapy Education Council (MOTEC) of New York has named **Leslie Kane**, our Anatomy Instructor and the Director of Occupational Therapy at Mount Sinai Hospital, *Supervisor of the Year*. MOTEC represents 15 OT programs in the New York area, and asks for nominations of an occupational therapy supervisor who has not only demonstrated excellence as a clinical educator, but has made an outstanding commitment to occupational therapy student programs. Supervisors from any part of the country can be nominated.

## Distinguished Alumna: Robin Pritkin Glass

Since graduating from Columbia University (in 1974), **Robin Pritkin Glass** has had a stellar career, working her way across the country. She started her career at Norwalk Hospital in Connecticut, moved on to John F. Kennedy Institute in Baltimore, Maryland. She then moved west to Seattle, Washington where she currently lives and continues her practice of occupational therapy.

Robin is a pediatric occupational therapist and clinical infant specialist at Children's Hospital and Medical Center in Seattle. After her bachelor degree from Columbia, Robin went on to receive a Master of Science degree in occupational therapy from University of Washington.

In addition to her clinical responsibilities, she holds a clinical assistant professor appointment in the Dept. of

Rehabilitation Medicine at the University of Washington. In this role she has been involved in the clinical training of undergraduate and graduate students in neonatal occupational therapy, as well as clinical research in the area of infant feeding. She is certified in neurodevelopmental therapy and has taken advanced NDT courses in feeding and infant treatment.

Since 1977, she has published a number of articles and given national, international, regional and local presentations on various aspects of feeding and swallowing in infancy. She has also written a book entitled Feeding and Swallowing Disorders in Infancy that has become an integral part of the pediatric curriculum nationwide.

Over the years, Robin has been involved in numerous associations, to name a few; the American Occupational Therapy Association, the Washington State Occupational Therapy Association and the Neurodevelopmental Treatment Association and held offices on the Board of Directors for many of these associations.

In summary, Robin has an exceptional clinical practice. She uses cutting edge clinical applications of neonatal feeding. She has been a role model for Occupational Therapists and she has paved the way for the role of occupational therapy in the pediatric field.



Elaine Mullen, Alumni Council President, presenting the award to Robin Pritkin Glass

## Commencement Address: by Lauren Manning

*The following are excerpts from the speech given by Lauren Manning, World Trade Center Survivor. Her story of survival was told by her husband, Greg Manning in his book, "Love, Greg and Lauren."*



I am thrilled to be here to celebrate with you. I just wish I didn't have to go to such extremes to earn the opportunity.

Two years ago, I doubt I could have given anyone a good explanation of what "occupational therapy" was. I might have suggested that it was some form of psychotherapy, or some compassionate form of on the job training. But since then, I've learned.

I wish fate hadn't brought me here, but I am proud to say that I've been paying attention to my lessons.

- I have learned enough to know that you have chosen a noble field, and that you will have the chance to make a profound contribution to countless people's lives.
- You have entered into a contract to heal people's bodies and their minds.
- Your legacy to your profession, to your families and your children, will be drawn from how you fulfill that contract.
- You will need to maintain your commitment, and your dedication. You will need to work hard, and to keep learning. You will need to be innovative. You will need to be creative.
- You will need the will, and the faith, to inspire your patients to believe that they can rebuild their lives.
- Every new patient brings a new opportunity to give someone the gift of hope. I know this from my own journey.

Things changed for me in a single moment on September 11, when I was hit by a wall of fire in the lobby of the north tower of the World Trade Center and burned on 82 percent of my body. It happened in a single moment, but my life was forever changed. The pain was unspeakable. Somehow, I was strong enough to run outside, where a heroic man helped me put out the flames.

I remember lying on my back on a grass median across the street from the towers. I remember looking up at the smoke and the flames that raged above. I remember looking to the left and to the right, and seeing every blade of grass with razor precision.

At the ends of my arms, my hands were white, like beautiful sculptures made of paraffin wax. Everything was perfectly shaped, perfectly formed, but something was terribly wrong. When it finally came, I walked to the ambulance, and I was evacuated to the hospital. At the time I was admitted, my chances of survival were 17 percent. I was sedated, and I did not open my eyes again until more than a month later. It would be weeks before I would learn the fate of my friends and colleagues. More than 658 had died the morning of the attacks.

I spent three months at New York-Presbyterian, and three more months at Burke Rehabilitation Hospital.

But the story I have to tell today is about how I reclaimed my life through a combination of hard work and intensive occupational therapy. My real-life experience of the value of your chosen career.

When I was awakened at the end of October, I had no idea of the extent of my injuries. All I knew was that my hands were in splints, and I could not use them. I couldn't talk, because I still had a tracheal tube. I knew that I could not sit up. In fact, there was almost no way I could attract the attention of anyone who was not looking directly at me.

I felt invisible, helpless, utterly alone. I would pray to God to just get me through the next hour. As injured as I was, it was impossible for me to believe that I would ever regain meaningful function. I was a prisoner in my own body. I needed my occupational therapists and my physical therapists to set me free.

They began by saying, "You'll be fine."

