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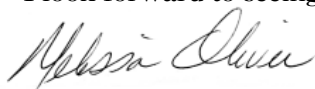
## President's Message

I just want to send out a quick hello to everyone! I hope that all of you are finalizing your plans for the upcoming PTE Annual Business Meeting (April 19 at 6:30 P.M.) and the AOTA Annual Conference & Exposition (April 20–23) in St. Louis, Missouri. We have many exciting events happening at the conference this year. We invite you attend and participate in them:

- Presentation of the Mary J. Bridle First Research Award at the AOTA/AOTF Annual Awards and Recognition Ceremony on Sunday, April 22
- The PTE–sponsored workshop, “Yesterday to Today: Where We Come From, How We Got Here, and Where We Are Going,” on Saturday, April 21
- Presentation of the President's Award at the PTE Annual Business Meeting on Thursday, April 19
- Roundtable discussion for exchange of ideas between chapters and the national office at the PTE Annual Business Meeting on Thursday, April 19
- The Lifetime Membership Resolution being voted on at the PTE Annual Business Meeting on Thursday, April 19

In addition, we are thrilled that we can offer you the *Scroll & Pen* through our website, [www.pithetaepsilon.org](http://www.pithetaepsilon.org). We encourage you to visit the website for regular updates on all PTE activities.

I look forward to seeing all of you in St. Louis!



Melissa Oliver, MS, OTR/L

## Chapter News

### Omicron Chapter

February was a particularly busy month for the Alpha Omicron Chapter, at the University of Toledo Health Science Campus (formerly the Medical University of Ohio). Each year the chapter hosts a guest lecturer to discuss his or her research in occupational therapy. This year the chapter was delighted when Dr. Bette Bonder accepted our invitation to present to the local occupational therapy community. Dr. Bonder currently serves as the interim dean of the College of Science at Cleveland State University (Ohio). The “Culture and Occupation” lecture Dr. Bonder planned was well received by those in attendance.

Alpha Omicron also hosted its annual article review. Members planned a luncheon that was attended by first- and second-year occupational therapy students as well as faculty members. A research article was reviewed and critically analyzed in an effort to promote research awareness and the mission of PTE. The article review continues to be a successful and valuable event that our chapter hosts.

The Alpha Omicron Chapter looks forward to the induction ceremony in March,

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## Pi Theta Epsilon Timeline

<b>April 20, 2007</b>	17th Annual PTE Business Meeting, St. Louis
<b>April 20–23, 2007</b>	87th Annual AOTA Conference & Exposition, St. Louis
<b>October 15, 2007</b>	Mary J. Bridle First Research Award applications due in National Office
<b>October 20, 2007</b>	Nominations for national officer elections due to Nominations Committee
<b>November 15, 2007</b>	Resolutions due in National Office

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when a new group of occupational therapy leaders will continue to promote PTE.—  
*Erin M. Blythe*

### **Beta Theta Chapter**

For the Beta Theta Chapter, at Duquesne University (Pittsburgh, Pennsylvania), the main project in spring 2006 was to join with the student occupational therapy association to raise funds to bring in a guest speaker, James January. Mr. January is a burn survivor with a unique presentation, sharing not only his story but also a patient's perspective on care after a traumatic injury.

Currently we are raising funds to sponsor a house for Rebuilding Together Pittsburgh. On April 28, 2007, our members as well as the student body and faculty of Duquesne University's occupational therapy department, will help repair homes of elderly people in the Pittsburgh area. Rebuilding Together is an organization that originated in the Washington, D.C., area in 1988 and has grown to serve almost 1,900 communities nationwide. Rebuilding Together Pittsburgh has, in recent years, incorporated occupational therapists into the home-assessment process, and because of this, occupational therapists have been able to provide adaptive equipment to homeowners to keep them safer in their homes. We feel that our participation in Rebuilding Together Pittsburgh is a wonderful opportunity for our students not only to learn more about home modifications, but also to serve the community they are a part of while completing their

