

A large 3D sign for California State University, Dominguez Hills (CSUDH) is the central focus. The letters 'CSU' are maroon and 'DH' are yellow. Below the letters is a white rectangular sign with the text 'CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS'. The sign is set against a backdrop of palm trees, a building, and a clear sky. In the foreground, there is a white concrete wall and some greenery.

**CSUDH**

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

**DEPARTMENT OF  
OCCUPATIONAL THERAPY**

*Spring 2022*

# C18 New Student Orientation

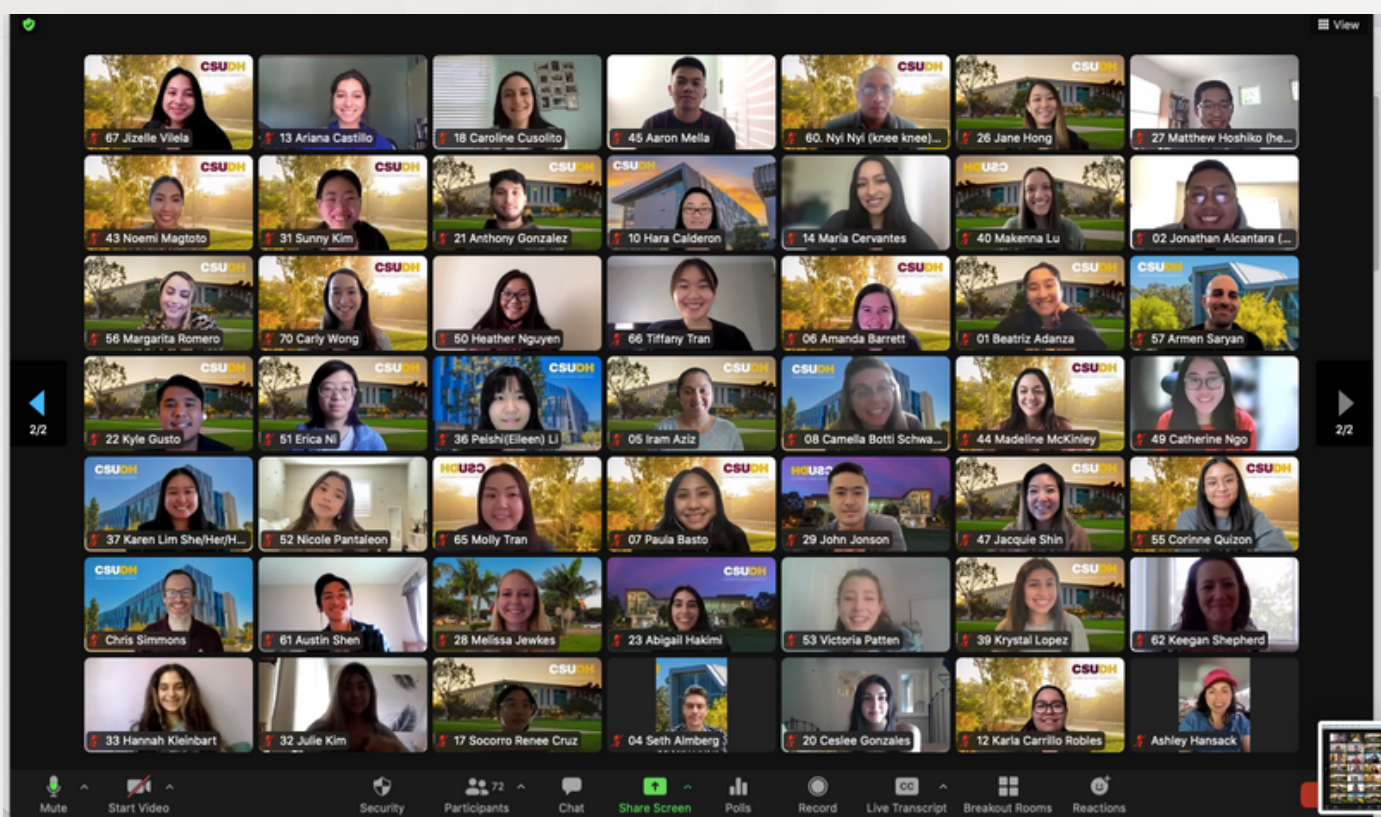
January 13, 2022

My overall orientation experience was awesome. The most enjoyable day was definitely the C17-led day 1 with the most memorable moments being the remarks Dr. Peralta-Catipon and Dr. Kitching gave on day 2. After hearing what they had to say about the MSOT program, C17, and the incoming C18 students, I felt a sense of pride of knowing how far I've come and reassurance knowing that I would be in good hands for the next 2.5 years.

Playing Kahoot was fun. I was very surprised to see the top 5 rankings almost unchanged as the questions came along that realized I had a pretty good shot at winning the game. I was excited to have eventually won but more so, happy that the 2nd and 3rd place students were both from my section of C18, section 2.

