Bertha Kelner (’46) received her first driver’s license more than 70 years ago. Today, Kelner, who is in her 90s, enjoys the independence driving gives her. Yet Kelner’s desire to stay on the road does not negate the safety issues she faces as an older woman who wants to continue driving. “Being able to drive is very important to me,” Kelner says, “but I have to consider safety for myself and the community.”

Kelner offers sage advice. According to the National Institute on Aging, nearly ten percent of all drivers are age 65 or older. With the baby boomers advancing in age and people living longer, the number of older drivers on the road will only increase in coming years. Yet, with increased age comes an increased risk of driving-related injury and death, both for the seniors themselves and for others on the road, says Kristen Keilty, MS, OTR/L (’01), an occupational therapist at Emerson Hospital in Concord, Massachusetts. Older individuals like Kelner face new challenges as they age: How can they stay safe while staying in the driver’s seat?

To help answer this question, Keilty and her colleagues hosted a CARFit event in October, 2011, at Emerson Hospital. Sponsored by the American Automobile Association (AAA), American Association of Retired Persons (AARP), and American Occupation Therapy Association (AOTA), CARFit helps keep older drivers safe by ensuring that their vehicles “fit” them properly.

At Emerson, Kelner, along with 21 other drivers over age 70, learned the best ways to adjust their seatbelts, position their headrests, and tilt their steering wheels to ensure their safety in the event of an accident. Participants also heard about car technology and traffic laws that may have changed since they started driving. “I enjoyed the CARFit program. Not only did I learn useful information about outfitting my car, but also, as an occupational therapist, I have a good understanding of why programs like this are so important,” Kelner says. “Being an OT is about planning ahead, adjusting things, and adapting situations, and that’s what CARFit is all about: It adjusts the car to fit the person.”

Tufts occupational therapists-in-training were also part of the CARFit program. At the request of Keilty, Senior Lecturer Scott Trudeau, PhD, OTR/L, brought nine of his current graduate students from his course on occupational therapy with older adults to assist Keilty and her staff on CARFit day. Trudeau says the event gave his students “real exposure to dealing with cars and older adults at the same time,” and an opportunity to apply the techniques they were learning in the classroom.

For Laura Memole, the experience related well to her classroom studies, specifically about “aging in place and maintaining independence in older populations. A number of the drivers we encountered were so glad they were still able to drive, and they wanted to participate in the event so they could continue to do so,” she says.

Shawna Hollebone also found the experience rewarding and informative. “Service opportunities are key to our hands-on learning as occupational therapists. They offer the chance to bring lectures and printed material to life and allow us supervised practice in a ‘safe’ environment. They also provide mentoring by current practitioners.”

In fact, students received a great deal of CARFit, continued on page 3
Whether creating assessment tools that evaluate young children’s abilities to participate in their classrooms or supporting older adults who are making the difficult decision to stop driving, occupational therapists are on the front lines of promoting community participation. As we celebrate our profession (April was OT Month), we can be proud of the work that we do to meet society’s occupational needs. Our focus on the strengths and needs of individuals, families, and communities, as well as on the supportive and hindering features of physical and social environments, allows us to develop creative and collaborative strategies that enable individuals to engage in meaningful occupation. Our use of the best available research evidence further ensures that these strategies will be effective.

The stories in this issue of News & Notes offer just a taste of the many ways in which occupational therapists enable community participation. In “Keeping Seniors in the Driver’s Seat,” you’ll learn how our own students and faculty are assisting local older adults to help them stay safely on the roads. Our featured occupational therapy doctoral (OTD) student, Cynthia Brenner, is engaging seniors with dementia in meaningful occupation using sensory-based group exercises. At the younger end of the generational spectrum, our two featured alumni, Jennifer Berry and Linda Tirella, are bringing families together by assisting them in dealing with challenging feeding and adoption issues. You will also hear from another student, Fiona Smith, who recently spent a day on the slopes with women veterans and shares how a day of skiing and snowboarding extends beyond just feeling active and alive. 

Enabling meaningful participation resonates as a central tenet in all of these stories—and in all of the work we do here at the Tufts Department of Occupational Therapy. As acting chair, I see how deeply involved our students, faculty, and community partners are in this work. This commitment is demonstrated, for example, through our diverse student community service and fieldwork experiences, coursework that involves lively discussion with occupational therapy practitioners and individuals with disabilities from the community, and evidence-based research that we conduct and disseminate. On behalf of the Tufts Department of Occupational Therapy and all contributors, we hope you enjoy this issue of News & Notes!

