

## Welcome Back!

The newsletter was on hold during 2021 and we are back online with a new logo and information to share. Please continue checking our social media for updates on educational events, networking, and other opportunities to connect and share! All the best to you in 2022!

## Center for Women in Transition (CWIT): MOT Students Create DE&I Training Resource with Community Partner

In August of 2020, The Center for Women in Transition, a St. Louis nonprofit that provides reentry services to women who were justice-involved, approached Saint Louis University's Transformative Justice Initiative to develop general training for helping CWIT and a larger community audience to better understand the "struggles and challenges faced by women who are transitioning from incarceration back into society."

Through this partnership, masters in OT students during their Community Practice course, designed online brief and long version videos to educate a broad audience. More about this story is on page 4.



## JBOT Team to Present at WFOT Congress and AOTA Inspire in 2022

Saint Louis University OSOT students supporting the JBOT network assisted in research extending from our original publication in 2020. They identified the inclusion of occupational justice topics (e.g. diversity, equity, incarceration), in international and national OT journals, specialist groups, state or provincial associations, activities, educational opportunities, and online outreach from March 2020 - March 2021. Artifacts were gathered through social media networks, literature, and online searches. Findings will be presented at WFOT and AOTA.

If you have JBOT related presentations at upcoming WFOT, AOTA, SSO or other conferences, feel free to add your abstract information to this form. We will compile them to share in a future newsletter:  
<https://forms.gle/h5oCSEswCTeTgBFQ8>

## Infographic Resources Developed by OTD Student

Past JBOT research has identified the need for simple info sheets to inform a variety of audiences about Occupational Therapy and the needs of people justice-involved. See pages 7-10 for Washington University OTD student, Ali Uchdorf's project that provides infographics describing OT's role working with justice-involved individuals.



OPINION | ONLINE APRIL 21 2021

**Increasing Racial and Ethnic Diversity in Occupational  
Therapy Education: The Role of Accreditation Council  
for Occupational Therapy Education (ACOTE®) Standards**

# In the Literature

## Increasing Racial and Ethnic Diversity in Occupational Therapy Education: The Role of Accreditation Council for Occupational Therapy Education (ACOTE) Standards

A recent AJOT article describes the need for addressing the lack of racial and ethnic diversity in health care systems in the profession of occupational therapy. Brown, Lamont, Do, and Schoessow (2021) emphasized that ACOTE has the resources to provide recruitment and retention efforts; and the ability to revise accreditation guidelines to target underrepresented minority occupational therapy students. Brown et al (2021) suggest these efforts in order to increase equity, inclusion, and justice in the occupational therapy student body.

<https://research.aota.org/ajot/article/75/3/7503347020/12511/Increasing-Racial-and-Ethnic-Diversity-in>

## The Facilitators and Barriers Faced When Transitioning Back into the Community Following a Prison Sentence

From: *International Journal of Offender Therapy and Comparative Criminology (IJO)*,

This study explored, "current roles, daily routines, living situation, activity participation, and current and future plans" of fourteen people who were formally incarcerated (Buck et al., 2021) to understand the facilitators and barriers that come with when transitioning back to the community after a prison sentence. Buck et al. (2021) discovered that establishing a daily routine, discovering and connecting to external groups, having a life balance, and committing to an ideal future further assisted in the transition process. However, barriers such as, "impediments to employment opportunities, lack of financial resources, social stigma, regulations imposed by the judicial system, disconnection from social advancements, and addiction to drugs and alcohol," enforced the need for the importance of reintegration strategies (Buck et al., 2021).

<https://journals.sagepub.com/doi/abs/10.1177/0306624X211013518>

## *Reflections*

Share your reflections on justice-based OT!

Students, practitioners, researchers, collaborators, and clients are welcome to send their story to JBOT for a future newsletter!

