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Evolution of Occupational Therapy Practice: Life History of Janeene Sibla OTD, OTR/L

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Abstract

Objective: The purpose of this life history of Janeene Sibla was to provide current and future occupational therapist an overview of her journey as an occupational therapist in North Dakota. This life history also looks at the historical events that influenced the occupational therapy profession and Janeene. This life history was one of 31 done for a course at the University of North Dakota.

Method: The project directors reached out to occupational therapists and certified occupational therapy assistants in North Dakota and Wyoming. Janeene was assigned by the project directors to the researchers. A semi-structured recorded phone interview that lasted 43 minutes took place in a private conference room at the University of North Dakota School of Medicine and Health Sciences. The recording was transcribed, coded, and themes emerged.

Results: Data analysis yielded thirteen codes that were grouped into three categories. These categories were *principles of OT practice, evolution of education in OT, and environmental factors that influence OT*. Each category had 3-4 themes that were generated from the transcript which reflected her perspective. An assertion statement was created to represent Janeene's journey.

Conclusion: Janeene Sibla has had various roles in her career as an occupational therapist. Her dedication to client-centered care, educating the future generation of occupational therapists, and optimism for the future of the occupational therapy field is inspiring. This life history gives an overview of Janeene's journey in the field of occupational therapy.

Introduction

Occupational therapy profession has been shaped by many people including those who are well known such as Gary Kielhofner, Ann Wilcock, Jane-Case Smith, Helen Willard, Clare Spackman, and Elizabeth Townsend (Mahoney, Peters, & Martin, 2017; Persch et al., 2014; Christiansen & Haertl, 2014). In recent years, there has been a rise in articles published about occupational therapists and their journey as therapist and educators. The researchers wanted to look at occupational therapists that have had an impact on the profession at a regional level. The researchers used a life history method to gather information on the participant.

This life history one of 31 life history interviews which are a part of a larger project, Life Histories of Individuals Who Have Been Influential in Developing Occupational Therapy (OT) in North Dakota and Wyoming. The purpose of the project is to gather information about the history and evolution of occupational therapy practice in North Dakota and Wyoming through life histories of individuals who have been influential in developing OT in these two states. The interviews were influenced by the Kawa model in that the researchers were looking at the river of Janeene Sibla and looking at parts of the river that shaped her and her journey. It is anticipated that the life history process will be a powerful way to gather this information. This study is intended to provide current and future generations of occupational therapists a view of the history and how occupational therapy practice has evolved from its inception to current practice in North Dakota and Wyoming.

The study was conducted by a phone interview at the University of North Dakota School of Medicine and Health Sciences. The researchers were located in a private, locked study room on the fourth floor. Janeene Sibla is a professor and director of the occupational therapy program at the University of Mary.

Timeline Literature Review

In the early years of the occupational therapy profession, the profession was sponsored by the American Medical Association (AMA) (Reed & Peters, 2006). The reason behind this was AMA was a powerful and more recognized organization which could use its influence to advance the occupational therapy profession (Reed & Peters, 2006). There were positive and negative aspects to the partnership between AMA and AOTA. Some of these aspects included having AMA set the standards of occupational therapy education programs, having physicians serve as AOTA president, and the requirement that a physician writes the prescription for occupational therapy services (Reed & Peters, 2006). Through the next 50 years, there was a struggle in the relationship between AMA and occupational therapy practice (Reed & Peters, 2007; Reed & Peters, 2008). In 1992, AOTA broke from the AMA and formed their own accreditation agency called Accreditation Council for Occupational Therapy Education (ACOTE) (Reed & Peters, 2010). This led to autonomy in the profession of occupational therapy (Reed & Peters, 2010).

In the 1980s and 1990s, there was an increased focus from the public looking at healthcare fields. In the occupational therapy field, there was an increased focus on research and defining what the scope of practice would be for occupational therapists (Christiansen & Haertl, 2014). This included the much-debated use of physical agent modalities in practice (Christiansen & Haertl, 2014). Some occupational therapist believed that using physical agent modalities was on the line of being in physical therapies scope of practice (Christiansen & Haertl, 2014).

There also was a shift in the credentialing process of occupational therapist. Prior to 1986, the credentialing and membership were tied together under the American Occupational Therapy Association (AOTA). During the 1980s, other healthcare professions were legally

challenged about having a combined credentialing and membership. To prevent legal challenges being brought up at AOTA, the AOTA's representative assembly decided to separate membership from credentialing. The new credentialing organization was named the American Occupational Therapy Certification Board but changed to the National Board for Certification in Occupational Therapy (NBCOT) (Reed & Peters, 2010). When Janeene graduated in 1989, the separation between the credentialing and membership was already affecting membership to AOTA (Reed & Peters, 2010; Christiansen & Haertl, 2014).