Gary Bedell, PhD, OTR, FAOTA
Acting Chair

Strength and Sisterhood on the Snow

By Fiona Smith

Student Fiona Smith (’13) is an avid snowboarder who wanted to combine her on-the-snow acumen with her passion for occupational therapy. She recently volunteered with the Veterans Administration’s adaptive sports program. Here, she reflects on her day on the slopes helping women veterans learn to ski and snowboard.

Fourteen degree weather did not deter 22 women veterans from participating in the only women veterans ski event in the United States. The Veterans Administration’s adaptive sports program hosted the event in collaboration with female adaptive ski instructors from the New England Handicapped Sports Association at Mt. Sunapee in New Hampshire. The adaptive sports program was created to remove the physical and financial barriers to participating in sports and outdoor activities.

The “lady vets,” as they called themselves, ranged from their 20s to their 50s. All were living with physical and psychological injuries they acquired during their service, including post traumatic stress disorder. Most had never skied or snowboarded before; yet, the military had already tested their strength, endurance, and courage.

Our day at Mt. Sunapee focused on developing agility, balance, and coordination and on learning to ski and ride while dealing with injuries and anxiety. The all-female event provided a safe environment for the “lady vets,” who were accustomed to a male-dominated military culture. It also gave them an opportunity to develop a sense of control and mastery over their bodies and minds.

The stories these women shared made me realize how much their lives had changed as a result of their service. Their traumatic experiences not only affected their body and mind, but will also continue to influence their careers, relationships, and worldview for many years to come.

On the Snow, continued on page 8
mentoring. Keilty came to Trudeau’s class for a three-hour training. By the end of the CARFit event on October 1st, all eight students, as well as Trudeau, were certified CARFit technicians.

Abby Hamilton says helping older adults stay in the driver’s seat was meaningful both to her and to the drivers. “The seniors appreciated the small adjustments we made to their cars because these changes increased both their comfort and safety levels. Learning new ways to manipulate the equipment made them feel empowered.” According to both Trudeau and Keilty, it’s important to help older individuals stay active in their communities because individuals who stop driving can become depressed and isolated.

However, staying safe on the road relates more to a person’s driving fitness than it does to age, Trudeau explains. “You could have a 90-year-old who is fit to drive and a 60-year-old who isn’t. Driving is an activity that looks at the whole picture, not just endurance, cognition, or mobility,” he says. That’s why occupational therapists can be vital members of the driving fitness assessment team. Their holistic approach allows them to evaluate a person’s overall driving fitness in a way that a doctor, for example, may not. “A doctor may say that, neurologically speaking, a person is okay to drive, but that’s not looking at the whole picture,” Trudeau says. “That’s where the occupational therapist comes in. We can evaluate the full picture—a person’s mobility, reaction time, and cognitive abilities.”

Occupational therapists can also ensure that a person remains involved in the community once his or her driving fitness declines. “There have to be alternative transportation options that are readily available if a person needs to give up driving,” Trudeau says. For example, Keilty suggests that an older person might be able to hire a driver as needed for nearly the same cost as keeping a car on the road.

To help drivers and their families assess driving fitness, Emerson Hospital recently launched another driving program, Keys to Independence, in January, 2012. While CarFit teaches drivers how to adjust their cars for safety, Keys to Independence uses evidence-based driving fitness “tests” to gauge drivers’ skills. This clinical assessment is then followed by a road test with a driving instructor. The rehabilitation staff at Emerson then shares results with participants and their physicians, allowing doctors to get involved in helping older individuals assess their own driving safety—and make the difficult decision to stop driving, if necessary.

By hosting events like CARFit and Keys to Independence, the rehabilitation staff at Emerson Hospital are helping to keep local older adults safely on the roads and involved in their communities for as long as possible. For the student volunteers, opportunities such as the CARFit program provide invaluable, first-hand experience on how their Tufts training can be applied in the real world.

Student Abby Hamilton reflects, “We devote so much time to reading texts, attending lectures, and practicing skills through role playing, all in an effort to become effective occupational therapists. Opportunities like CARFit give us a chance to take this learning a step further and interact with members of the community.”