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## **“Yesterday to Today: Where We Come From, How We Got Here, and Where We Are Going”**

Workshop at the 2007 AOTA Conference & Exposition, Sponsored by PTE

*Kate Flowers, MOTS*

On Saturday, April 21, from 9 A.M. to 12 noon, during the 2007 AOTA Conference & Exposition in St. Louis, PTE will sponsor a workshop titled “Yesterday to Today: Where We Come From, How We Got Here, and Where We Are Going.” During these critical times in Iraq and Afghanistan, occupational therapists are playing major roles in implementing the policy that injured soldiers should be helped to think of themselves as having the option to return to active duty. This requires a holistic approach to rehabilitation and the integration of psychosocial principles throughout the practice of occupational therapy. Participants in the workshop will describe the progressive nature of the Army's rehabilitation programs and the challenges presented to Department of Veterans' Affairs medical personnel.

The workshop will feature speakers who have served on active duty during the current conflicts and will bring us their firsthand experiences:

- *Moderator*  
Lieutenant Colonel Melissa Wilde Jones, PhD, OTR/L, Walter Reed Army Medical Center
- *Speakers*  
Major Teresa L. Brininger, PhD, OTR/L, CHT, U.S. Army Research Institute of Environmental Medicine  
Captain Kathleen E. Yancosek, MS, OTR/L, CHT, Walter Reed Army Medical Center  
Colonel Kenneth Lee, MD, Milwaukee Veterans Affairs Medical Center and Wisconsin Army National Guard

The PTE executive committee hopes that you will attend this dynamic workshop, which will educate nonmilitary occupational therapists about the Army's work to rehabilitate the severely wounded.

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## Reader's Corner

### **AOTA and PTE: Partners in Promoting Occupational Therapy and Excellence in Practice, Part 2**

Mary Binderman, MLS, and Mindy Hecker, MBA, MLS

In Part 1 of this article, we posed questions addressing research, evidence-based practice, and other scholarly activities (Binderman & Hecker, 2006). In Part 2, we pose questions about professional development, competence, and familiarity with current standards and skill requirements.

#### *1. How do you document your professional activities in a way that shows where you are and how you want to grow?*

Professionalism is more than completing a degree and working in the field. It involves expanding your knowledge by engaging in continuing education and lifelong learning and by participating actively in the profession. To document your professionalism, it is recommended that you keep a professional portfolio. What exactly is a professional portfolio? According to Alsop, "Portfolios will become the canvas on which personal, professional and career initiatives are displayed as evidence of continuing professional development" (Alsop, 2002, p. 201).

AOTA offers its members the Professional Development Tool (PDT) "to help occupational therapists and occupational therapy assistants identify areas of knowledge, training, or experience in which they might seek new knowledge or improvement or in which they may seek to expand their work" (AOTA, 2003). The three steps to pursue in relation to the PDT are as follows:

- Assess your professional development needs and interests
- Develop a professional development plan
- Document your professional development in a portfolio

A valuable component of the PDT is the Resources and References section, which includes the full text of all active articles from the *OT Practice* Continuing Competence column. "Active" means that therapists may still receive continuing education units by reading the articles and taking the related exams.

#### *2. Are you continuing to be a competent practitioner?*

Both AOTA and the National Board for Certification in Occupational Therapy (NBCOT) are concerned with the continuing competence of occupational therapy practitioners, and they provide the means by which a practitioner can become and remain competent.

AOTA's Commission on Continuing Competence and Professional Development recommends standards for continuing competence (AOTA, 2005) and develops strategies for communicating information to stakeholders about issues of continuing competence and professional development affecting occupational therapy. These strategies include the PDT and the Continuing Competence articles included in it, just mentioned, as well as the regular Continuing Competence column in *OT Practice*. The AOTA Annual Conference & Exposition also offers members and nonmembers opportuni-

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education at Duquesne. We are looking forward to this spring and the difference we can make in the lives of a deserving family!—Karen L. Henry

### **Gamma Theta Chapter**

On February 5, 2007, the Gamma Theta Chapter, at Maryville University in St. Louis, cohosted a scholarly presentation by Marta Beatriz Pineda Molina, president of the Guatemala Association of Hand Therapists (GAHT). Ms. Molina was on a month-long tour of the United States, visiting state-of-the-art hand therapy clinics and universities in San Francisco, St. Louis, New York, Philadelphia, Connecticut, and Miami. During her presentation, she discussed her role as president of the GAHT and the developing nature of hand therapy practice in her country.

