

Scroll & Pen

Pi Theta Epsilon
The National Honor Society of Occupational Therapy

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President's Report

Hello from the National Office!

I would like to start by thanking you all for starting off the second century of our profession in great spirits, increased engagement, and improved participation nationwide. As of April 2018, we have spread across 35 states with 103 active chapters!

Discussions at this year's events at the AOTA/NBCOT Student Conclave and the AOTA Annual Conference called for improving and increasing membership opportunities after graduation. In response, PTE began its partnership with OccupationalTherapy.com to provide three FREE CEU webinars per year to its lifetime members. Positive responses to this initiative have led the National Office to renew the partnership for another year and continue providing these opportunities to you.

Additional conversations included calls for interchapter collaboration and increased mentoring opportunities. The PTE National Office is excited to announce two new initiatives in the works for the upcoming year: (1) Award for Excellence in Interchapter Collaboration and (2) [Speed Mentoring Session, Part two](#) of our series on mentoring is below and stay tuned for updates on the speed mentoring initiative. Part one can be found in the [February 2018 Scroll & Pen](#).

Due to the continuous decrease in attendance to our national events at the Annual Student Conclave, the National Office has voted to discontinue its presence at conclave. All PTE events that were once hosted at the conclave (Annual Business Meeting, PTE Poster Session, & PTE Special Presentation) will now be moved to Annual Conference, starting with the 2018-2019 fiscal year. National Office will be sending out multiple surveys to gain an understanding of which days and times will be best suited for you to allow for your presence at the events. We urge you to please complete those surveys to optimize our conference planning to better fit your needs. Stay tuned for updated timelines and deadlines for all events.

As you embark on your summer adventures, don't forget to tune into your upcoming opportunities:

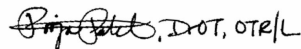
- Review the changes being discussed regarding National PTE Events at the Annual Student Conclave and the Annual AOTA Conference, and complete all related surveys.
- Apply for the:
 - [President's Award](#), recognizes Pi Theta Epsilon chapters who organize and implement outstanding scholarly activities.
 - [Mary J. Bridle First Research Award](#), recognizes first research efforts of PTE students.



- [Mary J. Dindie First Research Award](#), recognizes first research efforts of PTE students.
- [AOTF Martha Kirkland Scholarship](#), the only scholarship available to just PTE students.
- NEW AWARD – [Award for Excellence in Interchapter Collaboration](#). Watch the [AOTF website](#) for application information and deadline.
- Vote for national Vice-President and Treasurer.
- Submit an article for the fall *Scroll & Pen* to pte@aotf.org.
- Create and submit a video or article of your current chapter activities for our [Chapter Chat](#) YouTube Channel.

Serving as an active member of Pi Theta Epsilon creates a lifetime of opportunities to become an advanced clinician, researcher, and/or leader in our profession. We encourage you to continue your participation in PTE initiatives, and we look forward to seeing you in NOLA at the AOTA Annual Conference next year!

Best,



Pooja A. Patel, DrOT, OTR/L



Attention Chapter Reps and Lifetime Members postgraduation:

Don't forget to vote for VP and Treasurer! [Ballots are due August 3, 2018](#)

PTE Creates New Award Honoring Interchapter Collaboration

The Award for Excellence in Interchapter Collaboration is PTE's newest award. It was established to honor and recognize Pi Theta Epsilon chapters who have exceeded in creating interchapter collaborations which support the PTE mission. Interchapter collaborations must have been organized and implemented by two or more chapters with the aim to increase knowledge, develop professional skills, and contribute to the advancement of the occupational therapy profession. Examples of interchapter collaborations include, but are not limited to, events, workshops, educational/scholarly papers, etc.

PTE Events at the 2018 AOTA Annual Conference in Salt Lake City

Faculty Advisors Workshop

Each year at the AOTA conference, faculty advisors are invited to attend the Faculty Advisors' Workshop; this year, 18 faculty advisors attended. The PTE Board shared information about PTE's mission as an organization, available awards and scholarships, our webinar series, communication platforms utilized, and new continuing education opportunities. Advisors participated in discussions about interchapter collaboration and ideas to increase communication between chapters. Some ideas included hosting virtual events, creating a listserv for students, and creating state associations.