Trudeau and Keilty are looking forward to maintaining this CARFit collaboration, with efforts underway to provide a similar program at Emerson Hospital in the future.
OTD UPDATE: Cynthia Brenner finds “golden keys” to help those with dementia

Tufts OTD candidate Cynthia Brenner, MA, OTR/L (’78), was walking up Winthrop Street recently when the “double Jumbo” realized she had come full circle; thirty years earlier, she had walked the Tufts campus for the first time.

Brenner’s passion for her work with people with dementia has brought her back to Tufts to earn her doctorate. As an occupational therapist interested in the psychosocial needs of aging populations, she believes that occupational therapy intervention, particularly sensory-based group approaches, can help these individuals function better in their communities and improve their quality of life. “Dementia often creates a disease-induced barrier, which makes it difficult for patients to communicate or self-initiate activities they want to do,” Brenner says. “I believe the skilled use of sensory cues are the ‘golden keys’ that unlock facets of clients with dementia that, before this point, we haven’t been able to adequately tap.”

Brenner says even the aroma of cut grass can help clients with dementia recall memories and elicit functional responses. “If you present a person with mid-to-late-stage dementia with a sensory cue such as fresh cut grass, and then facilitate that interaction, you might find out that he has been to Fenway Park,” Brenner says. “He may start to talk about the grass or smell the grass; he’ll touch the grass or maybe give a unique sort of broadly functional response.”

As a professor of occupational therapy and academic fieldwork coordinator at Bristol Community College in Fall River, Massachusetts, Brenner says her students were an integral part of her personal discovery that sensory-based approaches are effective with clients with dementia. While at fieldwork, her students reported that some clients were unable to engage or participate in groups because their cognitive levels were too low. Using an adapted version of Ross’ (2004) Five Stage Group format, Brenner piloted a group for clients with dementia using themed sensory cues and mind-body techniques, such as group imagination/visualization exercises, relaxation, and meditation or breathing techniques. Brenner says her results were “amazing.” One woman in the group who was “curled up in a fetal position” when Brenner first met her was “dancing the hokey pokey” six weeks later. Brenner believes using sensory cues and creative mind-body techniques stimulates responses from people with dementia because the cues and techniques “downplay the cognitive aspects of a group experience. All the participants have to do is react and enjoy in the moment to be successful.”

After running this group, Brenner decided to manualize her technique so that others could better assist their clients. “Working with people with dementia can be frustrating for staff if they feel they can’t get through and connect to their clients. This may leave staff members with the unfortunate perception that a client with progressive dementia is a lost cause,” Brenner says. “When I ran my groups I’d think, ‘I’m actually glad we don’t have to do any of that thinking stuff.’ We’d play together, be creative together, and celebrate our personhood together, which is just a beautiful thing.”

Brenner hopes her OTD degree will help her to write her manual. As a student at Tufts, she is currently working with Scott Trudeau, PhD, OTR/L, senior lecturer in the Department of Occupational Therapy, who has developed Bright Eyes—a sensory-based group engagement program for people with advanced dementia. Brenner is now a research assistant for Bright Eyes, helping Trudeau to manualize his intervention for the Veteran’s Administration system. She believes the experience of manualizing Trudeau’s technique will benefit her as she works on her own manual.

Although Brenner’s group and Bright Eyes are different—Brenner’s focuses on adults in a day-treatment population and Trudeau’s focuses on people in institutions with mid-to-late stage dementia—their goals are similar. “We’re trying to promote increased understanding and awareness of the client’s environment through a therapeutic process that reinforces personal and social self-identity and encourages engagement and participation for people with dementia,” she says.

Brenner believes that occupational therapists are “perfectly trained” to help people with dementia. “We have group training, we have sensory training, we have a lot of physical disabilities knowledge, and we have a deeply client-centered holistic outlook, which puts all these elements together.” Her view is supported by evidence-based research. A recent article in the American Journal of Occupational Therapy showed that occupational therapy services can be very successful in helping families and caregivers keep their loved ones with dementia living in the community for as long as possible.

Brenner hopes her work will do just that: not only change perceptions about the functional abilities of those with dementia but, ultimately, enrich the lives of both clients with dementia and their caregivers. “Once
Jennifer Berry Brings Kids to the Table

Jennifer Berry MS, OTR/L (’00), had recently graduated from the Tufts Department of Occupational Therapy and was still in her 20s when she co-founded Spectrum Pediatrics with speech-language pathologist Maureen Burnham Basye, MS, CCC-SLP.