~250-300 words  
~include a photo

Email: [ljaegers@slu.edu](mailto:ljaegers@slu.edu)



**TJI**  
Transformative  
Justice Initiative

**OTTIS**  
Occupational Therapy  
Transition & Integration  
Services

## JBOT & Education

### Level II Fieldwork in a Juvenile Justice Setting

*"Occupational therapy fieldwork supervisors in juvenile justice settings have the potential to prepare their students for 21st century health care challenges while advocating for the advancement of the profession (Shea & Siu, 2016; Tan et al., 2015; Thew et al., 2008)." Yet, there are few opportunities for students to experience this. Dr. Virginia Koenig, an occupational therapist, developed a Level II OT fieldwork program at a New York juvenile detention center. After 12 weeks of participation in the program, students reported that their experience was 'well structured, purposeful, and organized.' In addition to these reports, the study's findings showed that emerging practice fieldwork programs can provide OT students with rich and applicable experiential learning (Koenig, 2021)."*  
<https://doi.org/10.3928/24761222-20200923-02>

### Utilization of a Design Studio Course for Identifying Therapeutic Incarceration Interventions

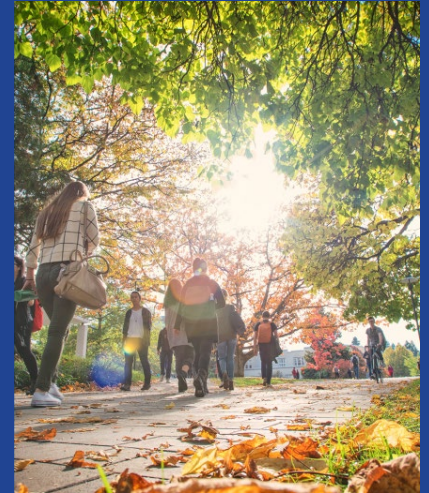
*"Being incarcerated is traumatic and requires adjusting." Dr. Amy Wagenfeld collaborated with Daniel Winterbottom, a landscape architect, to examine how interventions involving nature could positively impact people who are incarcerated. Together they designed a course with objectives that included: 'comprehension and application of therapeutic and culturally expressive design principles to increase the benefits of environmental design within a carceral setting; collaboration, developing a deeper, more representative understanding of how design processes can improve the lives of marginalized populations; and enhancing design skills, including at masterplan and schematic scale using an iterative process and reflection' (Wagenfeld & Winterbottom, 2021)."*  
<https://content.iospress.com/articles/work/wor203360>

### 5 Barriers that Lead to a Lack of Diversity in OT Practitioners and Students

*"Matching the demographics of health professionals and patient populations increases access to quality care." However, there is a lack of diversity of occupational therapy practitioners and students. The purpose of this study was to identify barriers that lead to low recruitment and retention of occupational therapy practitioners and students of color. "Five themes were identified: (1) lack of representation in and knowledge about occupational therapy, (2) feeling like an outsider, (3) need for financial support, (4) individualized mentor-mentee relationships, and (5) connections with national organizations specifically for people of color (Ford, Smith & Banister, 2021)."* <https://doi.org/10.5014/ajot.2020.039446>

## Save the Date

### 1st World Occupational Science Conference — WOSC



- 2022—August 25-27, 2022. Vancouver, British Columbia, Canada
- Conference Theme: Occupation and Society: Global to Local Perspectives for the Future.
- Co-sponsors: Department of Occupational Science and Occupational Therapy, UBC <https://osot.ubc.ca> &
- The International Society for Occupational Science <http://www.isocsci.org>



## Barriers to Community Reentry for Women After Incarceration

# Developing Education on the Barriers to Reentry for Women After Incarceration: A 12-Part Series

In August 2020, Center for Women in Transition (CWIT) approached Saint Louis University's (SLU) Transformative Justice Initiative (TJI) team with an idea that they felt could be *beneficial for their volunteers, staff, and the community at large*. They were inspired by organizations running "reentry simulations" in which participants get a glimpse into the challenges that they might face when reentering society. CWIT felt this education could help their organization *to provide better services, create better policies, and support initiatives that provide services for justice-involved individuals*. When searching for examples of simulations, the CWIT team were only able to find ones in person. They could not find a free, online module, so they thought this could be an opportunity to partner with SLU.

This partnership started with a needs assessment where CWIT shared, with SLU OSOT students, some of the barriers their clients frequently face. In preparation for their assignment, the OT students met with CWIT leadership and interpreted the findings from a qualitative survey shared with CWIT staff including those with lived experience due to past incarceration. The needs assessment identified 12 topic areas that highlighted the challenges that women experience as a result of incarceration.

**Goal:** Based on the needs assessment, the goal of the project was to develop general training for helping the CWIT (staff, volunteers, executives, board of directors, and donors) and larger community audience (e.g. neighbors, service providers, community organizations, reentry professionals, policy makers) to better understand the "struggles and challenges faced by women who are transitioning from incarceration back into society."