Other issues in the 1980s and 1990s, faculty members were in short supply along with lack of fieldwork training sites (Reed & Peters, 2010). This led to a limited amount of occupational therapist and occupational therapy assistants in practice areas especially in areas that did not have occupational therapy education programs (Reed & Peters, 2010). There was a need to validate occupational practice through research to show the need for the profession and effectiveness on client outcomes (Reed & Peters, 2010).

In 1997, the government enacted the Balanced Budget Act of 1997 which impacted the profession of occupational therapy (Christiansen & Haertl, 2014). This act was used to control health care cost and control what Medicare paid for services (Christiansen & Haertl, 2014). This led to a temporary decline in occupational therapy positions and decreased the number of people going into the profession (Christiansen & Haertl, 2014).

At the AOTA's Annual Conference & Expo in 1999, there was a resolution passed by the Representative Assembly calling for moving the entry-level education requirements to be at least a master's degree (AOTA, 2017). In 2004, ACOTE voted to change how occupational therapy programs were accredited (AOTA, 2017). This was changed from accrediting programs to having ACOTE accreditation by degree levels. This required programs to apply for the desired

degree level and receive formal accreditation status prior to admitting students into their programs (AOTA, 2017). In 2006, ACOTE adopted new accreditation standards for the master's degree level programs, doctoral degree level programs, and occupational therapy assistants (AOTA, 2017). These new standards went into effect the beginning of 2008 and completed the transition to entry-level master's degree programs (AOTA, 2017).

In 2013, the AOTA Future of Education Ad Hoc recommended that entry-level occupational therapy be only a doctoral level (AOTA, n.d.). In 2015, ACOTE voted that occupational therapy and occupational therapy assistants would keep the same education standards as previously voted on in 2006 (AOTA, 2017). In 2017, the ACOTE changed their standards and now require that by 2027 that entry-level education programs for occupational therapist will be a doctoral degree and for occupational therapy assistants will be a bachelor's degree (AOTA, n.d.). There was opposition to this change from occupational therapists and occupational therapy assistants which led to petitions being sent to AOTA's Board (AOTA, n.d.). In August of 2018, the ACOTE pulled the occupational therapy assistant requirements to become a bachelor's degree program, but stated that occupational therapy education programs are required to be a doctoral degree program. As of the current time of this research, the required transition from master's to a doctorate in occupational therapy is unknown (AOTA, 2018; AOTA, n.d.).

Theory

The theoretical foundation for this research is the Kawa model. This model was developed by Michael Iwama, a Japanese-Canadian, in collaboration with Japanese occupational therapists (Turpin & Iwama, 2011). Turpin & Iwama (2011) state that this model was developed from the need of having a model that reflected the non-western context and had a collectivist

perspective. According to Turpin and Iwama (2011), the Kawa model uses a river and its components of rocks, water, driftwood, river floor, and river walls as a metaphor to guide the use of the model. Iwama and Turpin (2011) describe the river as the person's life, the water as the life energy, river walls and floor as the context that surrounds the person, rocks as circumstances that are viewed by the person as problematic, and driftwood as personal attributes and resources.

The model's purpose is to facilitate the flow of the river in harmony with the components that make up the river (Turpin & Iwama, 2011). Turpin and Iwama (2011) emphasizes that the Kawa model looks at both the river as a whole and the cross sections of the river are looked at by the occupational therapist. The river represents the person's life history and looking at different cross sections of the river give a view into different times in the person's life (Turpin & Iwama, 2011). Turpin and Iwama (2011) discussed that the river can change what components are in it, the size, and shape which indicates that a person can change with the use of interventions. This model is used in practice, and it is appropriate in the life history research because it maintains the whole narrative of the person and honors the person we are interviewing (Turpin & Iwama, 2011).

Description of the Participant

Based on Janeene's curriculum vitae, she graduated in 1989 from the University of North Dakota (UND) with a Bachelor of Science Degree in Occupational Therapy. Since that time Janeene has contributed to the profession of occupational therapy in many different and important ways. In December 1989, she began working at Medcenter One in Bismarck, ND. She was responsible for providing occupational therapy services to individuals admitted to the mental health unit and partial hospitalization program. Her services included assessment, intervention, monitoring, and consultation. In March of 1992, Janeene accepted a position at St. Alexius

Medical Center in Bismarck ND. This position was similar to her previous position and her responsibilities included providing therapy services to individuals admitted to the inpatient mental health unit and the partial hospitalization program.