Ms. Molina was hosted in St. Louis by Rebecca von der Heyde, MS, OTR/L, CHT, an assistant professor of occupational therapy at Maryville University and an alumni member of PTE's Xi Chapter. Ms. Molina and Ms. von der Heyde had become friends during Ms. von der Heyde's work with the Guatemala Healing Hands Foundation, a nonprofit organization dedicated to improving the quality and availability of health care in Guatemala through education, surgery, and therapy.

As a philanthropic effort to support GAHT, Gamma Theta Chapter sponsored a Basket of Romance raffle, which raised \$184 for this budding organization. GAHT will use the funds to expand its library and its training efforts with hand therapists in Guatemala.—Chapter representative

## Frankin Wins Mary J. Bridle Research Award

PTE is pleased to recognize Lauren Frankin as the 2006 recipient of the Mary J. Bridle First Research Award for her manuscript entitled "Behavior Problems and Sensory Processing in Children with Fetal Alcohol Spectrum Disorders." Following is a summary of the study Frankin conducted.

*Objective.* The study describes the sensory processing and behavior profiles of a clinic-referred sample of children with fetal alcohol spectrum disorders (FASD). Further, it examines the relationship between sensory processing and behavior.

*Methods.* Outcomes on the Short Sensory Profile (SSP) and the Child Behavior Checklist (CBCL) were assessed for 44 children age 5–10.

*Results.* A high proportion of the children demonstrated deficits in sensory processing and behavior as measured by the SSP and the CBCL. The correlation between SSP and CBCL total scores ( $r = -.72$ ) was significant.

*Conclusion.* The results provide evidence that children with FASD demonstrate problem behaviors and sensory processing impairments as reported by parents, and that sensory processing deficits co-occur with problem behaviors at a high rate in this population. The correlation suggests that deficits in sensory processing may affect the ability of children with FASD to respond adaptively to their environments.

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ties to learn from experts, to network, to see demonstrations of new technology, and to earn continuing education contact hours required by state licensing agencies and NBCOT.

NBCOT provides a Professional Development Provider Registry on its website, <http://www.nbcot.org/registry/index.html>, as an aid for a registered occupational therapist or a certified occupational therapy assistant to meet requirements for certification renewal. The *2007 Certification Renewal Handbook* (NBCOT, 2007), available at [http://www.nbcot.org/pdf/2007Certification RenewalHandbook\\_WEB.pdf](http://www.nbcot.org/pdf/2007Certification%20RenewalHandbook_WEB.pdf), offers a succinct rationale for continued learning to maintain competence and to retain certification. You will find a list of AOTA-approved providers of continuing education courses, workshops, etc., at <http://www.aota.org/nonmembers/area3/links/link01.asp>.

### 3. How do you show that you are an expert in a special practice area?

In continuing to grow and develop your practice, you may set advanced practice and/or specialization as a goal. AOTA currently offers board certification to occupational therapists in gerontology, mental health, pediatrics, and physical rehabilitation, and specialty certification to occupational therapists and occupational therapy assistants in driving and community mobility; environmental modification; feeding, eating, and swallowing; and low vision. Both programs use the portfolio method in awarding these credentials. In addition to providing the standard evidence included in a portfolio, applicants are required to provide a professional development plan. Additional information can be found at <http://www.aota.org/nonmembers/area15/index.asp>.