The faculty advisors also discussed the PTE communications vehicles including email and social media platforms (i.e. Facebook, Twitter, and Instagram). We also shared pictures and videos that chapters and alumni tag us in. Finally, we discussed the transition

from masters' programs to doctoral programs, and the implications for current and future PTE chapters. The Board is currently working on proposing a grandfather clause to the bylaws in order to ensure a seamless transition for current chapters whose programs are in the process of moving to the doctoral level. Thank you to all of our attendees for your input and excellent discussion!

Connections Were Made at the Annual PTE Alumni Reception

We had a great turnout this year at the Alumni Reception. Over 41 students, alumni, and faculty advisors were welcomed by Dr. Shawn Phipps, PTE alumnus and current AOTA Vice President. Students and alumni were given the opportunity to connect and network throughout the evening.

Gamma Mu Students and Faculty Competed in a Bowling Tournament to Raise Funds for the St. Catherine Challenge



San Jose State University PTE students shared the impact and importance of supporting research with their family and friends through raising funds for the St. Catherine Challenge. The students used a bowling competition and requested donations through their SJSU crowdise website.

The top fundraisers in each year of the graduate program received a spot on a bowling team, or could nominate another student to bowl in their place. The competition helped motivate students to raise over \$6,260! The two student teams played against each other and the winning team advanced to compete against the faculty team. The spirited rivalry between faculty and students began weeks before the event and helped build anticipation over who would triumph on the bowling lanes. The faculty and students created bowling nicknames and made their own team shirts. Between games PTE raffled off picnic blankets, campus bookstore gift cards, and Starbucks gift cards to thank people for coming out to support the event. The winning team (2nd-year students) received a large trophy hand-made by one of the PTE members, and each team received a smaller trophy for the bowler with the most creative style. The friendly competition created camaraderie between students and faculty outside the classroom and everyone there enjoyed a fun evening participating together in the leisure occupation of bowling. Additionally, this event helped promote greater awareness to the campus community about the graduate program and occupational therapy profession.



The Process of Mentoring

Susan H. Lin, ScD, OTR/L, FAOTA
co-chair, Mentoring Committee
Past National President PTE

The mentoring process is highly individualized, but a formal mentoring relationship often has four stages:

1. Building the relationship,
2. Exchanging information and setting goals,
3. Working towards goals/deepening the engagement, and
4. Ending the formal mentoring relationship and planning for the future (Center for Health Leadership and Practice [CHLP], 2003).

In the first two stages, the mentor and mentee become acquainted and share their interests. Once the mentee and mentor understand the mentee's goal(s) and scope of the mentoring relationship, they enter the third stage, and work towards the goals, continuing to cultivate their relationship.

Good mentoring relationships have the following characteristics: openness and trust, meaningful discussion, and application of new insights and approaches. While the mentee learns from the mentor, "mentoring is more than transferring knowledge from mentor to mentee; it includes critical reflection, transformation of ideas and thought, and application of ideas to creative actions" (Gilfoyle, Grady, & Nielson, 2011, p.33). Successful mentors reflect on their experiences and tell relevant stories, and successful mentees reflect on these stories, integrating them with their own experiences. Storytelling-listening sets the stage for analysis and reflection, and leads to unique craft knowledge, the lessons learned that subsequently informs our practices. Such knowledge helps the mentee learn in context, whether it's sharing challenges, discovering solutions, attain skills, or solving problems. This applied learning facilitates transformation of the mentee to develop the personal capacity to face challenges and solve complex problems (Gilfoyle et al., 2011).

The mentor's role in this stage may vary depending upon the mentee, goals, and nature of the relationship. Generally, mentors may provide encouragement, offer different perspectives on situations, suggest resources and opportunities, and introduce them to others or organizations. Mentors should continue reflecting on the process and progress of the mentoring relationship. The following questions could be discussed with the mentee (CHLP, 2003):

- What are the benefits of the relationship up to this point? How am I helping you (protégé) achieve your goals?
- What changes do you see in yourself and the way you approach your work, because of the mentoring relationship?
- What kinds of adjustments or changes, if any, are needed in your goals or in our relationship?

The final stage of the mentoring relationship is formally bringing the relationship to a close. Additional supports or resources may be suggested to the mentee to continue their professional development, depending upon the mentee's future goals. Some mentoring relationships continue informally, especially with social media.