Aaron Mella, C18 OT Student

1st Place Winner of FW & Handbook Kahoot



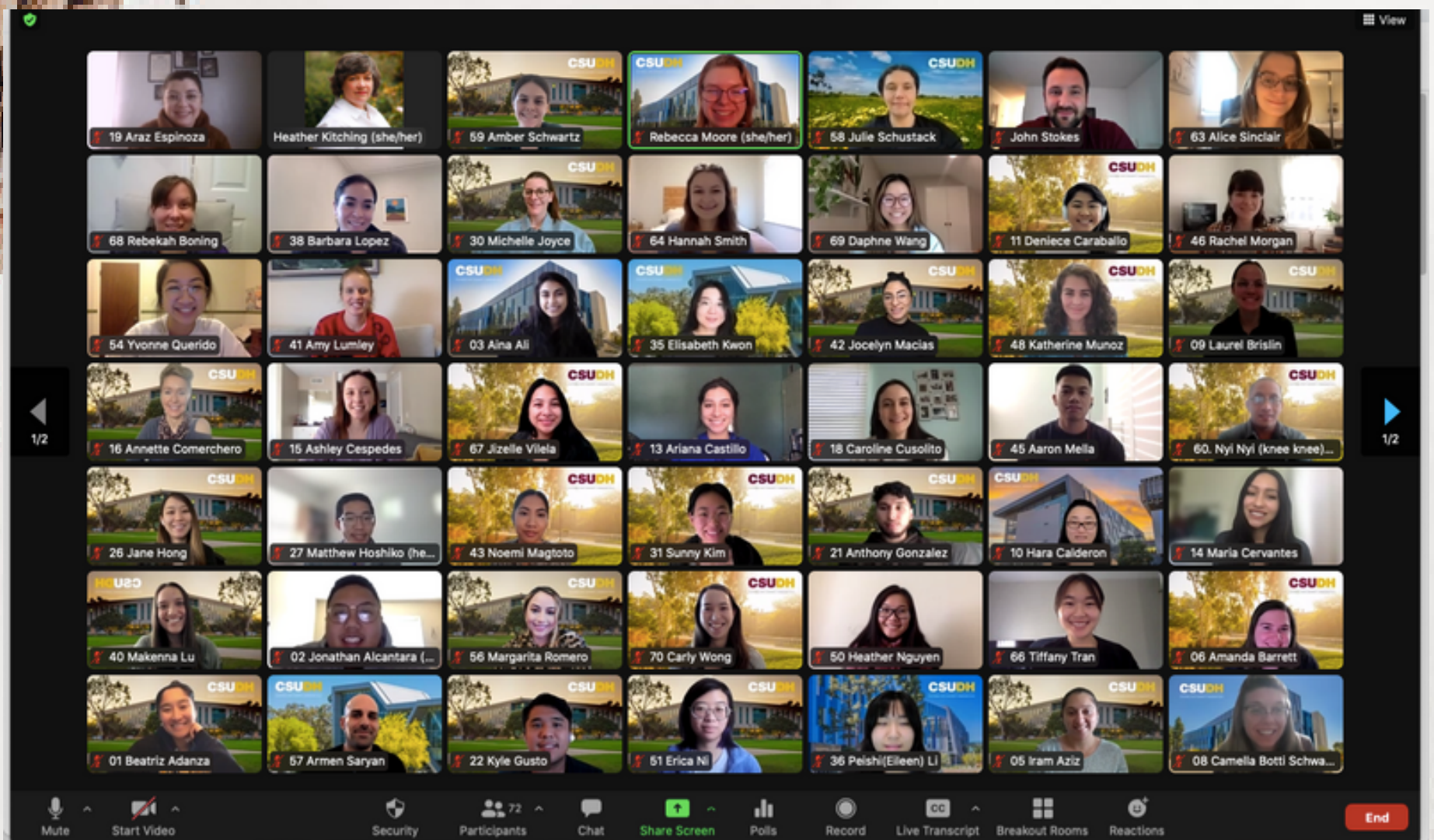
# C18 New Student Orientation

My reflections on the New Student Orientation:

Seeing the faces and hearing the voices of my support network for these next couple of years was very encouraging. Thank you C17 for putting together a fun and welcoming experience!

Everyone brought their A-game and answered these questions so quickly! I'm very glad to be in the company of sharp, intelligent go-getters.

John Jonson, C18 OT Student  
2nd Place Winner of FW & Handbook Kahoot



# C18 Orientation

## Raffle Winners

### DAY 1

(Campus Tour )

#### Section 1

Paula Basto: 1st - \$25

Camella Botti Schwartz: 2nd - \$20

Amanda Barrett: 3rd - \$15

#### Section 2

Melissa Jewkes: 1st - \$25

Jane Hong : 2nd - \$20

Amy Lumley: 3rd - \$15

#### Section 3

Victoria Patten; 1st - \$25

Amber Schwartz; 2nd - \$20

Nicole Pantaleon: 3rd - \$15

### DAY 2

FW/Handbook Kahoot

Aaron Mella: 1st - \$25

John Jonson: 2nd - \$20

Rachel Morgan: 3rd - \$15

### Day 3

Raffel

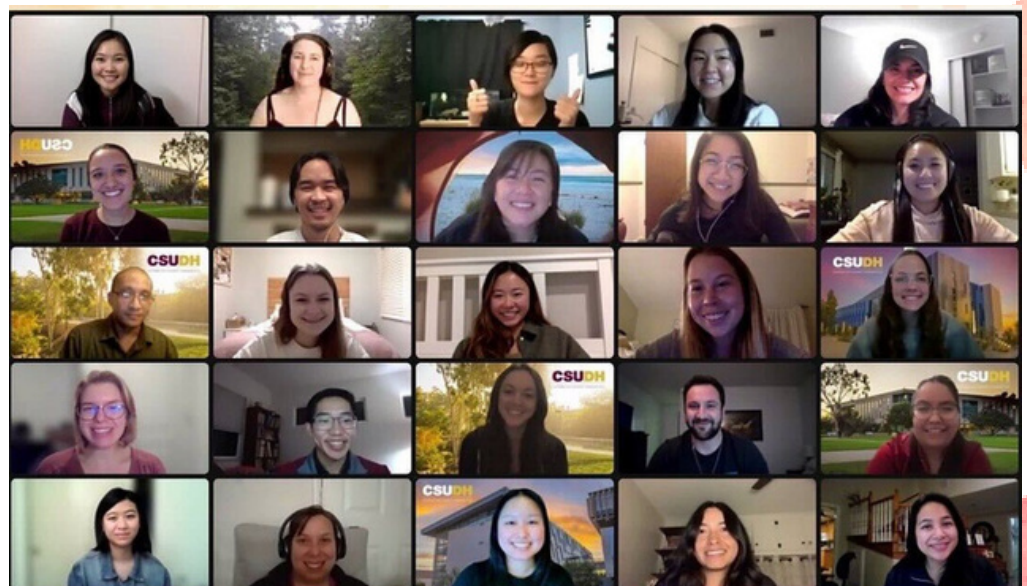
Maria Corinne Quizon: 1st - \$25

Karla Carillo Robles: 2nd - \$20

Madeline McKinley: 3rd - \$15

# SOTA Welcome Event

SOTA kicked off the Spring '22 semester with a Welcome Event over Zoom that gave students from C17 and C18 the opportunity to meet and get to know one another. We learned more about each other while playing “Would You Rather”, sharing fun facts about ourselves, as well as, “Guess that Song” and “Eyes, Nose, Mouth”. It was a fun way to start off the semester! – Jenna Leland



# SOTA GENERAL MEETING

For our first General Meeting on January 25, 2022, SOTA:

- introduced who we are as a club,
- gave an overview of the events for the semester,
- shared merchandise and membership opportunities, and
- played games to get to know each other better.

SOTA is continuing to sell the same merchandise as last year along with a few additional items, including a t-shirt designed by C17's Lisette Martinez Torres during our Merch Design Competition last semester. We are excited to have C18 join SOTA! -Jenna Leland



# Student Research Day

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February 16-17, 2022

We are so grateful to have shared our research study “The Lived Experiences of Neurotypical Individuals with Autistic Siblings: Occupational Participation and Balance” with CSUDH faculty, staff, and students. Our study aimed to gain a better understanding of how neurotypical children develop in a neurodiverse family in hopes to support the development of family-centered occupational therapy services. Based on our findings, participants were able to engage in a wide variety of independent occupations, but experienced barriers and had some imbalance, specifically in the area of social participation due to stigma. Thus, this reflects how societal stigma toward ASD limits the occupational participation of neurodiverse families and the importance of generating a culture of acceptance and creating inclusive spaces for them.

Special thank you to Dr. Sheryl Ryan for all her guidance and support over the past year. We are honored to have won second place at Student Research Day.

-Jessica Chan, Rachel Garcia, Kayla English, and Jasmine Hannani



# Student Research Day

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## First Place:

Mina Kim, Roy Jeon, Lydia Lee, Mohammad Maabreh

Perceptions of male occupational therapists on delivering hands-on care to pediatric female clients

Ramon Ronquillo, Saba Rezvani, Chris Simmons, Khanh Phan

Tattoos and six inch heels: A visual exploration of the meaning of clothing for adults with mobility disabilities

Jennifer Robbins, Andie Cano, Monica Craft, Catherine Cummings

Occupational justice for women survivors of intimate partner violence

## Second Place:

Jasmine Hannani, Jessica Chan, Rachel Garcia, Kayla English

The lived experiences of neurotypical individuals with autistic siblings

Ria Glassman, Nina Hoang, Kristina Ballard, Caitlin Terry

“My therapist is the trees:” A phenomenological study of experiences of spirituality in nature

Emily Acker, Hannah Chang, Annabelle Clegg, Megan Gibson

Exploring the mothering occupations of women with physical disabilities

Jenny Ahn, Larissa Arakaki, Jennifer Eo

Neonatal Intensive Care Unit experiences with compassion fatigue and its effect on occupations



# Neonatal Intensive Care Unit (NICU) Experiences with Compassion Fatigue and its Effects on Occupations

One of our most notable research findings is that compassion fatigue in the NICU was not caused by the patients themselves, but by external factors such as poor workplace communications. Moreover, all our participants engaged in personally meaningful occupations to combat and prevent compassion fatigue.

