



OCCUPATIONAL THERAPY

Faculty Scholarly Agenda

Faculty Name: Katherine Jones, EdD, OTR/L, CLT-LANA, CWT

Date: January 2025

Department Scholarly Agenda Statement:

Our departmental faculty scholarship agenda seeks to build quality evidence that spans the depth and breadth of the occupational therapy profession. The OTD program faculty, in collaboration with our students, strive to advance the profession through scholarly engagement, enrichment, and empowerment. Collectively, our scholarly work will create a well-rounded, creative, and collaborative environment that uses a multidisciplinary approach to incorporate the basic and applied sciences, including rehabilitation science, health and wellness, social sciences, and engineering. Pragmatically, our research is grounded in theory (e.g. PEOP), molded by the grant writing process (e.g. NIH), and executed in clinical and community-engaged settings. Simultaneously, our faculty scholarship agenda coincides with the evidence-based practice and research course series, allowing us to build a strong peer-mentor relationship with our OTD students and foster student-led capstone scholarship. The ultimate goals of our work are to create evidence-driven occupational therapists and scientists who will contribute to advancing human health and wellness through participation in everyday life activities.

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| <p>Individual Scholarly Approach (Mission, Threads, Approach to Student Collaboration)</p> <p>Mission: The mission of the capstone research done with this group aims to establish foundations for evidence-based practice and the distinct value of occupational therapy in emerging practice areas and on interdisciplinary teams. This group aims to be inclusive and open to student interests and passions.</p> <p>Threads: medical model, acute care/ICU, physical and cognitive rehabilitation, OT education and interprofessional learning</p> <p>Approach to Student Collaboration: Students are given the opportunity to propel the faculty member’s scholarly activities forward by taking ownership of one aspect of interest and completing the next steps or aims. Students are encouraged to take the initiative and work collaboratively with the faculty mentor and their fellow student colleagues working on similar projects. During the spring semester, students in the 3rd year of the curriculum will participate in the capstone meetings and activities to support training, reflection, and development of their colleagues in the second year of the curriculum. Students may work individually or in pairs on a scholarly capstone project, depending on scope.</p> |
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The following is a list of ongoing or future project titles or topics and their respective estimated timelines.

| Scholarly Agenda | |
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| Project Title/Topic | <input type="checkbox"/> New/Future <input type="checkbox"/> Ongoing <input type="checkbox"/> In Dissemination |
| Exploring the Impact of Childhood Hospitalization: A Survey on Patient Recollection, Environmental Influence, and Psychosocial Factors | <input type="checkbox"/> Ongoing |
| Comparing OT and Teacher Perspectives on the Impact of Sensory Processing on Student Functioning | <input type="checkbox"/> Ongoing |
| Active Learning in an Upper Extremity Occupational Therapy Elective Course | <input type="checkbox"/> Ongoing |
| Determining Anxiety in High-Fidelity Simulations: Are We Taking Care of Our Students? | <input type="checkbox"/> Ongoing |



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| Restoring Regulation: The Impact of Sensory-Based OT Interventions on Students After a Mass Casualty Event | <input type="checkbox"/> Ongoing |
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