As a result of new health initiatives put in place in Morocco, a million dollar geriatric-psychiatric day hospital (GPDH) is being created in the capital city of Rabat, Morocco. The GPDH is apart of a psychiatric hospital campus that has a forensic unit, male and female inpatient and outpatient units, and a pediatric outpatient clinic. The day hospital was inaugurated in July by King Mohammad VI as a part of "the right to access health services, which has been enshrined in the new Constitution of the Kingdom, as one of the major pillars for the consolidation of citizenship and achieving integrated human development that we want for our country." It was funded by the Mohammed V Foundation for Solidarity and the SILA Foundation. LDSCharities was asked to provide an occupational therapist to provide training at this teaching hospital. In a country about the size of California with beaches, mountains, big cities, very rural areas, fertile soils, and a culture/history that spans centuries, there are no occupational therapists, although they do have ergotherapy, which is more along the lines of recreational therapy.

So, how do you teach the complexity of occupational therapy services in a week to psychiatric residents, psychologists, psych nurses, social workers, and ergotherapists? Bottom line is you can't. So what do you teach? During the week of...
October 7-14, I was given a wonderful challenge to do just this for thirty participants from all over the hospital. Hoping to at least plant the seeds of the principles of occupational therapy, the course included the history of OT, the foundational philosophy of OT using the PEOP model, group treatment, gero-psych treatment for safety and independence, sensory processing disorder, the impact of vision in older adults, supporting caregivers, and an overview of cognitive processing disorders.

Using the PEOP model and activities to reinforce ideas and a French translator, the course was well-received, and the participants stayed engaged throughout the week. They aren’t ready to provide occupational therapy, but they now have a different way to view their patients and their caregivers - one gentle step forward in providing a more holistic approach.

The leaders and the staff of the hospital were very a very engaged and bright group of people who are trying to provide excellent mental health services. They had great questions, loved the activities, took notes, and were very gracious throughout the week.

The whole experience in Morocco was one of being surrounded by gracious people. There is a strong French influence; great food; and fun, exotic things at which to look. Their history goes back many centuries and the architecture is gorgeous and fascinating. There are beautiful minarets all around with calls for prayer five times a day. Traffic is crazy, which doesn’t even come close to explaining how it really is!

Two Moroccan friends whom I met last year at the WHO wheelchair training invited us to tea and showed us their new physical therapy clinic in a very poor section of Casablanca. (Unfortunately I did not have a chance to go to Rick’s Café.) Their clinic is a beautiful facility which will benefit many of the poorer people in Morocco. This couple, one a PT and the other an aerospace engineer who sustained a SCI over 20 years ago, are also very involved in disability rights for the citizens of Morocco.

Morocco is as exotic and wonderful as I had always dreamed it could be, yet the experience showed me that humans are occupational beings at our very core. Culture, disability, opportunities, and challenges make up the vehicle for the expression of the occupational being each one of us living on this earth is. The trip also showed me just how much occupational therapy adds to the treatment of people by seeing a country without it.

Since the pediatric practice at the Life Skills Clinic was introduced in the Spring 2013 Newsletter, the clinic has experienced rapid and exciting growth. Kim Werner and Krisanne Lewis joined the staff in August, and plans are in place to hire a COTA within the next month to allow growth to continue. Kim currently works as the administrative assistant in the clinic and assists with scheduling, billing, etc. Krisanne is an occupational therapist and sees clients in the clinic and in the community, in addition to teaching at the Division of Occupational Therapy. The Life Skills Clinic continues to provide low vision services and pediatric and adult outpatient services, but has expanded to provide services to private schools, charter schools, and individual clients in their homes and community. The clinic currently provides services to eight schools from downtown Salt Lake City to Orem. Plans for future growth are moving forward, including partnerships with private clinics and other disciplines. Additionally, a variety of groups and summer programs are scheduled to begin to make OT services more accessible and affordable for all children and their families. Graduate students have become an important component of the clinic by participating in treatment planning, observation, and fieldwork placements. As the clinic continues to grow, as will student involvement, providing OT students with hands-on learning experiences and further expanding the accessibility of OT services to the community.
GraduatePrograms.com rates the University of Utah Division of Occupational Therapy as one of the top 25 OT schools in the USA!