Also, the AOTA Commission on Practice (COP) develops papers that outline in detail the specialized knowledge and skills needed for competent practice in areas that are deemed to require specialized evaluation and intervention processes. Currently, such papers exist for occupational therapy practice in the areas of eating and feeding, the neonatal intensive care unit, and adult vestibular rehabilitation (AOTA, 2000, 2006a, 2006b).

Another element of professionalism is practice within the law. Occupational therapy is regulated in all 50 states, the District of Columbia, and Puerto Rico. Although regulation ranges from licensure to trademark protection, in all cases the goal is protection of the consumer from unqualified or unscrupulous practitioners. Information on licensure can be found at <http://www.aota.org/members/area4/index.asp> (accessible to AOTA members) or by going to a state's website and clicking on "licensing" or "credentialing" (or searching using those terms).

### 4. Are you familiar with, and do you implement, current standards and guidelines for occupational therapy practice?

COP, in existence since 1977, serves AOTA by promoting quality in occupational therapy practice and developing practice standards for occupational therapists and occupational therapy assistants relative to providers' and consumers' needs. (downloaded February 13, 2007, <http://www.aota.org/members/area2/links/link24.asp?PLACE=/members/area2/links/link24.asp>)

Both members and nonmembers of AOTA can download the current "Standards of Practice for Occupational Therapy" (AOTA,

2005) at <http://www.aota.org/general/docs/otsp05.pdf>. In addition, every practitioner and occupational therapy clinic should have a copy of the just-released second edition of *The Guide to Occupational Therapy Practice* (Moyers & Dale, 2007). A third “must” document is “Occupational Therapy Practice Framework: Domain and Process” (AOTA, 2002), now being reviewed for updating and revision. The framework is considered a guideline in the collection of AOTA official documents, along with the guidelines for documentation (AOTA, 2003) and for supervision, roles, and responsibilities during the delivery of occupational therapy services (AOTA, 2004).

The AOTA commissions review these official documents every five years, so practitioners should confirm that the most-current official documents of AOTA are guiding their practice. AOTA members will find recently adopted documents in the archival November/December issue of *AJOT* and may download these documents from 1999 to the present for no cost from *AJOT* online, <http://www.aota.org/ajot/index.asp>.

### 5. Are you a member of AOTA?

Many AOTA resources and tools are available to members only. A membership includes subscriptions and access to *AJOT*, *OT Practice*, and the Special Interest Section *Quarterlies*. More important, membership supports AOTA programs that protect and grow the occupational therapy profession. If you are not a member, learn more about the benefits of membership at <http://www.aota.org/nonmembers/area5/>.

In Part I of this article, we said, “We hope that by our asking you to consider the questions we pose . . . , and that by your using the resources we offer and others you find, we will inspire you, as members of PTE, to prepare yourselves to be practitioners in 2017 [AOTA’s centennial birthday]” (Binderman & Hecker, 2006, p. 8). We feel strongly that PTE members are crucial to the future of occupational therapy, so we are eager for you to become active, competent, and passionate leaders. Go for it!

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## Applications for the President’s Award

Kirsten Brandt, MOTS

The purpose of the PTE President’s Award is to recognize chapters that best demonstrate locally the vision and goals of PTE.

This year PTE is excited to have received four applications for the President’s Award. The projects described in the applications are excellent examples of what students can do to promote occupational therapy, collaborate with professionals, and provide ongoing education.

Congratulations to all applicants on your hard work and the success of your events. We look forward to your continuing efforts in contributing to the profession of occupational therapy.

The winner of the award will be announced at the PTE Annual Business Meeting on April 19, 2007, in St. Louis.

The applications follow.

### Delta Chapter

Texas Woman’s University,  
Denton

#### I. Briefly define the activity conducted by your PTE chapter and why it was selected.

The Delta Chapter hosted an event entitled “Unifying Research to Occupational Therapy.” Our goal was to invite a guest speaker from a different discipline to come to our campus, discuss current research, and link the information to occupational therapy. After careful consideration, our decision was to invite Ralf R. Greenwald, PhD, who received

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his doctorate in neuroscience and currently is a visiting professor at the University of Texas at Dallas. He presented on his current research, neurodevelopment and plasticity: how experience shapes the brain. The event was free of charge, with a full-course dinner provided. Following Dr. Greenwald's presentation, a professional panel of registered occupational therapists and certified occupational therapy assistants connected the material that he covered to occupational therapy. Time was allotted for any student or faculty member to ask questions or add additional knowledge.