Despite feeling immensely overwhelmed by the presence of judges and our colleagues, we felt incredibly grateful and accomplished to present our beloved Research Baby™ so to speak. Being a part of this experience showed us how hard-working and creative our colleagues are through their amazing presentations, as well as, the smooth coordination of the staff. All in all, an unforgettable experience!



Group Members:  
**Jenny Ahn**  
**Larissa Arakaki**  
**Jennifer Eo**

Second place at  
Student Research Day!



# FIELDWORK EDUCATION WORKSHOP



**Where are you on the Cultural Proficiency Continuum?**

<p><b>Cultural destructiveness:</b> See the difference, stamp it out - The elimination of other people's cultures</p>	<p><b>Cultural incapacity:</b> See the difference, make it wrong - Belief in the superiority of one's culture and behavior that dismisses another's culture</p>	<p><b>Cultural blindness:</b> See the difference, act like you don't - Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures</p>	<p><b>Cultural precompetence:</b> See the difference, respond inadequately - Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups</p>
<p><b>Cultural sensitivity:</b> See the difference, be ACCURATE - of cultural difference and tendencies to not assigning superiority of better or worse, right or wrong</p>	<p><b>Cultural awareness:</b> See the difference, be knowledgeable - of the differences between self and people from other backgrounds especially in behaviors, attitudes, and values</p>	<p><b>Cultural competence:</b> See the difference, understand the difference that difference makes - Interacting with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices</p>	<p><b>Cultural proficiency:</b> See the difference and respond effectively in a variety of environments - Holding esteem for culture, knowing how to learn about individual and organizational culture, interacting effectively in a variety of cultural environments</p>

Remove Spotlight

Franklin Ellis Ho/Mim/His

FEBRUARY 25, 2022

# FIELDWORK EDUCATION

## WORKSHOP

### **Are We Asking the Right Questions?**

How often, as our clients are leaving the facility, does it feel that we have not “asked the right questions” to meet their needs?

- Do our own personal biases, experiences or triggers affect our ability to address our clients’ needs?
- Are the current definitions of “occupation” balanced and holistic?
- If we don’t consider “non-sanctioned” occupation, can we truly have a “more inclusive understanding of human occupation”?
- Are we developing client-centered, occupation-based entry-level OTs that consider all aspects of the complex nature of occupation?

To address these questions and others, our fieldwork educators were invited to attend the CSUDH 2022 Fieldwork Educators Workshop on February 25, 2022.

Dr. Franklin Ellis, keynote speaker, is a relationship expert who is passionate about inclusion and social justice work. He is currently the Director of the Provost’s Office for Inclusive Excellence (OIE) at Vanderbilt University and has spent more than 20 years in higher education. Dr. Ellis’ presentation, *Systems, Culture, Bias Oh My: Unpacking the Impact of Your Identities and Interactions*, offered thought-provoking ideas about our own possible biases as well as biases that may be present within the systems where we work and cultural groups we are involved in. Dr. Ellis facilitated several self-reflective sessions and relevant discussions regarding these concepts.

Our other guest speaker, René Castro, MSW, shared personal and professional stories of how the social determinants of health influence each person’s ability to engage in meaningful occupations. He offered suggestions on how social workers and occupational therapists can collaborate to meet the needs of our clients.

Dr. Dan Swiatek presented alternative fieldwork models for facilities to consider such as taking more than one student at a time or providing two part-time fieldwork educators for one student. He encouraged fieldwork educators to take both Level I and Level II fieldwork students.

Dr. Lisa Hiestand, Director of Rehabilitation at Cedars-Sinai Marina del Rey Hospital and CSUDH fieldwork faculty, and Dr. Gina Phelps, CSUDH lecturer and fieldwork educator, presented on the revision of Contextual Components (Environmental and Personal Factors) in the OTPF-4 from the OTPF-3 to be more aligned with the needs of our clients. Dr. Phelps shared *A Tool for Asking the Right Questions—The Five Whys Root Cause Problem-Solving Tool* and presented the article by Kiepek, Beagan, Laliberte Rudman and Phelan (2019), *Silences Around Occupations Framed as Unhealthy, Illegal, and Deviant*. This article addresses the need for more research regarding, not just those occupations considered to be health-promoting, but also those “non-sanctioned” occupations that so many of our clients are engaged in. Workshop participants joined in discussions facilitated by Dr. Hiestand and offered interesting and relevant insights as to how we can incorporate these ideas into our work as fieldwork educators.

Dr. Daniel Swiatek

# Fieldwork II Resource Packet

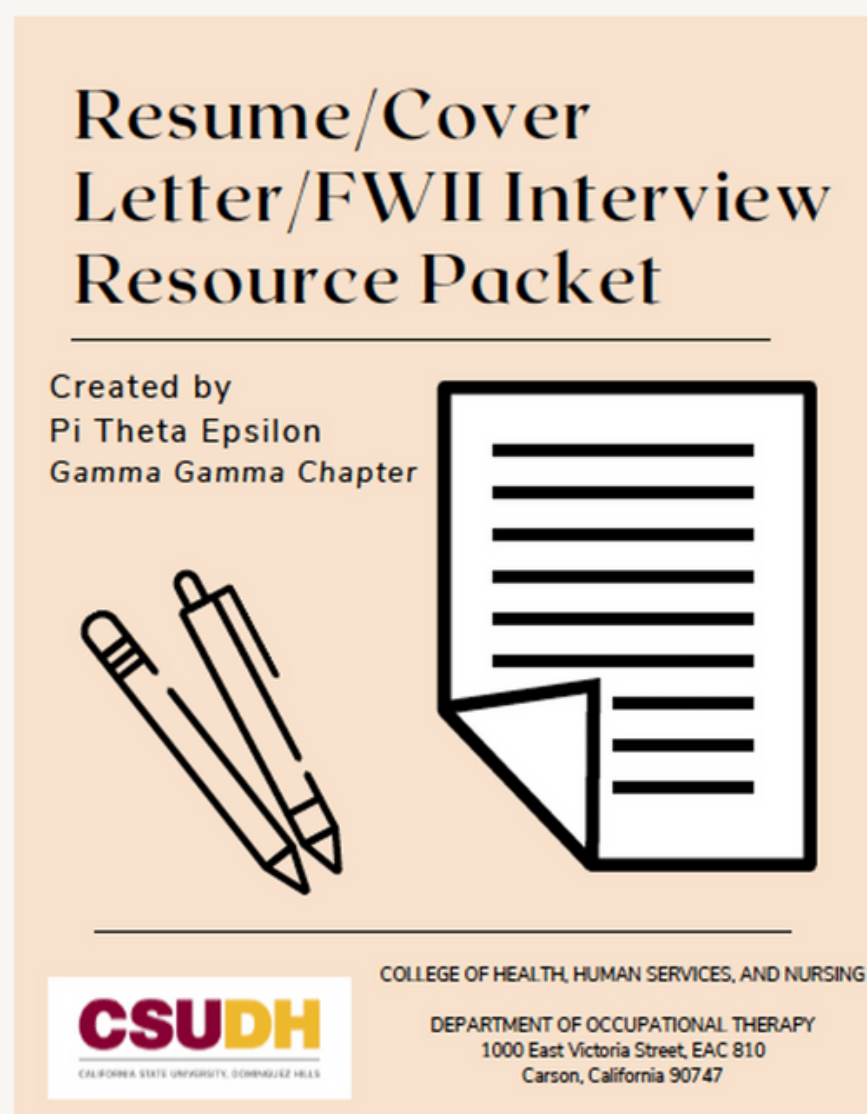
Early in the spring semester, PTE compiled a fieldwork II resource packet to assist students with the FW II onboarding process and their professional development.