**Objectives:** Through their assignment, based on ACOTE standards, students were able to:

- Demonstrate the consultative process.
- Promote OT by educating the public and explain to the general public the distinct nature of occupation.
- Apply and analyze the role of sociocultural, socioeconomic, diversity factors and lifestyle choices to meet the needs of people, groups, and populations.
- Understand social determinants of health.
- Apply scientific evidence including models and of practice to guide health education practice.
- Apply evidence to explain the role of occupation in the promotion of health.
- Demonstrate clinical reasoning to analyze occupation-based interventions.
- Identify occupation-based interventions that address client factors.
- Recommend interventions to enhance occupational performance.

**To see the 12-video series designed from this assignment, go to:**

<https://www.youtube.com/channel/UChu6601YX-dHKe3UJnosJsw/videos>

## Student Reflection: Fieldwork With OTTIS

*From March, 2021:* My name is Vanessa Everson and I am a third-year MSOT student from the University of Wisconsin – Madison. I am nearing completion of my final Level II fieldwork experience with Saint Louis University's Occupational Therapy Transition and Integration Services (OTTIS). I had just begun my very first semester of my MSOT program in 2018 when I had the great pleasure of meeting Dr. Karen Barney at a UW-Madison alumni celebration. Dr. Barney gave an impactful presentation on the fabulous work that the OTTIS team does providing pre- and post-release OT reentry services in St. Louis. Seeing Dr. Barney's presentation was like a light bulb turning on in my head. I was thrilled and energized to learn that there were individuals practicing OT in the criminal justice field. I am so very thankful to have seen Dr. Barney's presentation and extend my deepest thanks towards everyone who works to spread the word of justice-based OT to the field so that students like me are able to become aware of opportunities that extend beyond traditional settings such as hospitals and clinics.

With OTTIS, I have been assisting to provide pre- and post-release services towards individuals previously or currently incarcerated at the St. Louis City Justice Center (CJC) or various Missouri state prisons. My fieldwork also contained the added challenge of providing services during the Covid-19 pandemic. Due to this, we were required to switch to exclusively providing virtual services to currently incarcerated clients. While this has certainly come with its challenges, this virtual format has opened the door to a world of possibilities for providing remote services to incarcerated individuals, breaking down many barriers that currently exist to the implementation of jail-based programs. Through this experience, I've learned how to creatively problem-solve in order to act in the best interest of my clients. I've learned the profound and unique impact that OT can have in this setting by facilitating community participation and skill building. Most importantly, I've learned what it means to practice true client-centered and occupation-based care.

Traveling to St. Louis to complete my fieldwork with OTTIS was truly one of the best things I could have possibly done for myself and for my professional goals. I'm proud to be a new member of this community and am eager to spread the word about justice-based OT in places where it does not yet exist. I've become motivated to do what I can to help justice-based OT programs find footholds in new places so that other OT students like me can learn the possibilities that are available to individuals who want to step outside of a traditional hospital or clinical setting. While I'm sad that my time with OTTIS is coming to a close, I am looking forward to pursuing the opportunities that have opened for me through my time with OTTIS and my newfound place in this community. I am eager to not only follow but to be an active participant in the expansion of justice-based OT throughout the country.



**Vanessa Everson, OTS**  
University of Wisconsin-  
Madison  
Level IIb Field Work: OTTIS


## Occupational Therapy Research on Working with People Incarcerated

### Factors Associated with Consideration of Occupational Therapists Working in the Prison Setting

The rates of mental health illness have risen in prisons which causes there to be an increasing need of occupational therapists in this setting. Therefore, this study's aim was to explore occupational therapists' possibility of working in the prison setting and what factors these can entail. The authors found that "exposure to a therapist working in the prison setting, support for rehabilitating inmates, the perception occupational therapy has a role in prisons, and knowing someone who has been incarcerated were the factors significantly associated with the willingness to consider working in prison settings" (Tucker and Yuen, 2019).