In October of 1996, Janeene accepted the position of Coordinator of Outpatient Behavioral Healthcare Services at St. Alexius Medical Center. Janeene was responsible for operational management of the outpatient behavioral healthcare program. Her duties included program development, quality assurance, clinical supervision of personnel, budget planning, monitoring, and consultation with other departments and programs. At this time, she was still involved with the treatment of individuals that were admitted to the partial hospitalization programs. During Janeene's time of being a coordinator, she also worked as a private consultant for Housing Industry and Training in Mandan, ND. Janeene also held an adjunct faculty position at the University of Mary, in Bismarck ND at that time, where she instructed introductory courses related to practice, theory, and intervention with a focus in psychosocial aspects of occupational therapy.

In 2002 Janeene left her those positions to become an assistant professor for occupational therapy at the University of Mary, Bismarck ND. In 2003 Janeene received a Master of Science Degree in Post-Professional studies in Occupational Therapy from the University of Mary. After a few years of teaching Janeene was offered the position of Interim Program Director in 2006. In June 2007 Janeene became the Program Director of the Department of Occupational Therapy, University of Mary, with locations in Bismarck, ND and Billings, MT. She currently still holds this position and her responsibilities include facilitation in the education of competent graduates of an accredited occupational therapy program through faculty development, supervision, and effective program management. Janeene currently instructs courses in the occupational therapy

curriculum that include introductory and graduate courses related to practice. Janeene continued her education throughout this process and received her Doctorate in Occupational Therapy from Rocky Mountain University of Health Professions in September of 2007. Janeene was promoted from an assistant professor to a full professor at the University of Mary in the fall of 2014.

She has contributed to OT practice by professionally presenting at multiple AOTA Annual Conferences, as well as events held by the North and South Dakota State Occupational Therapy Association conferences. Janeene has also authored and peer-reviewed multiple literature pieces that have contributed to OT practice. Janeene has been an active member of local, state, and national organizations of occupational therapy for over twenty years that include: AOTA, North Dakota Occupational Therapy Association, North Dakota State Board of Occupational Therapy Practice, and the North Dakota Partial Hospitalization Association. Her dedication to the University of Mary and the community of Bismarck, ND is evident by her extensive list of involvement in academic and community service opportunities. The importance she places on education, and her passion for the promotion of OT through teaching and her extensive list of continuing education is reflected over the last 30 years. Janeene is currently pursuing a Doctorate in Education anticipating graduation in 2020.

Methodology

Study Design

This was a qualitative study using a life history approach. According to Hagemaster (1992), life history is a method of qualitative research that facilitates identification and documentation of health patterns of individuals or groups that allows exploration of an individual's experiences within a history of time to understand an individual's current attitudes/behaviors and how they have been influenced. The life history approach allowed the researchers to explore the historical

framework with the focus being on Janeene Sibla's involvement in the evolution of occupational therapy practice.

Participant Selection

The participant was selected from a list compiled by the project directors through purposive sampling. Each participant was assigned to a set of second-year occupational therapy students. IRB approval was obtained through the University of North Dakota, and signed informed consent was obtained by the Project Directors prior to the interview.

Data Collection

A semi-structured interview was guided by an interview schedule that was developed by the project directors. The questions on the interview schedule were developed to be used in all the interviews of the individuals and are part of a larger project. Questions were added based upon the Kawa model in order to get information about the subject's life experiences that helped shape them and the practice of occupational therapy (Turpin & Iwama, 2011). No specific gatekeeper issues were encountered as the initial contact was made the Project Directors. The interview data was gathered from a phone interview that lasted forty-three minutes and took place in a private conference room located at the University of North Dakota School of Medicine and Health Sciences. Data was also collected from the curriculum vitae that was provided by the participant, and through an internet search lasted approximately two hours. The interview was audio recorded and transcribed verbatim which produced eighteen pages of text.

Trustworthiness

To ensure trustworthiness the researchers used multiple methods in order to increase the reliability and validity of the study. First, the recording of the interview was transcribed verbatim. The researchers kept reflexive journals throughout the process to help eliminate any

potential bias and help contribute to confirmability. The researchers added subjective memoing to the interview transcription while they reviewed the data to help track any thoughts, assumptions or biases. The data was analyzed by both researchers in depth, and the researchers discussed codes, categories, and themes that emerged.