Included in this packet:

- mock resumes and tips
- mock cover letters and tips
- interview preparation questions
- interview tips
- extra resources

Thank you to Dr. Swiatek, Dr. Ryan, and the CSUDH Career Center for their assistance with this project!

Jasmine Hannani



Spring 2022

# St. Catherine's

# Challenge

PTE participated in the American Occupational Therapy Foundations' (AOTF) St. Catherine's Challenge to support occupational therapy research grants. Since one of PTE's mission is to support research and scholarship, we found this a meaningful opportunity to join. Thank you to everyone who was involved in this fundraiser by purchasing stickers. We hope to participate in the St. Catherine's Challenge in the future!

-Jasmine Hannani



February 2022



# Faculty Student Mixer

SOTA X PTE



On February 8th, SOTA and PTE held a Faculty-Student Mixer to get to know faculty, C17 students, and C18 students on a personal level. The event started with introductions and icebreakers where participants turned their camera on/off if a certain statement pertained to them. What fun to learn a little bit about everyone!

After the icebreakers, faculty and students rotated through breakout rooms to play bingo. We had a fun time learning more about each other and seeing familiar and new faces!

Jasmine Hannani



**Training:  
Internationally-Based Assessment for Children**

On March 3-6, 2022, the CSUDH Occupational Therapy department hosted a training course for occupational, physical, and speech therapists who were completing a certification program in Ayres Sensory Integration. This segment of their program was focused on hands-on experience in the administration and scoring of 20 tests aimed at assessing core sensory and motor functions in children ages 3 to 12 years.

The *Evaluation in Ayres Sensory Integration* (EASI) is a unique assessment tool because it has been developed as an "open-access" set of tests, meaning that appropriately trained therapists can access the test materials and scoring at no to low cost, outside a for-profit business model. Normative data for the EASI has been collected by over 3000 volunteer testers in over 75 countries to date. The aims of the EASI include decreasing social disparities in access to appropriate assessment so that children worldwide can be more fully understood and supported, regardless of their economic status.

Therapists from many different states across the US, as well as, from other countries, attended the training at CSUDH. All in attendance appreciated the hospitality and support extended by the OT department faculty, staff, and students.

Zoe Mailloux



# CLASI

## 2022







# Autism Awareness 5K Walk/Run

The Carson Community Center held their annual Autism Awareness 5K on April 2, 2022 and each of the CSUDH MSOT student organizations was represented. The C17 OT students manned the snack table and distance markers throughout the CSUDH campus and students from C16 and C18 manned the CSUDH MSOT booth. Guarding the snack table was no easy feat as there were so many goodies! Those manning the distance markers were able to cheer participants on. From amongst all the walkers and runners, it was impressive to see an elementary school-aged child as one of the first five to finish the 5K run! Even our own Edith Garcia participated in the run -GO EDITH!

At the booth we were able to inform participants of our OT program and what Occupational Therapy does. Probably the most enjoyable part of manning the table was making slime! It was great to make some observations about tactile processing as some participants were enthusiastic about slime while others were hesitant. Thank you to each of our CSUDH MSOT student volunteers: Ashley Hansack (C18), Ada Le (C16), Sandra Ngo (C17), Mayan Rodriguez (C17), Nadia Saleh (C16), Araceli Villareal (C17), and Stephen Wong (C17). A special thank you to Mayan for recruiting and coordinating our volunteers!

We were the only CSUDH program that had a table at the event and probably the program that had the most volunteers. Once again, our CSUDH MSOT Toros represented us well and not by just providing visibility to our MSOT and future OTD programs but also to the field of Occupational Therapy.

Faith Moy



# Autism Awareness 5K Walk/Run





# Autism Awareness 5K Walk/Run



# Faculty-Student AJOT Publication

“Impact of Culture, Spirituality, and Mental Health Attitudes on Intergenerational Asian-American Caregivers: A Pilot Study”

Starting our quantitative research in January of 2020, we never expected this class assignment to become a published article that would influence the future of the occupational therapy profession. Coming from Asian American backgrounds and seeing the complex relationship of intergenerational caregivers within our culture, we were curious to learn how occupational therapy could play a role in supporting caregivers.

Due to the onset of the COVID 19 pandemic, there were many unexpected obstacles to conducting our research, however, we were able to quickly make adjustments to proceed. At the conclusion of the semester when asked by Professor Huang if we would consider submitting our research for publication to AJOT, we eagerly and ambitiously said yes, feeling that it was very important to share more about Asian American experiences especially during a time of heightened hate towards Asian Americans.

After many rigorous revisions, our research was accepted for publication in December 2020 and then officially published in the March/April 2022 issue of the American Journal of Occupational Therapy. We have learned so much from this journey and are so honored to contribute our research to the Asian American Pacific Islander and the occupational therapy communities.

Madison Werchowsky, Kelsey Santos,  
and Ciara Nagao

Huang, Y.-H., Nagao, C. A., Santos, K. M. B., & Werchowsky, M. I. (2022). Impact of culture, spirituality, and mental health attitudes on intergenerational Asian-American caregivers: A pilot study. *American Journal of Occupational Therapy, 76*, 7602205030. <https://doi.org/10.5014/ajot.2022.046912>

# AOTA Inspire 2022



## Representative to the Assembly of Student Delegates

I had a great time at the AOTA annual conference in San Antonio, TX, March 31st-April 3rd. I attended the conference as the CSUDH representative to the AOTA Assembly of Student Delegates; it was great to finally meet some of the other student reps from schools across the country. I also had a great time connecting with the other Toros who attended the conference as well as Dr. Kitching and Dr. Woo. I was surprised that my favorite part of the conference was attending the informal poster sessions. I think my surprise was due to the fact that my previous experience with poster sessions was coming across them while searching online databases for scholarly articles only to be disappointed when all that ends up being published is the title and maybe an abstract for a poster. At the conference I really enjoyed speaking with the presenters to learn about their research. I learned about how the VA in Tennessee has implemented a six sigma quality improvement initiative to improve their telehealth programs. I had a great conversation with an OT who runs a community gardening group in a transitional housing community. I also learned about the challenges of implementing a sensory garden in an inpatient psychiatric setting as well as an aromatherapy protocol which utilized a pharmaceutical grade aroma therapy patch designed as an alternative to opioids for pain management. I had so many great conversations and I hope to attend the conference next year in Kansas City, MO (April 20th-23rd) to present a poster with my research group.

In addition to the poster sessions there were some fantastic talks and workshops. One of the most interesting talks I attended was from a panel of 4 OT's from NYU Hospital who shared the rehabilitation process for the client who received the world's first combination face and bilateral hand transplant. This client received 5 hours of hand therapy per day with two certified hand therapists working simultaneously for several months and will likely be in hand therapy for several more years as they continue to refine fine motor control. The 2021 Eleanor Clarke Slagle lecture was delivered by Dr. Kristie Patten, *Finding our Strengths: Recognizing Professional Bias and Interrogating Systems*. Dr. Patten shared how her perspective has shifted over the course of her career towards a strengths based approach in her work with autistic clients. Dr. Patten encouraged us to consider our own biases and emphasized that it's ok to be curious and to be wrong as long as we are committed to being better.