*II. Describe the relationship between this activity and the mission of your PTE chapter.*

This event fulfilled our mission to contribute to the advancement of the field of occupational therapy by promoting research and other scholarly activities. For our field of practice to advance, we must understand the human body holistically. By unifying other domains of research to our knowledge base, we will be able to support the development of occupational sciences and the practice of authentic occupational therapy. In the case of this event, learning how experience shapes the brain will help our profession understand the importance of having attention, motivation, and a rich environment to learn and make new connections.

*III. Briefly describe the goal and/or purpose of the chosen activity.*

Our goal was to unify current knowledge from a neuroscience discipline and

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### **Additional Readings**

#### *Portfolios*

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- Case-Smith, J. (2003, August 4). Using the AOTA Professional Development Tool (PDT). *OT Practice*, 8, CE1–CE7.
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- Moyers, P. A. (2005, October 3). Continuing Competence: Errors in occupational therapy. *OT Practice*, 10, 8, 18.
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- Moyers, P. A. (2006, May 29). Continuing Competence: Self-appraisal: Facilitating professional development for targeted needs. *OT Practice*, 11, 7–8.

#### *Specialized Skills*

- Avery-Smith, W. (2003, January 13). Entry-level dysphagia care skills for adults in occupational therapy. *OT Practice*, 8, CE1–CE8.
- Moyers, P. A. (2006, March 20). Continuing Competence: Launching the certification programs. *OT Practice*, 11, 9–10.

#### *Standards and Framework*

- American Occupational Therapy Association. (2006). *Reference manual of the official documents of the American Occupational Therapy Association, Inc.* (11th ed.). Bethesda, MD: Author.
- Gutman, S. A., Mortera, M. H., Hinojosa, J., & Kramer, P. (2007). The Issue Is: Revision of the Occupational Therapy Practice Framework. *American Journal of Occupational Therapy*, 61, 119–126.
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#### *Membership in Professional Organizations*

- Hubbard, S. L. (2005). The Issue Is: Professional organizations: Who should join? *American Journal of Occupational Therapy*, 59, 113–116.

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—*President's Award, from page 6*  
incorporate the key components into the field of occupational therapy. The activity was designed to provide a learning yet fun environment during after-school hours for the occupational therapy students enrolled at Texas Woman's University, Denton, and fellow faculty and staff members. The event catered to more than 50 guests and was interesting, meaningful, and convenient for students to attend and faculty to support. From the initial planning stage in August 2006, to coordinating a guest speaker, to reserving the appropriate hall, to working with the off-campus COTA Bridge students, to issuing our invitations, to maintaining an accurate reservation count, to purchasing and preparing the décor and the food, we are confident in saying that our goals were met.

*IV. Summarize the outcomes of the activity, as related to your goal/purpose.*

Upon arrival, our guests were greeted by PTE officers and issued a self-adhesive, laminated name tag to promote personal interaction among students, faculty members, and our guest speaker. Our guests were guided to choose a seating arrangement and encouraged to receive their meal at the back of the hall. The meal was fully staffed by the remainder of our PTE officers, who took requests and waited on each guest.

We had encouraged a timely arrival and had successfully served dinner to our professional panel and all of our guests by the time scheduled for our special presentation. Dr. Greenwald provided us with an illustrated and detailed

PowerPoint presentation. He captured the attention of each guest through his exceptional knowledge of the topic, his personal stories, and his humor. Immediately following his presentation, members of the professional panel added their experiences and knowledge to emphasize the impact of occupational therapists through treatment of children in the early years of life.