[http://www.internationaljournalofcaringsciences.org/docs/11\\_yuen\\_12\\_1.pdf](http://www.internationaljournalofcaringsciences.org/docs/11_yuen_12_1.pdf)

### **Occupational Therapists' Rehabilitation Orientation Toward People Who Are Incarcerated**

Journal of Correctional Health Care  
2020, Vol. 26(3) 249-257  
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DOI: 10.1177/1078345820938368  
[journals.sagepub.com/home/jcx](http://journals.sagepub.com/home/jcx)  


### Occupational Therapists' Rehabilitation Orientation Toward People Who Are Incarcerated

In order to reach the national rehabilitation goal for people who have been incarcerated, Tucker and Yuen (2020) mention a need for health professionals, including occupational therapists, to work with those who are or have been incarcerated. Therefore, this study looks at occupational therapists' level of rehabilitation orientation toward people who are incarcerated. Findings showed that "resources should be placed on the recruitment of occupational therapists to work in the correctional setting" (Tucker and Yuen, 2020).

<https://www.liebertpub.com/doi/10.1177/1078345820938368>

**OTD Student Project:** Ali Uchdorf, Washington University with OT Ariana Gonzalez and her business, LAITR, focused on OT's role working with justice-involved individuals. The following 4 pages include an infographic that Ali developed about OT's role with individuals justice-involved and the state of the U.S. criminal justice system.

## OT's Role with Justice-Involved Individuals

Alexandra Uchdorf,  
OTD/S '21

*Infographic part 1*

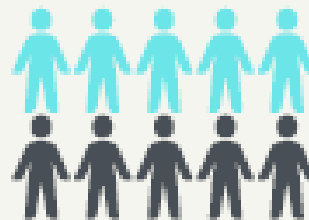
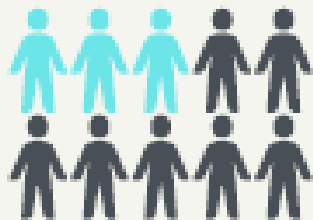


Over 95% of individuals incarcerated will return to their communities; ~66% of those will reoffend within 3 years and 82% within 10 years (James, 2015; Benecchi, 2021).

The incarceration rate grew 220% from 1980 to 2014 and there were 1.8 million individuals held in US jails and prisons in 2020.



Cost of criminal justice system has increased by over 70% in the last two decades, totaling over \$270 billion.



Black and Hispanic individuals make up 30% of the general population, but 50% of the incarcerated population and are stopped, frisked, and sentenced to higher sentences than their White counterparts.

Infographic part 2



Individuals that meet DSM V criteria for alcohol and other substance dependence



Individuals with cognitive disability such as a learning disability



JII with at least 1 adverse childhood experience (ACE)



Women incarcerated with more than one chronic condition



Adverse Childhood Experiences (ACEs) are ubiquitous within this population. 78.1% have 4+ ACEs, and are 1,350% more likely to abuse opiates, 4x more likely to report lifetime mental illness and suicide attempt and 10x more likely to report lifetime self-harm than individuals without ACEs.

While individuals incarcerated have a constitutional right to healthcare, that healthcare is often inadequate and may require copays to access. Inmates are also less likely to receive vaccinations and have been hesitant to receive the COVID-19 vaccine (deLuca, 2021). JII are 3x more likely to have HIV/AIDS and are more likely to have hepatitis C and tuberculosis (AAFP, 2021).

As the majority of individuals will return to their communities, it is important returning citizens have access to care to treat medical conditions as well as substance use and domestic violence, as this supports healthier communities.





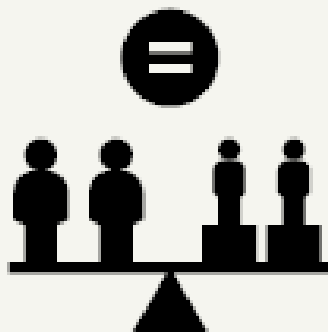
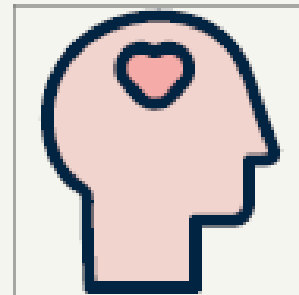
*Infographic part 3*

Trauma Informed Care (TIC) assumes that everyone you come across may have experienced a traumatic event in their lives. Principles of TIC include safety, trustworthiness, choice, collaboration, and empowerment. Using these principles, the goal of TIC is to foster a safe and welcoming environment that treats a person's trauma as a priority in order to promote recovery.