I want to thank the department for the funding to attend the conference and I urge my peers to make the trip if you have the opportunity to do so, you will not regret it!

Chris Simmons

# AOTA Inspire 2022



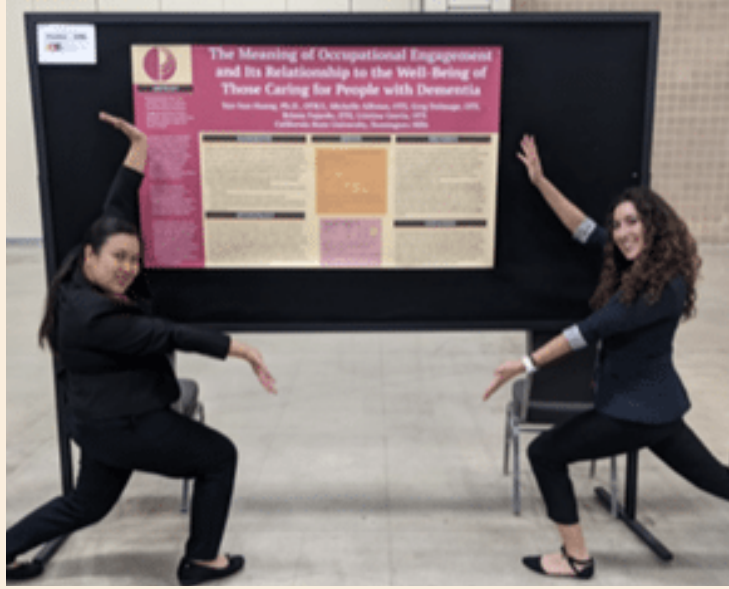
**Correlation Between COVID-19 Related Stress and Romantic and Intimate Relationships Among LGBTQ+ Individuals with ASD**  
 Yan-hua Huang, Ph.D., OTR/L, Vanessa Flores, B.S., OTS, Jennifer Deo, B.S., OTS, & Michelle Franco, B.S., OTS  
 California State University, Dominguez Hills, Department of Occupational Therapy

Background and Context	Results	Discussion and Conclusion																																																																																										
<ul style="list-style-type: none"> <li><b>Background:</b> COVID-19 stress correlate with low relationship satisfaction. People with ASD report difficulty managing relationships, poor relationship outcomes, and more often report having an LGBTQ+ identity.</li> <li><b>Significance:</b> It is important to explore the intersectionality of LGBTQ+ people with ASD as it relates to COVID-19 stress and relationship outcomes as it has overlooked.</li> </ul>	<table border="1"> <thead> <tr> <th>Characteristic</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Age</td><td>33</td><td></td></tr> <tr><td>Professional/Doctoral School Degree of ASD</td><td></td><td></td></tr> <tr><td>Yes</td><td>26</td><td>78.8</td></tr> <tr><td>No</td><td>7</td><td>21.2</td></tr> <tr><td>Gender/sexuality</td><td></td><td></td></tr> <tr><td>Female</td><td>26</td><td>78.8</td></tr> <tr><td>Male</td><td>7</td><td>21.2</td></tr> <tr><td>Transgender/Non-binary/gender fluid</td><td>2</td><td>6.1</td></tr> <tr><td>Transgender/Non-binary/gender fluid</td><td>2</td><td>6.1</td></tr> <tr><td>Non-binary/gender fluid or genderless</td><td>1</td><td>3.0</td></tr> <tr><td>No answer</td><td>1</td><td>3.0</td></tr> <tr><td>Sex assigned at birth</td><td></td><td></td></tr> <tr><td>Female</td><td>30</td><td>90.9</td></tr> <tr><td>Male</td><td>4</td><td>12.1</td></tr> <tr><td>Sexual Orientation</td><td></td><td></td></tr> <tr><td>Only attracted to female</td><td>4</td><td>12.1</td></tr> <tr><td>Only attracted to male</td><td>28</td><td>83.9</td></tr> <tr><td>Equally attracted to both sexes/sexuality</td><td>19</td><td>57.6</td></tr> <tr><td>Only attracted to non-binary</td><td>19</td><td>57.6</td></tr> <tr><td>Only attracted to non-binary</td><td>19</td><td>57.6</td></tr> <tr><td>Both attracted to female &amp; non-binary</td><td>6</td><td>18.2</td></tr> <tr><td>Both attracted to male &amp; non-binary</td><td>1</td><td>3.0</td></tr> <tr><td>Non-attracted to either sex &amp; non-binary</td><td>1</td><td>3.0</td></tr> <tr><td>No answer</td><td>1</td><td>3.0</td></tr> <tr><td>Interact: Employment/therapy</td><td></td><td></td></tr> <tr><td>Worship only</td><td>32</td><td>97.0</td></tr> <tr><td>Both work &amp; worship</td><td>4</td><td>12.1</td></tr> <tr><td>Worship &amp; none</td><td>19</td><td>57.6</td></tr> <tr><td>Worship, both therapy or ready to therapy</td><td>3</td><td>9.1</td></tr> </tbody> </table>	Characteristic	n	%	Age	33		Professional/Doctoral School Degree of ASD			Yes	26	78.8	No	7	21.2	Gender/sexuality			Female	26	78.8	Male	7	21.2	Transgender/Non-binary/gender fluid	2	6.1	Transgender/Non-binary/gender fluid	2	6.1	Non-binary/gender fluid or genderless	1	3.0	No answer	1	3.0	Sex assigned at birth			Female	30	90.9	Male	4	12.1	Sexual Orientation			Only attracted to female	4	12.1	Only attracted to male	28	83.9	Equally attracted to both sexes/sexuality	19	57.6	Only attracted to non-binary	19	57.6	Only attracted to non-binary	19	57.6	Both attracted to female & non-binary	6	18.2	Both attracted to male & non-binary	1	3.0	Non-attracted to either sex & non-binary	1	3.0	No answer	1	3.0	Interact: Employment/therapy			Worship only	32	97.0	Both work & worship	4	12.1	Worship & none	19	57.6	Worship, both therapy or ready to therapy	3	9.1	<ul style="list-style-type: none"> <li>High anxiety &amp; depression correlate with low romantic &amp; intimate relationship satisfaction. High romantic relationship satisfaction correlate with high sexual satisfaction.</li> <li>Implications to occupational therapy (OT): Romantic &amp; intimate relationships are important occupations. Results can inform OT interventions in addressing anxiety &amp; depression to support relationship satisfaction.</li> <li>Limitations: Measures N/A to asexual &amp; polyamory. Lack of contextual data on COVID-19 &amp; restrictions.</li> </ul>
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<p><b>Research Purposes &amp; Questions</b></p> <ul style="list-style-type: none"> <li><b>Purpose:</b> Explore the correlations between stress during COVID-19 and romantic and intimate relationship satisfaction among LGBTQ+ individuals with ASD.</li> <li><b>Research question:</b> What is the correlation between stress during COVID-19 and romantic and intimate relationship satisfaction for LGBTQ+ individuals with ASD?</li> </ul>	<p><b>Next Steps / Future Directions</b></p> <ul style="list-style-type: none"> <li>Sensitive assessments that capture LGBTQ+ experience.</li> <li>Impact of mental health OT on relationship satisfaction.</li> <li>Research mental health &amp; relationship satisfaction with contextual data related to COVID-19 and its restrictions.</li> </ul>	<p><b>References</b></p> <ul style="list-style-type: none"> <li>American Occupational Therapy Association. (2022). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 76(suppl 3), 76043-7620. <a href="https://doi.org/10.5019/ajot.2020.762001">https://doi.org/10.5019/ajot.2020.762001</a></li> <li>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). <a href="https://doi.org/10.1176/appi.books.9780890725289">https://doi.org/10.1176/appi.books.9780890725289</a></li> </ul>																																																																																										
<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li><b>Research design:</b> Quantitative correlational survey design.</li> <li><b>Data collection &amp; analysis:</b> Occurred April-May of 2021. IBM SPSS Statistics 27, Pearson's r, &amp; alpha level of .05.</li> <li><b>Measures:</b> Online 15-20 min survey with demographics &amp; items from Depression, Anxiety, and Stress Scale (DASS-21), Relationship Assessment Scale (RAS), and Index of Sexual Satisfaction (ISS).</li> </ul>	<p><b>Acknowledgements</b></p> <p>This poster presentation was supported by California State University, Dominguez Hills (CSUDH).</p>																																																																																											