If you wish you had a formal mentor, consider reaching out to others and continue to reflect on your experiences with storytelling or keeping a journal. As Berends (1990) notes, "everything that happens to you is your teacher . . . The secret is to learn to sit at the feet of your own life and be taught by it (p. 5).

References

Berends, P. B. (1990). *Coming to life: Traveling the spiritual path in everyday life*. San Francisco: Harper & Row.

Center for Health Leadership and Practice [CHLP]. (2003, November). *Mentoring guide: A guide for mentors*. Oakland, CA: Public Health Institute. Retrieved from <http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

Gilfoyle, E., Grady, A., & Nielson, C. (2011). *Mentoring leaders: The power of storytelling for building leadership in health care and education*. Bethesda, MD: AOTA Press.

Speed Mentoring Session

Mark your calendars! PTE will be hosting a Speed Mentoring Session at the 2019 AOTA Annual Conference in New Orleans next April! We're sure you've heard of speed dating. Similar concept here, but instead of dates, you'll get to ask questions to a few mentors in quick one-on-one sessions!

To understand general interest and to better develop the session to your desires, please respond to this survey using [this link to a Google Form](#). PLEASE complete this form if you plan to attend the conference and are interested in receiving mentoring advice from established members of our profession. Stay tuned for more info in regards to date, time, and registration for the event! This event will be available to PTE members only.





Alpha Rho Hosts Annual Art Gallery Event

D'Youville University's Alpha Rho Chapter was able to transform a space on their college campus in Buffalo, New York into an art exhibition for one night. Now in its third year, this event was created to raise disability awareness and educate the general public about the wonderful artists who are part of the Western New York community. Over 70 artists showcased their works which included paintings, woodworking, sculptures, jewelry, photography, and a dance portion. Some of the wares were even for sale to further support these individuals in their artistic endeavors. These artists, young and old alike, came together this night to share in their valued occupation of artistry. As occupational therapists, we can recognize the value of creating art as an occupation for work, leisure, or even social participation. That night, the student therapists witnessed how the occupation of art can be used to do things like manage pain, provide gainful employment, increase social participation, and promote physical

functioning for members of their community. Students and the community were invited to chat with some of the artists who were able to express how their disability plays a role in the creation of their art.

PTE members thought it was important to create community partnerships with local organizations that support these individuals. PTE members reached out to various local businesses which resulted in 36 baskets to be raffled off. Through the donations to this raffle, over \$700 was raised and promptly donated to two Buffalo-based organizations that provide opportunities for individuals with disabilities to pursue play, leisure, and social occupations.

In keeping with the scholarly mission of PTE, this event would not be complete without taking this opportunity to reach out and educate more people, practitioners, and our clients about the role that art can play in the lives of people with disabilities. This grassroots event has been successful three years in a row and has received overwhelming support from the local community. This would not have been possible without the co-coordinators Liz Tzetzio '19, Nicole Giliforte '19, and Kelsey Farmer '18. D'Youville's Alpha Rho members would like to challenge other PTE chapters to look at their own communities and discover how art, viewed through an OT lens, has influenced their community members with disabilities and discover ways in which they can build relationships and support these individuals' endeavors.

Kathryn Maher '18 Alpha Rho



Do you want to be featured in the member and chapter highlights?

Send your .jpgs and information to pte@aotf.org



Chapter Chat - The official PTE YouTube Channel

Did you know that PTE has an official YouTube channel? Search Pi Theta Epsilon OT Honor Society on YouTube to locate our channel or follow [this link](#) and subscribe. Chapter Chat is a forum for chapters to interact with the National Board, AOTF, and one another. Whether you are looking for content to fill chapter meetings or ideas for scholarly events, this is the location we want to build as a resource for PTE chapters. Currently we have several educational videos, as well as featured videos from Boston University's Omicron Chapter, and fundraising ideas from Misericordia's Psi Chapter.

We want to hear from your chapter! Fundraising ideas/efforts, scholarly events, journal clubs and whatever else your chapter is up to...please share with us in the form of a 5-10 minute video clip for a chance to be featured on our YouTube channel. If you are interested, please contact pte@aotf.org for more information on how to submit a video for Chapter Chat.

Update contact information for Chapter officers

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