I cannot possibly convey the power of those three simple words. They helped me to see beyond the pain, beyond my feelings about how my hands looked. They helped me start to believe. Those simple words provided the reassurance that I so desperately needed. That was the first major step on the road to recovery. But something more was needed to make me a full partner in the rehabilitation effort. I needed to be engaged in the work, or there would be little hope for success. And so I will tell you a little secret, one that may be not so little. It's about the most important ingredient to successful treatment, indeed to any successful human endeavor.

Professional skills are a starting point. You must first be qualified. But many people are qualified to do a job. Far fewer can do that job well. The ones who succeed are the ones who are truly passionate about what they do, the ones in whom others are willing to place their trust. How do you earn trust? You earn it by consistently doing what you say you will do, even in the face of adversity. By being knowledgeable, by being prepared, by clearly explaining the benefits that will accrue from each treatment, by explaining how progress will occur and how it will be measured. You earn it by maintaining your enthusiasm, and your commitment to healing, despite the patient's own doubts, or even despair. That is how you earn the trust, and thus the courage, of the patient. After all, there is no magic to the process, as you already know.

I would go to OT they would crank on my hands, and I'd hope that I would feel better at the end of it all. Every movement was so painful that tears came to my eyes, but instead of quitting, I would say, "I'm fine, keep going." Where did I find that resolve? (My) motivation is linked to the belief that the effort will achieve a result. What mattered was hard work, good technique, an educated patient working with educated therapists who persevered through ongoing cycles of learning themselves.

It was important for me to understand how a particular treatment was helping to conquer my limitations, and it was important for me to see that I was making measurable progress. This was done by setting and achieving goals at each stage of treatment. With each new accomplishment, I rekindled my enthusiasm. With each positive result, I renewed my commitment to the team, because we **were** a team, engaged in the project of rebuilding me. Because it wasn't going to be enough just to survive. I wanted my life back. I wanted to be able to do all the things I had done before, to dial the phone, to drive a car, to swing a golf club. Most of all, I wanted to be able to pick up and to hold my son.

I received intensive occupational therapy three hours every morning, followed by an afternoon of rigorous physical therapy. I truly benefited from the extraordinary commitment of the therapists who treated me. Those were dreadfully hard days, but they were laced with happiness, thanks to the wonderfully supportive people who cared for me, who wiped the tears away, made me laugh, made me dance, and helped me remember the joy of being alive.

They gave me a structure, and a path, to follow. They worked with their minds, their hearts, and most importantly, their hands, to help me. More than anything, I am grateful for the passion they brought to their work. It was one of the most precious gifts I've ever received, and I am forever in their debt, as your patients will be in yours.

You can never permit failure to be the result of a lack of effort. If you see an obstacle, try to overcome it; if you make a mistake, try to fix it; and if attaining a goal is within your power, you must do everything you can to achieve it.

If I can call on you to do anything, it is to make a contract with yourselves. Choose to make a difference every day. Face the challenges of your profession, whether a difficult patient, a new treatment, or simply recognizing the importance of your ongoing education. The accumulated experience of every patient you treat will add to your ability to give the best possible treatment to the next one.

You have the grace of entering a world more cognizant of what occupational therapy can do, today, more than ever. But you will only fulfill your destiny through your passion and commitment to your work.

I know you've all put in an extraordinary amount of time to become occupational therapists. You should be proud of yourselves, and your profession. The best thing in life is achieving what you want. The worst thing is never trying.

So have fun, work hard, and remember, every day you have a choice. Make it count.

## Research Day 2003



S. McCabe, C. Dockery-Smith, M. Callaghan, N. Casazza

On May 15, graduating students again presented the results of their two years of research at the 21st Annual Interdisciplinary Research Day under the advisement of the occupational therapy faculty. Two papers were given as plenary: *A Look at the Use of Therapeutic Cues as Reported by Clinicians* by Maria Callaghan, Cecilia Dockery-Smith, and Nancy Casazza, and *Person-environment Fit: A Study of the Relationship between Nutritional Status and Dining Environments of Long Term Residents with Dementia* by Sigrid McCabe. The latter student, an experienced clinician, completed her post-professional Master of

Science degree, and continues her work in the field of aging.

Six papers were presented in two concurrent sessions: *Outcome Study of Persons in Treatment in Community Mental Health Settings* by Connie Hau and Judi Stein; *Evaluation of a New Tool for Opening Packaged Foods: The "Open-IT"* by Jill Davis and Debra Mlotek; *A Comparison of Two Methods of Evaluating Cognitive-Perceptual Dysfunction in Adults with Brain Injuries* by Reanna Eisenberg, Emily Sola, and Karen Zwick. The second concurrent session included *Sensory Integration Based Occupational Therapy with Children Diagnosed with Autism Spectrum Disorders: What is the Desired Outcome According to Clinicians?* (This paper was the 2003 recipient of the Neuhaus Award for Excellence In Research.); *A Description of the Sense of Touch and Visual Acuity among Normal Adults* by Deena Bashist and Aliza Weiss; and *Defining Spirituality: Exploring the Meaning and Role of a Spiritual Dimension in Occupational Therapy Practice in the U.S.* by Katherine Guthrie, Bibianna Lee, and Ada Yung. The paper presentations were followed by nine poster sessions on a variety of topics.