Berry had worked as an occupational therapist for four years in a few Virginia hospitals when she and Basye decided to start their own practice. Berry says both she and Basye wanted to focus their practice solely on helping children. “We judge productivity at Spectrum Pediatrics by how well our patients are doing, not by how much money we make or the number of patients we see,” Berry says. “If we can’t help kids and their families, then we don’t care about the success of the business.”

A specialist in weaning children off of feeding tubes, Berry uses a technique different from those typically employed in the United States. Most methods involve coaxing children to eat, even if they are not hungry or comfortable. Berry strives to provide a “safe environment where kids can explore food without any pressure.”

“Most kids who won’t eat usually have faced some type of medical intervention that made feeding or having things in their mouths painful or scary (for example, premature babies who have been intubated). Their reasons for not eating are actually very sound,” Berry says. “These kids are refusing food to protect themselves or because they never had the opportunity to learn about hunger and its relationship to food,” Berry says.

Berry developed her weaning method by trusting her instincts. “To me, it didn’t make sense to take kids who were already upset and ask them to eat something they didn’t trust,” she says. Inspired by successful European programs that treated the whole child and family, Berry collaborated with Dr. Markus Wilken, a German child psychologist who had successfully implemented similar techniques in a clinical setting. Berry developed the Spectrum Pediatrics method, a successful home-based weaning technique that safely introduces hunger and treats any underlying trauma that a child may have experienced. “This method is successful because we treat the whole child and consider all of their occupations, motivations, and experiences,” she says.

Berry’s occupational therapy lens has meant “everything” to the work she does. “Occupational therapy taught me how daily activities—like eating—are really what give our lives meaning. Being able to give children and their families the ability to eat comfortably together is priceless.”

“When a child can enjoy food, he or she can participate better in family life,” Berry says. “What we eat, how we eat, who we eat with, what we talk about when we eat, and how enjoyable it is, is a really big part of how we relate to one another and how we enjoy our lives.”

Linda Tirella Helps Make International Adoptions a Success

Every day Linda Tirella, OTR/D, OTR/L, MHA, LEND Fellow (’10), goes to work at Tufts Medical Center’s International Adoption Clinic with one overarching aim: to help make families “happy.”

At the clinic, where she serves as co-director and occupational therapist, Tirella meets with families during the adoption process to discuss the common challenges faced by the parents of adopted children who have been institutionalized; these children often have problems with physical and emotional development, sensory processing, academic performance, and attachment. “The goal is to help make the arrival of a child into an adoptive family as smooth as possible so that there’s less stress,” Tirella says. “Less stress means the child is probably going to do better.”

Tirella has long been interested in improving the lives of children. As an undergraduate at Boston College, she studied special education but soon decided she wanted a career that involved more hands-on problem solving. Tirella then earned her MS in occupational therapy from Boston University and her MS in health administration from Suffolk University in Boston. A self-proclaimed “life-long learner,” Tirella enrolled in Tufts’ OTD program after working at Tufts Medical Center’s International Adoption Clinic for six years.

As an OTD student, Tirella interviewed adoptive parents and utilized standardized assessments, such as the Infant/Toddler Sensory Profile (Dunn, 2002) and the Parenting Stress Index, 3rd Edition (Abidin, 1995) to identify evidence-based sources of stress in families with adopted children. She then looked for ways to counter that stress—research she still uses in her work today. “Before I would say, ‘If your child is having a difficulty, such as trouble sleeping, then, anecdotally, setting a night-time routine might help. Now I can say, ‘I know this helps because I’ve done the research,’” she states.

Reducing stress in the lives of families improves happiness and quality of life.

Tirella continued on page 8
Accolades

Congratulations to alumna Caroline Larson, OTR (’73), who was awarded lifetime membership on the Easter Seals of Massachusetts (www.EasterSealsMa.org) Board of Directors in October. Larson, who is vice chair of the organization, first started volunteering for Easter Seals when she was a high school Girl Scout earning hours for a badge. Larson says she was “totally swept up” by the experience and has been involved in the organization ever since. Once named the Easter Seals’ National Volunteer of the Year, Larson currently provides leadership and transition services to youths leaving high school. Outside of Easter Seals, Larson runs a private practice in which she specializes in helping children with cerebral palsy. She and her husband also run a company called Equipment Shop, http://www.equipmentshop.com, which sells equipment for disabled children.