Data Analysis/Findings

The interview was recorded and then transcribed verbatim by the researchers. The Kawa model was used to guide the process of data analysis. The researchers looked at what the turning points were in Janeene's journey as an OT. The categories represent different cross-sections of context that influenced her journey. The themes that emerged reflect different elements that have shaped Janeene's roles from past to present.

To begin the initial analysis process the researchers started by coding the data from the transcription. The researchers used a cut and paste procedure from a hard copy of the transcription to organize the data by concepts. The codes were developed from keywords or phrases from the interview. Inclusion criteria for the codes were that if the phrases or words were repeatedly used or emphasized within the interview. The initial coding process produced fifteen codes. Exclusion criteria for the codes were that if the codes had similar meaning to another code or if they were not recurring in the interview transcription. The codes were discussed further by the researchers and two were excluded from the study. Examples of the codes continuously represented in the data include: occupational therapy, mental health, leadership, rewarding career, educator, academic standards, money, and rural.

The thirteen codes remaining were then grouped into three different main categories based on commonalities between the codes. The three main categories that were identified collaboratively by the researchers include: *principles of OT practice, evolution of education in*

OT, and environmental factors that influence OT. The codes were then grouped within each category multiple times before three to four initial themes were generated for each category by the researchers using reflective notes and discussion. Each theme statement was created to depict Janeene's personal perspectives that she stated during the interview. A final assertion statement was generated by the researchers combining the themes to generate a statement that represented Janeene's perspectives that became apparent during the interview.

Category One: Principles of OT Practice

Theme One: She believes that models and frames of reference have been instrumental in helping OT practice expand which has made OT identity stronger. Janeene believes that OT models and frames of reference have been an important part of what OT practice has evolved into today. Janeene continues to emphasize the importance of using theory to guide practice in the educational program she leads in North Dakota. She believes that using occupation as a means to an end will help to promote recovery, and separate occupational therapy from other health care professions. Janeene expressed this in the following statements:

"...I think that models and frames of reference, have been instrumental in helping us to know who we are and what we do. They help us to lineate occupation, what it is, how does the person or the environment interact with occupation and all that together and so I think it's been ... it helps us know who we are."

"...First of all, I think that we're much more clear in the identity of our profession. I was educated in the medical model. And so, we didn't talk a ton about occupation or occupation based practice. The practice framework didn't exist then. We had something called, Uniform Terminology. And so I think we've become much more clear in what occupation is and how we help people return to occupation."

Theme Two: Janeene believes that the client drives everything we do as occupational therapists. She believes occupational therapy is a great profession because of the holistic value that it holds. She stated that the client-centered approach that OT practitioners use truly makes a difference in the therapeutic process:

“...We finished cooking and I looked over at her and tears were running down her face. I remember having a minute of panic, like, oh no, now what! And she just said to me, I can cook for my kids now. I can actually go and make them something besides pizza and hotdogs and sandwiches. And I think at that moment in time, I realized how something so small, that we just take for granted, can have such an impact on somebody and their life forever. Um that was as turning point in her life. And OT did it for her.”

“...it is an extremely rewarding career, like I said. You really get to make a difference in people's lives on a day to day basis, what we consider simple things, but so important to independence and dignity.”

Theme Three: She can see the future of practice for occupational therapy and how the scope of practice can expand to new areas. Janeene envisions that the occupational therapy profession will keep expanding and grow into new areas that were never thought of before because of the continually changing healthcare needs of our population:

“...there's always certifications. I think it would be really interesting to be certified in dialectical behavior therapy, or DBT. I'm really interested in working with the community, related to the opioid crisis. Using mindfulness, meaningful occupation, some of those kinds of things. Maybe doing some research in conjunction with PT regarding the opioid crisis, so, there's always lots of things I want to do yet.”

“...I also think that the capstone experience is really going to help move the profession into new areas of practice, like better community-based practice, and an example, one of my students suggested the other day that the OT could be working in a dental office, helping those kids that have sensory issues. Helping parents know how to help brush their teeth when they have oral defensiveness.”

Theme Four: Janeene has had many leadership positions over her professional career, has embraced the challenges, and found success as a leader. From the very beginning and throughout her career she has been presented with leadership opportunities. She accepted the roles and leads with passion and integrity, to lead medical facilities and educational programs into the future:

“...I was asked to apply for it by the dean of our school and by the faculty at Mary. And so um, it seems like when I got out of school ... I have leadership roles pretty much all the time, right, shortly after I started. And so, it just was a good fit for me and I moved into that position ... first of all, I was asked to, and then I was very interested in it.”