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 California State University, Dominguez Hills, Department of Occupational Therapy

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<ul style="list-style-type: none"> <li><b>Background:</b> COVID-19 stress correlate with low relationship satisfaction. People with ASD report difficulty managing relationships, poor relationship outcomes, and more often report having an LGBTQ+ identity.</li> <li><b>Significance:</b> It is important to explore the intersectionality of LGBTQ+ people with ASD as it relates to COVID-19 stress and relationship outcomes as it has overlooked.</li> </ul>	<table border="1"> <thead> <tr> <th>Characteristic</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Age</td><td>33</td><td></td></tr> <tr><td>Professional/Doctoral School Degree of ASD</td><td></td><td></td></tr> <tr><td>Yes</td><td>26</td><td>78.8</td></tr> <tr><td>No</td><td>7</td><td>21.2</td></tr> <tr><td>Gender/sexuality</td><td></td><td></td></tr> <tr><td>Female</td><td>26</td><td>78.8</td></tr> <tr><td>Male</td><td>7</td><td>21.2</td></tr> <tr><td>Transgender/Non-binary/gender fluid</td><td>2</td><td>6.1</td></tr> <tr><td>Transgender/Non-binary/gender fluid</td><td>2</td><td>6.1</td></tr> <tr><td>Non-binary/gender fluid or genderless</td><td>1</td><td>3.0</td></tr> <tr><td>No answer</td><td>1</td><td>3.0</td></tr> <tr><td>Sex assigned at birth</td><td></td><td></td></tr> <tr><td>Female</td><td>30</td><td>90.9</td></tr> <tr><td>Male</td><td>4</td><td>12.1</td></tr> <tr><td>Sexual Orientation</td><td></td><td></td></tr> <tr><td>Only attracted to female</td><td>4</td><td>12.1</td></tr> <tr><td>Only attracted to male</td><td>28</td><td>83.9</td></tr> <tr><td>Equally attracted to both sexes/sexuality</td><td>19</td><td>57.6</td></tr> <tr><td>Only attracted to non-binary</td><td>19</td><td>57.6</td></tr> <tr><td>Only attracted to non-binary</td><td>19</td><td>57.6</td></tr> <tr><td>Both attracted to female &amp; non-binary</td><td>6</td><td>18.2</td></tr> <tr><td>Both attracted to male &amp; non-binary</td><td>1</td><td>3.0</td></tr> <tr><td>Non-attracted to either sex &amp; non-binary</td><td>1</td><td>3.0</td></tr> <tr><td>No answer</td><td>1</td><td>3.0</td></tr> <tr><td>Interact: Employment/therapy</td><td></td><td></td></tr> <tr><td>Worship only</td><td>32</td><td>97.0</td></tr> <tr><td>Both work &amp; worship</td><td>4</td><td>12.1</td></tr> <tr><td>Worship &amp; none</td><td>19</td><td>57.6</td></tr> <tr><td>Worship, both therapy or ready to therapy</td><td>3</td><td>9.1</td></tr> </tbody> </table>	Characteristic	n	%	Age	33		Professional/Doctoral School Degree of ASD			Yes	26	78.8	No	7	21.2	Gender/sexuality			Female	26	78.8	Male	7	21.2	Transgender/Non-binary/gender fluid	2	6.1	Transgender/Non-binary/gender fluid	2	6.1	Non-binary/gender fluid or genderless	1	3.0	No answer	1	3.0	Sex assigned at birth			Female	30	90.9	Male	4	12.1	Sexual Orientation			Only attracted to female	4	12.1	Only attracted to male	28	83.9	Equally attracted to both sexes/sexuality	19	57.6	Only attracted to non-binary	19	57.6	Only attracted to non-binary	19	57.6	Both attracted to female & non-binary	6	18.2	Both attracted to male & non-binary	1	3.0	Non-attracted to either sex & non-binary	1	3.0	No answer	1	3.0	Interact: Employment/therapy			Worship only	32	97.0	Both work & worship	4	12.1	Worship & none	19	57.6	Worship, both therapy or ready to therapy	3	9.1	<ul style="list-style-type: none"> <li>High anxiety &amp; depression correlate with low romantic &amp; intimate relationship satisfaction. High romantic relationship satisfaction correlate with high sexual satisfaction.</li> <li>Implications to occupational therapy (OT): Romantic &amp; intimate relationships are important occupations. Results can inform OT interventions in addressing anxiety &amp; depression to support relationship satisfaction.</li> <li>Limitations: Measures N/A to asexual &amp; polyamory. Lack of contextual data on COVID-19 &amp; restrictions.</li> </ul>
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<p><b>Research Purposes &amp; Questions</b></p> <ul style="list-style-type: none"> <li><b>Purpose:</b> Explore the correlations between stress during COVID-19 and romantic and intimate relationship satisfaction among LGBTQ+ individuals with ASD.</li> <li><b>Research question:</b> What is the correlation between stress during COVID-19 and romantic and intimate relationship satisfaction for LGBTQ+ individuals with ASD?</li> </ul>	<p><b>Next Steps / Future Directions</b></p> <ul style="list-style-type: none"> <li>Sensitive assessments that capture LGBTQ+ experience.</li> <li>Impact of mental health OT on relationship satisfaction.</li> <li>Research mental health &amp; relationship satisfaction with contextual data related to COVID-19 and its restrictions.</li> </ul>	<p><b>References</b></p> <ul style="list-style-type: none"> <li>American Occupational Therapy Association. (2022). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 76(suppl 3), 76043-7620. <a href="https://doi.org/10.5019/ajot.2020.762001">https://doi.org/10.5019/ajot.2020.762001</a></li> <li>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). <a href="https://doi.org/10.1176/appi.books.9780890725289">https://doi.org/10.1176/appi.books.9780890725289</a></li> </ul>																																																																																										
<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li><b>Research design:</b> Quantitative correlational survey design.</li> <li><b>Data collection &amp; analysis:</b> Occurred April-May of 2021. IBM SPSS Statistics 27, Pearson's r, &amp; alpha level of .05.</li> <li><b>Measures:</b> Online 15-20 min survey with demographics &amp; items from Depression, Anxiety, and Stress Scale (DASS-21), Relationship Assessment Scale (RAS), and Index of Sexual Satisfaction (ISS).</li> </ul>	<p><b>Acknowledgements</b></p> <p>This poster presentation was supported by California State University, Dominguez Hills (CSUDH).</p>																																																																																											

# AOTA Inspire 2022



We want to thank the CSUDH OT department for encouraging and supporting us in sharing our research at the AOTA Conference. It was a treat to discuss our findings with other professionals working with this population as well as hear from individuals who personally identify as a family caregiver for a loved one with dementia. We loved attending the poster sessions of our fellow classmates and reconnecting with each other after being away at fieldwork!