Dr. JoAnne Wright Receives FAOTA

Dr. JoAnne Wright received the American Occupational Therapy Association Roster of Fellows Award for her significant contribution to the American Occupational Therapy Association and the profession of occupational therapy. In her twenty-seven years as an occupational therapist, JoAnne has advanced the profession through teaching, mentoring, leadership, and support of emerging practice areas. In the mid-1990’s, Dr. Wright worked with the administration to successfully lobby for funding to start the entry-level Masters of Occupational Therapy program at the University of Utah. She hired faculty, created admission policies, and established the integrated curriculum based on the new academic discipline of occupational science. The branding for the Division of Occupational Therapy under Dr. Wright’s leadership was “Educating our Future Colleagues”, which exemplifies how she perceives her role in advancing the profession. She was Division Chair for fourteen years and led a creative faculty in educating hundreds of entry-level occupational therapists. She also initiated an innovative and completely online post-professional Occupational Therapy Doctorate. In 2011 she received the College of Health Distinguished Mentor Award. If that wasn’t enough, that same year she established the Life Skills Clinic, an occupation-based, faculty practice community clinic. She is a leader in the emerging practice of low vision and has lectured on this topic locally and nationally.

Dr. Wright served as a Board member for the Alzheimer’s Association and Creating Possibilities for Kids, as well as acting as a reviewer for national journals. She has provided over 100 presentations to groups from high school through college on the contributions of occupational therapy. She has extended her service and leadership around the world, including Laos, Ukraine, Morocco, and to the Paiute Indian tribe in Utah. She is one of twenty-five people worldwide to be trained by the World Health Organization to use their wheelchair Service Training Packet; subsequently, she trained physical therapists in Istanbul, Turkey to use this packet. She served as a member of the Roster of Accreditation evaluators and the Accreditation Council for Occupational Therapy Education for seven years. She also served as the Utah Representative to the AOTA Representative Assembly. To date, she has received two service commendations from AOTA. AOTA chose her to be a part of the Human Genome Project, which combined the new knowledge of the Genome to occupational and physical therapy. Subsequently, she wrote a chapter for AOTA to disseminate this information throughout the profession. Currently she continues to provide educational opportunities and leadership in the Division of Occupational Therapy at the University of Utah as a regular faculty member. JoAnne’s passion is helping people find quality of life, and she believes it is through the theoretical tenets and practices of occupational therapy that people can be assisted to find that quality of life. Dr. Wright is well deserving of this award because of who she has become and what she has contributed and will continue to contribute to the field of occupational therapy.

In recognition of her contributions, she will receive her award during the AOTA Annual Awards and Recognitions Ceremony on Saturday, April 5, 2014 during the Annual AOTA Conference and Expo in Baltimore, Maryland. Her award will read: “Dedication Enhancing Occupational Therapy Education”. This is an auspicious award for an auspicious individual! Congratulations to JoAnne Wright, PhD, OTR/L, CLVT, FAOTA!

Welcome Class of 2016!

We, the class of 2016, are excited to be in the OT program at the University of Utah! We are a hard working bunch and want to prove ourselves. These next three years will be a great experience for us to grow and learn together.

About us: We are a jovial crew who like to joke around and have fun. Some of us are very outdoorsy, while others are all about the indoors. A few of us are even in-between doors type of people. We are a diverse group with people that come from different parts of the USA, have different degrees, are married, single, have kids, live in our parents basement, hunt, run, read fantasy books, and much, much more. Our diversity offers us the opportunity to learn from each other and contribute to this program. We started out a tad bit reserved, but as we got to know each other, the other cohorts, and faculty we have really started to open up and show what we can bring to the table. We are excited to do our best as we strive to complete this program and become fulltime occupational therapists.
In the book “Clinical and Professional Reasoning”, Schell, B.S., and Schell, J.W. (2008) describe the types of reasoning that OT practitioners use in every area of practice. Students enrolled in the University of Utah Division of Occupational Therapy program are taught to apply these types of reasoning using case studies in a classroom setting and are then charged with learning to apply them in a clinical setting on level II fieldwork. One teaching challenge that fieldwork educators face is facilitating clinical reasoning in students on level II fieldwork. Below are listed the 6 types of clinical reasoning and some ideas for how fieldwork educators might set up learning activities to foster the particular type of reasoning.

**Scientific Reasoning:** Refers to the parts of clinical reasoning that have to do with diagnosis, evidence based practice, and evaluation and treatment decisions based on these scientific factors.
- Ideas for FW students: Have students research evidence to support their choice of intervention or assessments. Have students brainstorm treatment ideas and work on prioritizing the treatments based on the diagnostic information.