Category Two: Environmental Factors That Influenced OT

Theme One: Janeene has been mindful throughout her career about financial resources and how it can affect education and care. She is aware of how the occupational therapy profession is affected by financial resources. Janeene is optimistic that AOTA will keep the OT profession relevant and do their part to keep the professions reimbursement rates where they should be. She believes that we need to do our part to stay involved in what is happening at the legislative level with health care. She understands the financial burden that students undertake and is doing her best to keep education expenses down for the occupational therapy students during the transition to the doctorate program:

“...University of Mary is private, but we're also one of the lowest tuitions for a private school, a catholic private school in the nation. And so, keeping that tuition so that students aren't taking on so much debt load. Um that's my biggest concern, is what is the debt load student are taking on and how our job is going to keep pace with that, and be, you know we don't want to have your whole entire income going to past student loans either.”

“...AOTA will continue to work on and um you know we want to make sure that we're being involved in conversations at the legislative level and on Capitol Hill and those kinds of things, so I'm forever and eternal optimist and think that things can change and we are such a creative profession that we'll figure it out.”

Theme Two: She values Certified Occupational Therapy Assistants (COTA) in professional relationships, but is concerned about the COTA opportunities in North Dakota. Janeene thinks that the COTA profession is valuable. She believes that they are a very important part of the healthcare team and play an important role in providing patients with care. She understands that COTAs are underutilized in the state of North Dakota and that it influences future student's choices in pursuing it as a career. She believes that COTAs are challenged in North Dakota because of supervision laws, she explained:

“...I've had friends who had COTA's that have had a hard time finding jobs in North Dakota. So I think that can be challenging if they aren't willing to think outside the box a little bit in terms of what they can do.”

“...I think the OTA programs have a bigger impact outside of North Dakota. I think it's hard because of the real nature of our state and supervision and those kinds of things. Where OTA is, you know, if I talk to my colleagues that work in big cities, OTA has really helped meet the shortage of therapists.”

“...It's very helpful. But in North Dakota we don't use a ton of OTA's.”

Theme Three: North Dakota occupational therapy programs are designed for students to feel competent and have the skills that they need to practice in rural settings. Janeene is an advocate for preparing future graduates of their program to have the skills to practice in rural settings. The University of Mary Occupational Therapy curriculum provides students with opportunities to become rural practitioners through program development projects as well as rural fieldwork placement opportunities. She pursues expanding occupational therapy to new parts of the country where the services may have not been provided before:

“...We've been able to make a fairly decent dent in the shortage in Montana of therapists. We're starting to see students be moving into little towns like Harve, MT, and those kinds of places where they never even had an OT before”

“...they do a program development and they can pick whatever they want. And some of them pick rural things. Um and some of them don't. I would say I have a lot of people who are interested in working with farming population or ranching population”

“...our students graduate with the skills they need to practice in a rural setting. Can they be responsible to go down that gravel road and provide therapy to that little school house where there's 15 kids that go to school. So it just, it makes you think a little bit different.”

Category Three: Evolution in OT education

Theme One: The students provide challenges and bring creativity and passion which has influenced Janeene to become an educator. Janeene has always enjoyed educating students since the beginning of her career as an OT. She has a passion for the education of future occupational therapy students and strives to be the best she can be. She takes responsibility of what she provides to students and is excited about the challenges of preparing students to become the best

professionals they can be by the time they become practitioners. She reflects some of her beliefs in the following statements:

“... you know after my first year of practice. I took my first field work student, and always had students and loved my time with them. I liked that they brought a lot of new ideas to practice. They had a lot of creativity. They really kept me on my toes and kept me thinking. I had to explain what I was doing and why I was doing it.”

“...I love teaching. I don't really ever see myself returning to practice. Um students provide a lot of reward in their passion and their enthusiasm for OT, and they also provide challenge. Helping them grow into professionals, no one starts a program seeing themselves as a professional, and so what are their professional skills, what are their behaviors they want to improve. What are their career goals, and how do you help them get to where they want to be by the time they're ready to enter the workforce.”