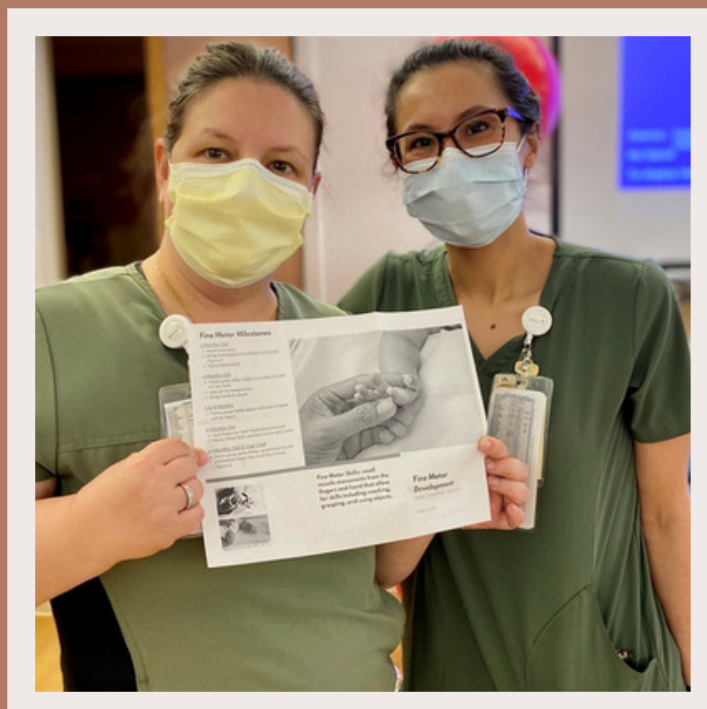
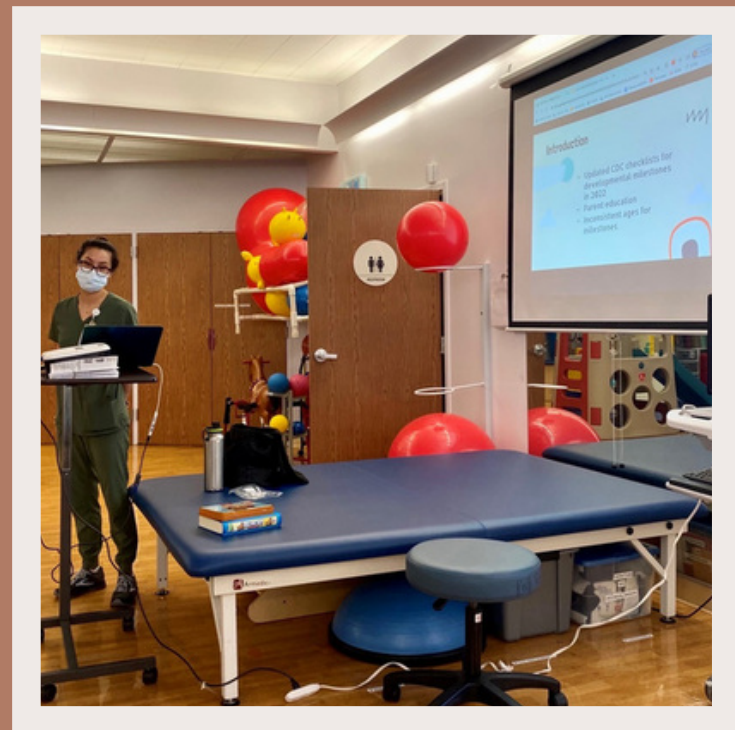
Briana Fajardo & Cristina Garcia



We had a short but great time at AOTA Inspire! We got to meet and speak with other researchers and CSUDH C8 alum, Timothy Tu and Vanessa Monique Yanez (they say hi!). Thank you to the department for this opportunity!

Jaclyn Ingram and Annika Lin

# C16 Fieldwork Level II Presentation



April 7, 2022

Celeste Lau was a wonderful attribute to our therapy team at Miller Children's and Women's Hospital of Long Beach during her fieldwork level II rotation. Celeste provided an in-service to our therapy team on fine motor development for children 2 months to 5 years of age and implementation of changes with the recent update of the CDC developmental milestones. Her presentation was well prepared and sparked great discussion for all disciplines. I'm so proud to see Celeste transform from student to clinician and I look forward to working with her as a colleague.

Dr. Shawna Townsend



# MSOT CAREER FAIR

APRIL 20, 2022



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CANVA STORIES



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# MSOT CAREER FAIR

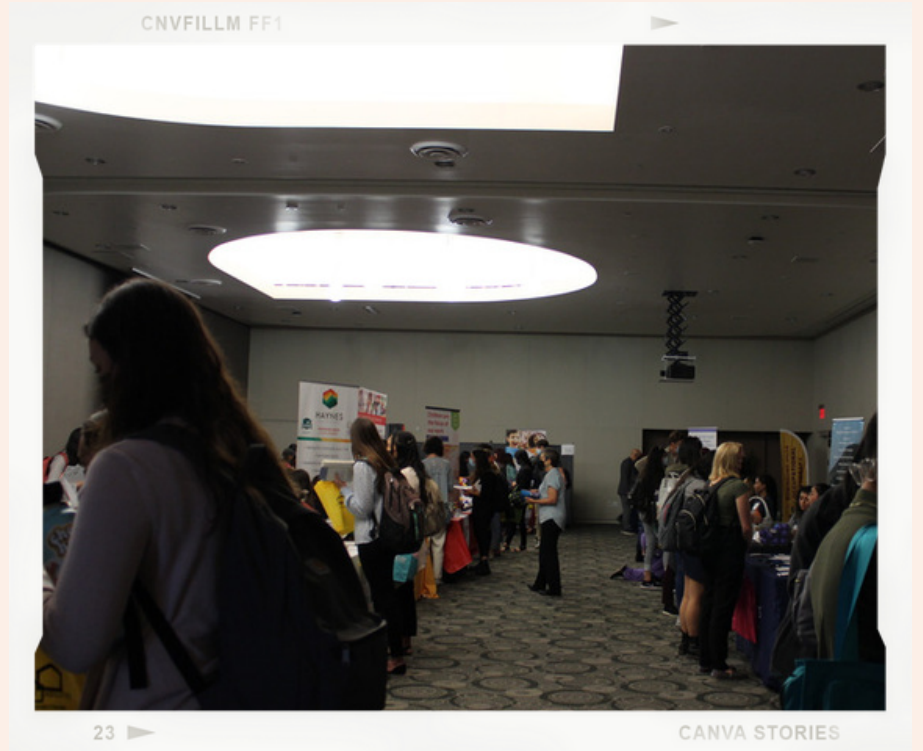
APRIL 20, 2022

"It was great to be back on the CSUDH campus for the first time in a few years. It was a new and interesting experience for me to be on the employer's side of the table this time around with my company, Speech, Language and Educational Associates. I enjoyed speaking with students about our shared experiences in the OT program and offering some insight to what it's like on the other side of graduation and my day to day as a pediatric OT. I look forward to coming back on campus again soon! GO TOROS!

-Ryan Fukuji, C13

# MSOT CAREER FAIR

APRIL 20, 2022



# 3D WORKSHOP

APRIL 23, 2022



We had the privilege of learning 3D printing from CSUDH alumni, Dennis Chan OTR/L. It was great to learn this skill from an OT lens and build our toolbox as we consider how to make tools or materials more financially accessible to our clients. Dennis made this new learning less daunting. He reminded us that practice and trial and error are all part of the process. Thanks Dennis & CSUDH OT for making this event available to us!