We sent electronic invitations (117) to every occupational therapy student, faculty, and staff member on the Denton campus. The result was a 64% turnout. Overall, the event drew 26 Level-I graduate students; 9 Level-III graduate students; 5 Texas Woman's University faculty members, including the dean of occupational therapy; and 35 COTA Bridge students.

*V. Briefly provide a summary regarding the response of recipients to your activities, perhaps including quotes when appropriate.*

During the cleanup of the event, we received numerous compliments from our professional panel and professors that were directed to the organization of the event, the great selection of a speaker, and the wonderful food. Also, we received two comments worth quoting. The first came from the director of the School of Occupational Therapy, Sally Schultz, OTR, PhD: "This event was excellent! I cannot believe the turnout. You ladies did a wonderful job . . . I will see to it that this event becomes an annual PTE tradition . . . Thank you."

The second comment came through continued contact with Dr. Greenwald: "I had a good time at the event

and was very impressed by the turnout and setup. You guys did a great job putting this together! Feel free to contact me anytime."

*Contact person:* Rebecca Egger,  
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## **Omicron Chapter**

Boston University

### *Activity, Reason for Selection*

The American Occupational Therapy Association (AOTA) has created a bold vision for our profession—that "by the year 2017, occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs" ([www.aota.org](http://www.aota.org)). The first annual Boston University Lead the Way Symposium, hosted by our Boston University PTE, exemplifies an initiative that resonates with our association's bold vision. The symposium was held on May 15, 2006, the day after we graduated from the Master of Science in Occupational Therapy program. The symposium was a one-day professional development experience that promoted research and scholarship to the occupational therapy community in greater Boston. The symposium featured two internationally known keynote speakers, Drs. Linda Tickle-Degnen and Mary Catherine Bateson. It was also a forum for the first graduating class of the online Post-professional Master of Science for Occupational Therapists program to present more than 40 evidence summaries in early intervention, sensory integration, hand

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—*President's Award, from page 7*  
therapy, adult mental health,  
and adult physical rehabili-  
tation.

We feel that this symposium stands out as a brilliant example of a PTE chapter *leading the way* for the occupational therapy community. We also feel that the symposium embodies our profession's commitment to evidence-based practice. For these reasons, we feel that the symposium merits consideration for the PTE President's Award.

Members of the Omicron Chapter, under the direction of Dr. Karen Jacobs (PTE adviser), assisted in planning and implementing the symposium. Between attending the 2006 AOTA Annual Conference in Charlotte and taking final exams, members found time to design programs, work with speakers to edit and revise biosketches and evidence summaries, and host more than 85 professionals attending the one-day event!

#### *Relationship Between Activity and Mission of Omicron Chapter of PTE*

The mission of the Omicron Chapter mirrors that of the PTE society at large—to support occupational therapy as a science-driven and evidence-based profession while supporting the personal development of occupational therapists in the community in order to ensure best practices in health care for the myriad populations we serve. The Lead the Way Symposium embodied our chapter's commitment to the dissemination of current evidence-based research to occupational therapists in our local community while recognizing the accomplishments of our

“virtual” classmates and the contribution that our Level I supervisors have made to the next generation of occupational therapists.

#### *Goal and Purpose of Activity*

One purpose of the Lead the Way Symposium was to provide a free, one-day opportunity for local occupational therapists to engage in professional development related to the most recent research evidence in many relevant areas of occupational practice. A second purpose was to provide the opportunity for students, recent graduates, and practicing therapists to network and to discuss recent trends in existing and emerging practice areas. A third purpose was to provide an avenue for occupational therapists in the online program to present research summaries to their peers.

#### *Outcomes of Activity, as Related to Goal and Purpose*

Immediate outcomes of the Lead the Way Symposium included exposure of local occupational therapists, recent graduates, and PTE members to relevant summaries of the results of the latest research in a variety of practice areas. The occupational therapists in the online program had the opportunity to contribute to the dissemination of evidence-based summaries to further the professional development of their peers in occupational therapy. As president of the Omicron Chapter, I was impressed by the amount of networking and professional-to-professional discussions that took place between symposium sessions. Personally, I benefited from speaking with an occupational therapist about current practice trends in

working with children with autism in the school setting.