Ways to include TIC include using active listening, guided discovery, collaboration to determine intervention plans, and making it clear the client has the ability to choose what they are willing to share.

## What Are OTs Doing?

The Justice Based Occupational Therapy (JBOT) initiative is led by a group of OT practitioners, researchers, and students with the goal of increasing OT's presence in the criminal justice system through research, program development, education, and advocacy.



The Coalition of Occupational Therapy Advocates for Diversity (COTAD) engages in multiple efforts to expand OT's ability to create an equitable, accessible, and inclusive world by promoting justice, diversity, equity, and inclusion efforts, anti-racism, and anti-oppression.

OT within the criminal justice system is an emerging area of practice. There are currently programs within prisons and jails and programs that follow individuals through their transition from incarceration to reentry to their community, such as Life After Incarceration: Transition in Reentry (LAITR), currently addressing the rehabilitative needs of individuals in Washtenaw County, Michigan (LAITR, n.d.).

## Relevant Legislation

Infographic part 4

**HR 4011 Counseling Not Criminalization in Schools Act:** redirect funds to trauma informed evidence-based treatments for students.

**HR 5583 Helping Enable Access to Lifesaving Services (HEALS) Act:** increase OT's presence in behavioral mental health services

**S 1795 Pursuing Equity in Mental Health Act:** expands funding for establishing interprofessional behavioral health teams in areas with high proportion of racial and ethnic minorities.

**HR 1280 George Floyd Justice in Policing Act of 2021:** addresses law enforcement and criminal justice reform, such as increasing accountability for law enforcement misconduct.

**For more information about this infographic, contact:** Ariana Gonzalez at [agonzalez@lifeafterincarceration.com](mailto:agonzalez@lifeafterincarceration.com)

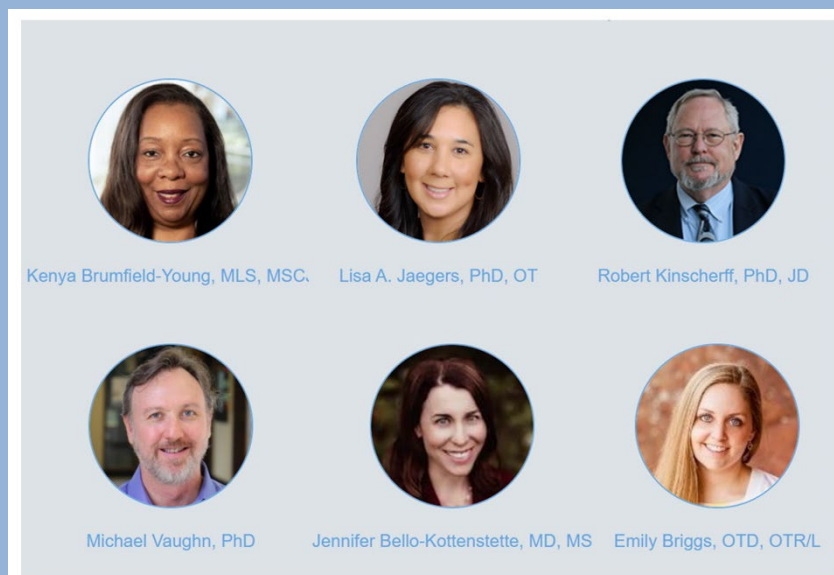
**References:** \*Baszynski, N. T. (2021, April 9). States should abolish technical violations of probation and parole. The Appeal. <https://theappeal.org/the-point/states-should-abolish-technical-violations-of-probation-and-parole/>  
\* Benecchi, L. (2021, August 8). Recidivism imprisons American progress. Harvard Political Review. <https://harvardpolitics.com/recidivism-american-progress/>  
\*Coalition of Occupational Therapy Advocates for Diversity (COTAD). (n.d.) About. <https://www.cotad.org/about>  
\*Compassion Prison Project. (n.d.) How common are adverse childhood experiences (ACEs)? <https://compassionprisonproject.org/childhood-trauma-statistics/>  
\*Council of Economic Advisers. Economic perspectives on incarceration and the criminal justice system. Washington, DC: Executive Office of the President of the United States; 2016. Available from: <https://obamawhitehouse.archives.gov/sites/whitehouse.gov/files/documents/CEA%2BCriminal%2BJustice%2BReport.pdf>  
\*DeLuca, A. (2021, May 3). \*CDC survey: Distrust likely to keep majority of Florida prisoners from getting COVID-19 vaccine. WUFT. <https://www.wuft.org/news/2021/05/03/cdc-survey-distrust-likely-to-keep-majority-of-florida-prisoners-from-getting-covid-19-vaccine/>  
\*Ford, K., Bellis, M. A., Hughes, K., Barton, E. R. & Newbury, A. (2020). Adverse childhood experiences: A retrospective study to understand their associations with lifetime mental health diagnosis, self-harm or suicide attempt, and current low mental wellbeing in a male Welsh prison population. Health Justice, 8. <https://doi.org/10.1186/s40352-020-00115-5>  
\*Hayes, T. O. (2020, July 16). The economic costs of the U.S. criminal justice system. American Action Forum. [https://www.americanactionforum.org/research/the-economic-costs-of-the-u-s-criminal-justice-system/#\\_edn1](https://www.americanactionforum.org/research/the-economic-costs-of-the-u-s-criminal-justice-system/#_edn1)  
\*Jaegers, L. A., Dieleman, C., Dillon, M. B., Rogers, S., Munoz, J. P., & Barney, K. F. (2020). Justice-based occupational therapy initiative: Advancing occupational justice in criminal justice settings. Annals of International Occupational Therapy, 3(4), 200-208. <https://doi.org/10.3928/24761222-20200309-02>  
\*James, N. (2015, January 12). Offender reentry: Correctional statistics, reintegration into the community, and recidivism. \*Congressional Research Service. <https://sgp.fas.org/crs/misc/RL34287.pdf>  
\*Life After Incarceration: Transition and Reentry (LAITR). (n.d.) Occupational therapy with justice-involved individuals: Individual and group sessions. <https://www.lifeafterincarceration.com/occupational-therapy-services>