**Narrative Reasoning:** Refers to decisions based on the client’s narrative. Requires that the students learn to get a complete and comprehensive narrative in a timely manner and apply that information to selection of appropriate assessments and interventions and also to grading activities to meet just-right-challenge.
- Ideas for FW students: Use of the COPM to guide students in getting to the most important occupations for the client. Have students create their own interview form to ensure that they ask the full range of questions. Have students practice reflective questioning to increase the comprehensiveness of information gathered.

**Pragmatic Reasoning:** Refers to the ability to take into account pragmatics of service delivery specific to a setting (e.g. reimbursement issues, equipment available, productivity standards, discharge parameters).
- Ideas for FW students: Use activities such as OT clinic scavenger hunt to get used to resources available in a clinic. Provide orientations to other disciplines, layout of clinics, maps of the area, etc. Provide information about productivity standards.

**Ethical Reasoning:** The process used to make decisions in ethically challenging situations.
- Ideas for FW students: Review AOTA Ethical standards with the student. Demonstrate to the student how everyday ethics guide billing practices, documentation, continuation/discontinuation of services, etc.

**Interactive Reasoning:** This refers to the therapeutic use of self (Taylor, 2008).
- Ideas for FW students: For students that struggle with this type of reasoning, a FW educator may ask the student to reflect on each interaction with a client and talk about what went well with the interaction, client demonstration of any non-verbal or verbal defensiveness, what might those reactions mean, what would the student do if they felt that way about a practitioner’s interaction with them, how might the student change their approach. Another idea is to have the student identify a practitioner that they want to emulate and have them shadow that practitioner and reflect on what techniques worked well for that practitioner.

**Conditional Reasoning:** This is a blending of all the types of reasoning and comes with experience.
OTD STUDENT SPOTLIGHT

GETTING PUBLISHED!

by Sheri Montgomery, OTR/L, FAOTA

Reflecting on my journey as an Occupational Therapist, I really never thought that I would strive to enter and complete an Occupational Therapy Doctoral program, nor had I the desire to write articles for publication. It just seemed so distant and unachievable. I love the profession and was happy working directly with my clients. Well, life changed quickly once I entered the Occupational Therapy Doctoral program at the University of Utah. My journey has been one of challenges, encouragements, and successes with the ultimate goal of publishing several documents and a Doctoral Degree in Occupational Therapy. These successes were silently influenced by the faculty and accepted by me as a personal challenges.

I ask myself, “Why was I so motivated to see my work in print, available to others to access as a resource?” The faculty at the University of Utah encouraged me to submit my writings for considerations in different venues of publications. The design of many of the OTD courses encourages you to produce high quality evidence-based written materials with the expectation of submitting to consideration in an appropriate format. I never saw myself as a writer, but I am someone who is driven and completes the expectations set for me by others. The more I discovered the processes related to evidence-based practice, the more I loved it and knew I needed to share this discover.

The journey to publication was challenging and often difficult to navigate. I found along the way many supportive individuals who were more than willing to guide, support, suggest, and encourage me through the process. When working on a CAT submitted to the OT CATS website, I worked with Jane Galvin, an Australian educator and practitioner. She offered endless suggestions and Skyped with me to get the final document “just right” for inclusion in the website. I will admit that there were at least eight versions of the original CAT submitted for a final grade before the document was accepted for publication, but the end result was more than worth all the efforts to achieve these goals. There was a sense of achievement, something I really never thought I would personally value.

I have a second article submitted for publication with AOTA but have not yet heard back as to possible revisions necessary for inclusion. I realize that the original written document submitted will require edits, revisions, changes, and even removal of some information to meet the criteria of the publisher, however it is the end result that I continue to keep my eyes on.

What are the take away messages I discovered on the journey “to get a document published”? First, have a good idea and produce a well written paper. (Be a creative thinker.) Second, write about things that are of interest to you. (Choose occupations that are meaningful.) Third, recognize that the road to publication has many turns and requires changes and edits. (Accept adaptations and modifications.) Fourth, be willing to work with others to guide and support you through the process. (Be a team player.) And finally, celebrate the successes along the way. If you have patience and are flexible, insightful, creative, and dedicated you can see your name in print!

Sheri Montgomery, OTR/L, FAOTA is planning to graduate from the University of Utah OTD program in December 2013. She is currently a member of the faculty at the University of St. Augustine, Occupational Therapy Program in St. Augustine, Florida.