Longer-lasting outcomes of the symposium relate to the individuals who are receiving or will receive services from therapists and future therapists, who, by attending the symposium, bettered their understanding of current evidence-based research and now can provide best practice in occupational therapy services.

#### *Response of Recipients to Activities*

In addition to valuing the scholarly discussion that followed each workshop session, therapists enjoyed having time to network and to learn about evidence-based research in occupational therapy. “What a great way to update us on the latest evidence in our areas of practice,” said Doreen Hunt, an occupational therapist specializing in sensory integration in Seattle, Washington. Recent graduates also enjoyed the opportunity to network with practicing therapists, some of whom were former Level I supervisors, regarding upcoming Level II internships in similar areas of practice. “I got to speak with an OT who works in a school system similar to the one I will be working at during my second Level II assignment. She shared valuable resources with me that I can use in the future, and also said that I can contact her with questions as my internship begins. I'm glad I had the chance to attend today,” said a recent Boston University graduate who will be completing her Level II internships in the Boston area.

*Contact person:* Katie Fraits,  
OTR/L, (513) 237-2471

## **Beta Sigma Chapter**

Shenandoah University,  
Winchester, Virginia

### *I. Briefly define the activity conducted by your PTE chapter and why it was selected.*

The 2006 Annual Conference of the Virginia Occupational Therapy Association (VOTA) was held in the Health Professions Building at Shenandoah University on September 23–24, 2006. Beta Sigma members played several roles in helping the conference run smoothly, including sponsoring one of the 28 presenters, Dr. Marjorie Scaffa. Dr. Scaffa's lecture, entitled "The Role of Occupational Therapy During Disasters," was based on an official American Occupational Therapy Association (AOTA) document she coauthored, entitled "The Role of Occupational Therapy in Disaster Preparedness, Response, and Recovery," as part of her involvement with the American Occupational Therapy Foundation's Task Force on Occupation in Societal Crises. The AOTA document was published in the November/December 2006 issue of the *American Journal of Occupational Therapy*.

We selected this scholarly activity to promote continuing education, information exchange between students and professionals, and an awareness of how occupational therapists can incorporate their professional skills into disaster relief. Fund-raising efforts for Dr. Scaffa's travel included conducting a car wash, sponsoring a 50/50 raffle during the conference's silent auction, and obtaining funds from the student government association.

### *II. Describe the relationship between this activity and the mission of your PTE chapter.*

The mission of the Beta Sigma chapter is to recognize and encourage scholastic excellence among occupational therapy students; contribute to the advancement of the field of occupational therapy through scholarly activities such as research development, continuing education, and information exchange between student and alumni members; and provide a medium for students enrolled in accredited programs in occupational therapy to exchange information and collaborate regarding scholarly activities. The goal of our scholarly activity was to broaden the knowledge of occupational therapists in other realms of occupational therapy, such as disaster response. This is a new area to occupational therapy, but its need has become more prominent since events such as 9/11 and Hurricane Katrina. It is crucial that this information be spread among members of the field so that a greater number of therapists can take action in helping the victims of these horrific events. Sponsoring Dr. Scaffa's lecture fulfilled our mission by disseminating the knowledge needed by occupational therapists to offer their professional skills during disasters. Such dissemination, in turn, encourages continuing education, information exchange, and advancement of occupational therapy.

### *III. Briefly describe the goal and/or purpose of the chosen activity.*

Our goal in sponsoring Dr. Scaffa's lecture and travel was to disseminate information

on occupational therapy's role in times of disaster. Disaster response is a topic in which most occupational therapists do not receive training, but to which they may be exposed through general experiences. Our aim was to facilitate increased knowledge on this specific topic in order to develop professional skills and contribute to the advancement of occupational therapy.