Ellen B. Rainville  
OTD, OT, FAOTA

## New OT and Criminal Justice Continuing Education Partnership

Dr. Ellen Rainville, Educational Consultant through William James College and Professor of OT at Mass College of Pharmacy and Health Sciences (MCPHS University); Dr. Robert Kinscherff, Executive Director of the Center for Law, Brain and Behavior at Harvard Medical School and Massachusetts General Hospital; and Dr. Lisa Jaegers, Associate Professor at Saint Louis University and Director of the Transformative Justice Initiative and Co-Director of the Health Criminology Research Consortium, have partnered to develop an interactive, four-part series led by collaborative experts in the fields of occupational therapy, criminology and criminal justice, social work, clinical psychology, and family and community medicine. Along with people who have experienced incarceration, they will explore the intersections of criminal justice with occupational justice.



Kenya Brumfield-Young, MLS, MSC.

Lisa A. Jaegers, PhD, OT

Robert Kinscherff, PhD, JD

Michael Vaughn, PhD

Jennifer Bello-Kottenstette, MD, MS

Emily Briggs, OTD, OTR/L

This learning experience has been designed to involve consumers, practitioners, and researchers, in psychology, social work, occupational therapy, law, and others, in consideration of these important issues. The series will include an overview of the current criminal justice system, its population and disparities, and modern efforts towards reform. From a lifespan perspective, experts will explore the experiences from preconception, youth, and through older adulthood that contribute to incarceration, and discuss suggestions for prevention and intervention.

**The 4-part series will occur on these dates: February 9, March 9, April 13, and May 11, 2022 from 11:00am -4:00pm ET.**

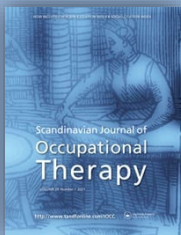
For more information, go to [bit.ly/CJOT-Training](https://bit.ly/CJOT-Training)

## Occupational Justice Literature

### Occupational Justice, Playing Football, and Living With Mental Distress

*"Physical inactivity is a global health priority (World Health Organization) which has close relevance to occupational science due to being fundamentally concerned with the reciprocal relationship between what people do to their health and well-being."* Often, people with a disability face exclusions to participating in sports, causing them to be less physically active. A study done in the U.K. examined the nature and value of participating in a community football project, for people that experience mental distress. The study's findings reveal tensions, nuances, and subtleties that exist in relation to the reciprocal relationship between playing football and people's health and well-being (Pettican et al.).