In November, students in the Department’s Assistive Technology Course presented group design projects to faculty and fellow students. For each project, occupational therapy and engineering students worked with individuals in the community living with disabilities and other professionals to design and construct personalized adaptive devices, software, and equipment that would improve quality of life. Students’ presentations included:

Rachel Aronchick and Katie Chaimov: Cardboard for the classroom.
Joan Bero and Priyanka Thakkar: Computer fun.
Jackie Bresnahan and Susan Hernandez: Inviting exploration: Revealing the potential of the senses.
Jesse Cates and Alice Emilfarb: Sensations within reach.
Kristen Ford and Joni Friedrich: Raise your hand.
Christine George, Kelly Laurendi, and Abbie Stern: Please don’t eat my clothes.
Madhura Gharpure and Abby Hamilton: Low vision goody bag.
Ashley Glasser and Jacky Newell: Learning, interacting, and communicating.

Terri-Ann Grey and Vinky Makwana: Bella’s room.
Hajnalka Lakatos, Ulka Singh, and Bryan Yanez: Tactile Zen.
Vivien Lim and Suzanne Rappaport: Madison’s chair.
Many thanks to our students for their collaborative efforts!

Tufts faculty and students made a significant showing at the Massachusetts Association of Occupational Therapy (MAOT) Annual Conference in October. Numerous Tufts faculty members and graduate students participated, including:

Gary Bedell, PhD, OTR/L, FAOTA, Wei-Chang Chen, BS, OT, OTS, and Neal Drew, OTS, presented Environmental factors affecting children’s participation.
Gary Bedell, PhD, OTR/L, FAOTA, Jacqueline Bresnahan, OTS, Abigail Hamilton, OTS, Shawna Hollebone, OTS, Hajnalka Lakatos, OTS, and Laura Memole, OTS, presented Parent needs and strategies for promoting child participation.
Gary Bedell, PhD, OTR/L, FAOTA, and colleague Wendy Coster, PhD, OTR/L, FAOTA, presented the Psychometric properties of the Participation Environment Measure – Children and Youth.

Wei-Chang Chen, BS, OT, OTS, and Gary Bedell, PhD, OTR/L, FAOTA, presented Environmental barriers affecting participation: Children with brain injury.
Sharan L. Schwartzberg, EdD, OTR/L, FAOTA, Mary Alicia Barnes, OTR/L, Sapna Bansil, OTS, Leslie Inenaga, OTS, and Megan Wall, OTS, presented their pilot study results on Functional Group Model adherence.
Sharan L. Schwartzberg, EdD, OTR/L, FAOTA, and Mary Alicia Barnes, OTR/L, conducted a workshop on Measuring adherence to the Functional Group Model.
Colleen Doyle, OTS, Jane Koomar, PhD, OTR/L, FAOTA, Teresa May-Benson, ScD, OTR/L and Alison Teasdale of The Spiral Foundation presented The relationship between sensory processing and anxiety in adults.
Jane Koomar, PhD, OTR/L, FAOTA, Jesse Cates, OTS, Kelly Laurendi, OTS, Suzanne Rappaport, OTS, Ashley Rider, OTS, and Abbie Stern, OTS, presented Adult sensory sensitivities: Daily occupations and coping strategies.
Cara Fischman, OTS, Christine George, OTS, Ashley Towle, OTS, Jessica May, OTS, Wen Wei, OTS, and Kathleen Rives Bogart presented Can practitioners see beyond symptoms of Parkinson’s disease?
Regina F. Doherty OTD, OTR/L, MGH Institute of Health Professions, Ashley Dellinger, OTS, Megan Gately, OTS, Stephanie Sullivan, OTS, and Robert Pullo, OTS, presented their pilot survey results on Ethics and occupational therapy.
Teresa Czepiel, OTS, and Scott Trudeau, PhD, OTR/L, presented Wife caregivers of combat veterans with dementia.
Janet Curran Brooks, EdD, OTR, Lindsay Dodrill, OTS, Kelly Dunbar, OTS, Manuel Silveria, OTS, Tara Tashjian, OTS, and Susan Zahry, OTS, presented Analysis of the Disabilities of Arm, Shoulder, and Hand (DASH) as an outcome measure for patients with distal radius fractures.
Kathryn Chaimov, OTS, Susan Hernandez, OTS, Shayna KokEnnen, OTS, Emily Krull, OTS, and Kathleen Rives Bogart presented on Factors impacting social interaction in Moebius syndrome.