### *IV. Summarize the outcome(s) of the activity, as related to your goal/purpose.*

Dr. Scaffa's audience consisted of more than 40 people, including occupational therapy professionals and students. Her lecture disseminated pertinent knowledge about the role of occupational therapists in disaster preparedness, response, and relief. From the lecture, others learned a lot about how occupational therapists can work in settings and situations that may not typically appear as areas in the scope of practice of occupational therapists. As an occupational therapist, Dr. Scaffa gained an interest in disasters from living through approximately 20 hurricanes and working with their survivors. Disasters such as hurricanes can affect people in various ways, but often the mental health effects last longer than the physical effects. Disasters can adversely affect the adaptive occupational performance of individuals as well as communities. That is where an occupational therapist can provide services. The focus of occupational therapy in disasters is to help clients engage in occupations that support participation in adaptive disaster recovery and

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—*President's Award, from page 9*  
resume valued life roles or develop new life roles. Occupational therapists can identify disruptions in previous occupational performance patterns and develop effective new patterns of performance. With proper training, they can provide critical-incident stress management to victims and their families. They also can provide occupation-based, client-centered mental health services to people with post-traumatic stress disorder or acute stress reactions.

Dr. Scaffa stated that most disaster-response professionals are not trained to meet the requirements of people with special needs, and occupational therapists can offer valuable insight into helping this population during disasters.

To publicize this important information in our local community as well as with occupational therapy students enrolled in other programs, Beta Sigma members submitted an article about this activity to the *Scroll & Pen* as well as to the school newspaper.

*V. Briefly provide a summary regarding the response of recipients to your activities, perhaps including quotes when appropriate.*

After her interesting lecture, Dr. Scaffa facilitated a group discussion about what each audience member could do personally in his or her own area of practice (future practice, in the case of a student). Lecture attendees excitedly chatted about their ideas and asked Dr. Scaffa questions about hypothetical scenarios related to their own workplaces. Dr. Scaffa eagerly provided as much helpful information as she could in

the time allotted for her lecture. In addition to directing the audience to her coauthored AOTA article, she provided attendees with her e-mail address in case they should need to contact her in the future about occupational therapy and its role in disasters. Many occupational therapists in the audience mentioned that once they returned to their places of employment, they would share with their co-workers the knowledge gained from this experience and work with co-workers to advance the practice of occupational therapy in their own clinics and work settings by incorporating elements related to disaster preparedness, response, and relief.

As a direct result of our chapter's scholarly activity, at least 40 occupational therapy students and professionals now have a basic understanding of occupational therapy's role in disasters and know where to locate more detailed information on this topic.

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**Chapter: Delta Gamma**  
Gannon University, Erie,  
Pennsylvania

This year the Delta Gamma Chapter provided the occupational therapy students at Gannon University with a creative pre-holiday and finals-week surprise—care packages. Our care packages contained things that occupational therapy students would be able to use while studying for finals, like pencils and puzzles, as well as food to boost their brain power.

Our care packages were a unique way to encourage scholarly work among all

occupational therapy students at Gannon University. Being a student is the main occupation of our formal occupational therapy education, and our care packages helped encourage students to study for their finals while staying healthy and well nourished!

To accomplish this philanthropic and fund-raising feat, we sent order forms to the parents of all the occupational therapy students early in the fall semester. The parents returned the order form, which included personalized messages for their sons or daughters. This personal touch provided the occupational therapy students with loving words of encouragement during the stressful time of final exams.

All of the students who received our care packages thoroughly enjoyed the food and the study aids or stress-relieving items. The care packages were given to the students in a holiday red stocking. Items included in the care packages were brain-bender puzzles, pencils with erasers, pens, candy, healthful nutrition bars, popcorn, and hot chocolate (for those cold walks to the library). This activity served to spread the good name of PTE among occupational therapy students. As a philanthropic and marketing tool, the packages produced very positive results. As a fund-raising tool, the packages helped our chapter make more than \$200. Overall, this activity provided a complete win-win situation for all involved.

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