<https://doi.org/10.1080/14427591.2020.1816208>



### Occupational Choice and Patriarchy in India

Participating in occupations is essential to health. Many *"dominant occupational theories assert that people choose their daily occupations, and participate in occupations as autonomous agents."*

Despite this being the common belief, scholars *"insist that choices are socially-structured and inequitably available."* Murthi and Hammell examine scholarly work that addresses the patriarchal society of India. Together they *"challenge those occupational therapy theories that portray occupational engagement as the product of individual volition and unconstrained choice"* (Murthi & Hammell). <https://doi.org/10.1080/11038128.2020.1769182>

### Professional Self-Care and Working With People With Life Limiting Illnesses

Working with people who experience life altering conditions significantly impacts occupational therapists' professional self care, resulting in negative wellbeing. The authors of this article propose different strategies to be supportive of clinician professional self care, such as: professional resilience education, supervision prompts, changes to department culture, and promotion of self care services. Through this study it was concluded that *"the multidimensional workplace strategy resulted in some improvements in professional self-care for occupational therapists, particularly around their use of supervision and awareness of available support resources"* (Apostol et al., 2021). <https://link.springer.com/article/10.1186/s12904-020-00695-x>

## Save The Date

### AOTA Inspire 2022

- Mar 31 - Apr 3, 2022
- San Antonio, TX



### World Federation of Occupational Therapists Congress

- August 28-31, 2022
- Paris, France



### Conference of the Society for the Study of Occupation (SSO): USA

- Oct. 20-22, 2022
- San Diego, CA, USA
- Abstracts due Feb. 14<sup>th</sup>, 2022



## OT & Chill: All Things Occupational Therapy

<https://podcasts.apple.com/gb/podcast/ot-chill/id1482376094>



OT & Chill is a podcast from the UK, hosted by Kwaku Agyemang. Currently, the podcast is doing a series on prison based OT. This series starts on episode 34, and topics covered include: OT Service in Prison: integrated Support Unit, Youth Justice and OT, Leading Healthcare in Prison, and more!

**Follow OT & Chill on Social Media:**

**Twitter:** @ot\_chill

**Instagram:** @otandchill



JBOT has a new Logo! "Thanks You" to Drashti Topiwala 1<sup>st</sup> year masters student at Saint Louis University!

## Join Us On Social Media



@JusticeOT1



@Justice\_OT



@JusticeOT1

## Continuing Education

Due to overwhelming interest and in an effort to support the needs of those interested in justice-based practice, education, research, and program development, Saint Louis University has developed an online continuing education course that is available for trainees. Proceeds from the course go directly back to the SLU OT Transition & Integration Services (OTTIS) program to support people justice-involved.

([http://bit.ly/ottis\\_sl](http://bit.ly/ottis_sl))

OTTIS Continuing Education Course: <https://tji-slu.thinkific.com/>

For more info, please contact

Christine Hayes at 314-977-8583 or [christine.hayes@healthslu.edu](mailto:christine.hayes@healthslu.edu)

## JBOT's Core Team Includes:

**Lisa Jaegers, PhD, OTR/L, FAOTA**  
*Saint Louis University*  
*[JBOT Organizer]*

**Cynthia Ballentine, MSOT, OTR/L**  
*St. Louis Community College*

**Karen F. Barney, PhD, OTR/L, FAOTA,**  
*Saint Louis University*

**Crystal Dieleman, PhD, OT Reg(NS)**  
*Dalhousie University*

**Mary Beth Dillon, OTD, MOT, OTR/L**  
*The University of Findlay*

**Christine Haworth, MA, OTR/L**  
*Occupational Therapy Training Program*  
*- San Francisco*

**Jaime Muñoz, PhD, OTR/L, FAOTA**  
*Duquesne University*

**Sandra Rogers, PhD, OTR/L**  
*Rutgers*

**Chi-Kwan Shea, PhD, OTR/L**  
*Samuel Merritt University*

**John A. White, Jr., Ph.D., FAOTA,**  
**OTR/L,**  
*Pacific University*

**Selena Washington, PhD, MSPH,**  
**OTR/L**  
*Saint Louis University*

**Please send content for future newsletters to:**

**Lisa Jaegers**  
**[ljaegers@slu.edu](mailto:ljaegers@slu.edu)**

This newsletter was developed at Saint Louis University with the assistance of student worker support through the *Center for Social Action*.