Michael Roberts, MS, OTR/L, Siena Artuso, OTS, Sarah Euler, OTS, Terri-Ann Grey, OTS, Stephanie Lyons, OTS, and Alicia Petrous, OTS, presented on Presence, engagement, and Wii-habilitation.

Michael Roberts was also the 2011 AOTA/NBCOT Student Conclave Panel Convener for Level II Fieldwork Panel: Your Fieldwork, Your Future, featuring students Neal Drew and Colleen Doyle, alumna Susan Higgins, and long-time collaborator and Fieldwork Coordinator Joan Drevins, MS, CCS, PT, Beth Israel Deaconess Hospital.

Thanks to everyone who presented!

Tufts faculty members, alumni, and students continue to earn awards and recognition for their work. Recent accomplishments include:

Faculty member Tracy Chippendale received a summer fellowship Faculty Research Award to continue her research regarding use of writing personal narrative to enhance quality of life in older adults living in the community. She also earned the American Occupational Therapy Foundation Dissertation Research Grant.

Faculty member Sharan Schwartzberg received a Grant-in-Aid Faculty Research Fund Award for her research “A retrospective qualitative study of the Oxford Brookes University/Tufts University exchange program in occupational therapy: Exploring the experiences of scholars.”

Alumna Jeanne Corcoran, CAGS, OTD, OTR/L, received the Alpha Sigma Lambda Continuing Education Educator Award for Teaching Excellence at Salem State University.

Student Svea Van Langenhoven recently received two community service awards: the Robert Hollister Award for Community Service and Citizenship, which recognizes graduate students who contribute time and effort outside of the Tufts community and the Community Service Award, which recognizes students who provide exceptional service to Tufts or the larger community.

Congratulations to all those who were recognized!

Faculty members and alunna also published in a variety of venues.

Gary Bedell, Mary Khetani, Martha Cousins, Wendy Coster, and Mary Law published “Parent perspectives to inform development of measures of children’s participation and environment” in Archives of Physical Medicine and Rehabilitation.

Wendy Coster, Gary Bedell, Mary Law, Mary Khetani, Rachel Teplicky, Kendra Liljenquist, Kara Gleason, and Ying-Chia Kao published “Participation and Environment Measure for Children and Youth (PEM-CY)” in Developmental Medicine and Child Neurology.

Tracy Chippendale and Jane Bear-Lehman presented “The issue is: Falls, older adults, and the impact of the neighborhood environment” in the American Journal of Occupational Therapy. Chippendale also published “Life review through writing workshops: Lessons learned from successful implementation in a senior residence setting” in Physical and Occupational Therapy in Geriatrics.


Vanessa Vega and Sharan L. Schwartzberg published “Faculty-student mentoring for excellence in teaching” in OT PRACTICE.


Congratulations to those who had their work published!
News & Notes

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We’d like to hear from you.
If there are comments you would like to make, issues you would like to see covered, an article you would like to contribute, or if there is a fellow alumnus/a you would like to see interviewed for a future article, please contact us at the address above or email BSOTNotes@tufts.edu.

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Yet, while one day on the slopes can not permanently alter these women’s difficult circumstances, I believe that all of the women benefited from the healing and rejuvenation that comes from engaging in outdoor activity. From an occupational health perspective, this event demonstrated the power of meaningful activities to generate confidence, courage, and camaraderie for people healing from life-altering injuries.

Tirella, continued from page 5

“When you think about your role as an occupational therapist, it’s about looking to see how we can help people be as functional as possible. My job in adoption medicine helps make the entire family as functional as possible,” Tirella says. “I try to meet the needs of the parents and the children so that they can enjoy life to the fullest.”

OTD Update, continued from page 4

we understand that, yes, we can reach people with dementia, and they can laugh, have fun, and tell us interesting and surprising stories, then the perception of our interrelativeness will improve,” Brenner says. “Then, we might say, ‘I have something to offer them, and they have something to share with me, too.’”

Congratulations to our students Sapna Bansil, Jen Iassogna, and Manny Silva-veira, who ran the Boston Marathon in April as members of the Tufts Marathon Team, raising over $4500 to support nutrition, medical, and fitness programs at Tufts University. Despite record-setting heat, all three students finished the race. We are very proud of their accomplishments.