Suzette Chavez

# C18 Red Shirt Ceremony

**APRIL 25, 2022**

## 2022 Red Shirt Ceremony Returns to Loker Student Union

The Department of Occupational Therapy celebrated C18's first semester in the MSOT program with the Red Shirt Ceremony on April 25, 2022. This annual milestone event marks the end of the cohort's first semester on campus and imminent entry into fieldwork education. This year's celebration was noteworthy as it was a welcome return to the traditional live celebratory format at Loker Student Union after two pandemic years being held on Zoom.

C18 students Iram Aziz, Rebekah Boning, Deniece Caraballo, Elisabeth Kwon, and Austin Shen kicked off the ceremony with an introduction of the cohort song, All Star by Smash Mouth. C17 students Emily Acker, Larissa Arakaki, Kristina Ballard, Han Chang, Jennifer Eo, Jessica German, Lydia Lee, Caitlin Mushrush-Terry, Jennifer Robbins, Cassandra Sigua, John Stokes, and Stephen Wong were special guests and enjoyed lunch with C18. C17 students, Jennifer Eo and Cassandra Sigua, delivered keynote speeches on their reflections of the fieldwork experience. Faculty offered congratulatory remarks: Heather Kitching, MSOT program coordinator; Mi-Sook Kim, Dean of the College of Health, Human Services, and Nursing; Terry Peralta, chairperson; and esteemed faculty member, Claudia Peyton. Daniel Swiatek, MSOT academic fieldwork coordinator, presented an overview of the CSUDH fieldwork education program.

The Red Shirt Ceremony is so named because students receive their CSUDH red polo shirt, which serves as the signature item in their fieldwork uniform for six consecutive semesters.

-Dr. Daniel Swiatek

# C18 Red Shirt Ceremony

APRIL 25, 2022



# C18 Red Shirt Ceremony

APRIL 25, 2022



# C16 Graduation Banquet

Due to the COVID pandemic, much of our cohort's interactions was limited to Zoom. Our cohort had very few opportunities to come together and celebrate - birthdays and the red shirt ceremony, and finishing demanding semesters and completing our capstone project.

Held on May 17, 2022, the graduation banquet was quite a special event. It allowed so many of us to gather together with faculty and our loved ones to celebrate our challenges and victories. Through singing, playing games, receiving awards, wearing our CSUDH OT sashes proudly, taking countless photos, eating yummy treats, and recalling joyful memories, I am truly grateful that we were able to come together in person to recognize what we have accomplished and what we will accomplish as newly graduated occupational therapists. Go Toros!

-Shanna Massachi





# C16 Graduation Banquet



# CSUDH MSOT Alumni

Hiram Corona Martinez and Vanessa Monique Yanez are the founders of Bravo Therapy and Independent Living Center, a client-centered company based in San Antonio, Texas, that provides comprehensive therapy services to pediatric and adult populations. Hiram specializes in autism and also helps corporate clients outsource their rehab/therapy departments to Bravo Therapy. Vanessa specializes in oncology and is on faculty at the University of St. Augustine for Health Sciences. She is also pursuing a PhD degree from Texas Women's University. They were both recently featured in Voyage San Antonio Magazine's "most inspiring stories".

Hey Toros! It is amazing to think how quickly time has gone by since we were OT students: pulling all-nighters studying for a neuro test with Dr. Mary, prepping for an assessment presentation with Dr. Eric, or practicing transfers with Dr. Paul. Since graduating from CSUDH, we have gone through incredible experiences as occupational therapists. We are beyond grateful for this program and all the opportunities that have come our way because of CSUDH OT. If we could share some advice, it would be to enjoy this time as OT students, pick the brains of your professors, and stay true to the values of our profession. Don't be in a hurry to graduate. It will be here sooner than you think!

With much love,

Hiram Corona Martinez & Vanessa Monique Yanez  
C7 & C8 CSUDH Alumni

# VIRTUAL REALITY WITH BETHANY GRISBY

On April 12, 2022, SOTA hosted a virtual reality (VR) presentation featuring Bethany Grisby, C10 alum and a clinical specialist for REAL systems. Bethany and her colleague, April, taught us about the clinical applications of VR and showed us how VR can be used as an adjunct to traditional therapy to improve outcomes for a wide variety of clients with various diagnoses and needs.

Along with this presentation, attendees had the opportunity to test REAL's immersive systems. We explored the games offered and saw how the settings could be adjusted to cater to client needs and meet specific goals. This was a great way to explore a new intervention method and to see examples of career paths outside traditional clinical practice. Thanks to Bethany and April for coming to speak to us!

Jenna Leland



# CONGRATULATIONS



*Mr & Mrs*



**Kasey Reeve-Smith, C17**  
March 27, 2022

**Amanda Martelli, C18**  
February 20, 2022



# CONGRATULATIONS!

# CSUDH

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## OT Student Assistants Graduation



My time at Dominguez Hills was not the typical experience due to Covid-19. I only got to know the campus in Spring '22. However, that last semester was full of great experiences thanks to the OT department. I will forever cherish the time I spent there and the people I got to meet. I wish you all the very best!

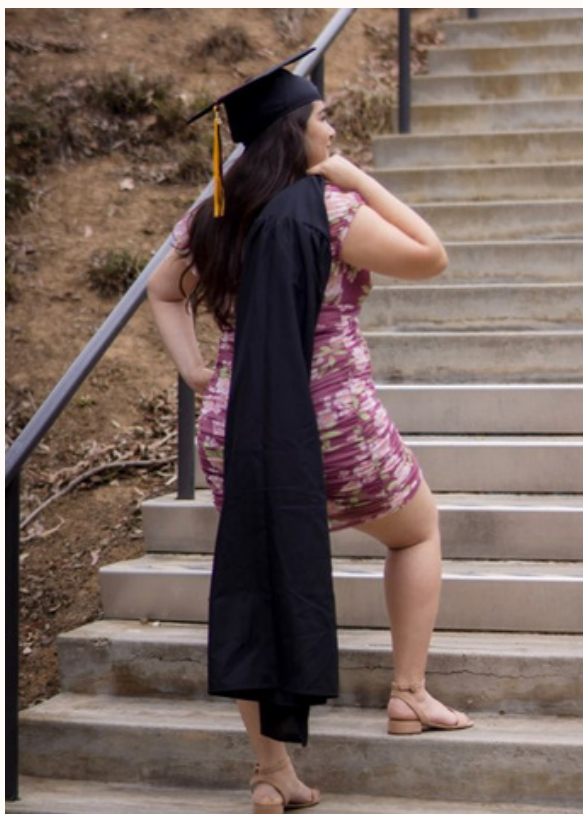
-Gabriela Ibarra

# CONGRATULATIONS!

# CSUDH

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## OT Student Assistants Graduation



I am so glad I spent my last semester (Spring 2022) in person at Dominguez Hills. Though it was short, I was able to build close friendships and connected with so many wonderful staff in the OT department. I look forward to my next chapter and hope to be back at Dominguez very soon!

-Amanda Talamantes



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Dr. Lora Woo

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**Jenny Ahn**

**Larissa Arakaki**

**Jennifer Eo**

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**Annika Lin**

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**Ryan Fukuji**

**Suzzette Chavez**

**Shanna Massachi**

**Hiram Corona Martinez**

**Vanessa Yanez**

**Gabriela Ibarra**

**Amanda Talamantes**