Theme Two: She is excited about opportunities that have evolved in the profession related to the increased of rigor and standards. Janeene is enthusiastic about the continuously increasing the standards of the occupational therapy program at the University of Mary to meet the changing standards within the profession. She believes that occupational therapy is going to grow into new areas of practice to better meet the needs of the population. She states that the increased rigor and accreditation standards of educational programs to use evidence-based practice is influenced by the changes in health care. She expresses her beliefs in the following statements:

“I also think that the capstone experience is really going to help move the profession into new areas of practice, like better community-based practice”

“I think it is important to help our students stay competitive in the workplace, especially in relation to leadership positions. So if there's a management position open in terms of director of rehab, if ah PT has a doctorate and if the nurse has a doctorate, and you know all these other professions are moving to that level and the OT's at a masters level”

“...a lot of that is just driven by our accreditation standards. There's so many standards and so many things to get through that it doesn't fit in a typical two years or ... you need more and more time, or you need graduate levels so that you can increase the rigor of what's being provided. And it just, it... It also is reflective I think of the changes in health care.”

“...was very focused on evidence based practice. So, what is your client, what are they like, what does the evidence say, is it good evidence, analyzing the evidence, analyzing the statistical tests that were done”

Theme Three: Janeene is passionate about being an educator to students and takes initiative to be a lifelong learner. Janeene has always strived to continue her education. From earning her Bachelors of Science in Occupational Therapy, then her Masters, and then her Doctorate. Janeene is currently working on her Doctorate in Education and anticipates graduation in 2020. She wants to continue learning to be the best educator she can be and is passionate about learning new ways she can promote the learning of others:

“...you can always be a better teacher. I mean you can always ... you can just challenge yourself to do it better the next time.”

“...I think it would be really interesting to be certified in dialectical behavior therapy, or DBT. I'm really interested in working with the community, related to the opioid crisis. Using mindfulness, meaningful occupation, some of those kinds of things. Maybe doing some research in conjunction with PT regarding the opioid crisis, so, there's always lots of things I want to do yet”

Theme Four: Being an educator has opened doors for Janeene to new opportunities for personal and professional growth, and promotion of the field of occupational therapy. Janeene enjoys what she does and feels that it has influenced her in many ways. She is able to promote the field of occupational therapy from the position she holds through education, research, and being able to influence future practitioners to become the best they can be. Being the Director of the Occupational Therapy Department at the University of Mary has opened doors to meet new people, and to be involved community of Bismarck, ND. Janeene states that her career has been overall really rewarding and that she is very happy that she has become an OT. She reflects on these beliefs in the following statements:

“And then on a personal basis, it's really given me a really rewarding career. Um I like my job, I've always liked my job. Um I don't think there's a lot of people that can say that. Certainly everybody has bad days at work, but I've loved being an OT.”

“I'm pretty invested in my career and in the University and do a lot of additional things at the University in terms of committees and just being involved in things going on, with students, the student activities”

From the analysis of these themes and patterns the researchers developed a final assertion statement from the interview: Janeene Sibla is a passionate educator both personally and professionally. She is an advocate for adhering to high standards of educators and preparing students to meet challenges unique to rural practice.

Discussion/Conclusions

The purpose of this study was to give current and future occupational therapist a view of Janeene's journey as an occupational therapist practicing in North Dakota. It is important to note that events such as laws and changes in the professional association can have an impact on the profession as a whole as well as career choices. This study also looked at how occupational therapy has evolved since Janeene began in the profession in 1989.

The researchers were given an interview schedule that was developed with the Kawa model and were given the opportunity to ask about her journey or river in regard to her career. It looked at her early years in practice and her transition into academia including leadership roles and community service. The researchers coded, had themes emerge, and created categories that encompass all of the information collected. These categories were principles of OT practice, evolution in OT education, and environmental factors that influenced OT.

During Janeene's early career, there was increased focus on medical professions with occupational therapy working on defining their roles, scope of practice, and identity (Christiansen & Haertl, 2014). Janeene reflected on how she was educated with the medical

model where the focus was not on occupation or occupation-based practice. She even stated that there was not a practice framework when she was going to school in the 1980's. Janeene went on to say that there were not really any theoretical models when she was in school except MOHO. She has seen models and frames of reference help OT practice expand which has made the professional identity stronger.

During the last 20 years, there has been several changes in regards to entry-level requirements for occupational therapy programs (AOTA, 2017; AOTA, 2018; AOTA, n.d). The changes from a bachelor's degree, to a master's degree, and now the shift into the doctoral degree has impacted Janeene's academic career. Janeene is excited about the transition into the doctoral degree because it will help future occupational therapist in leadership roles and adapt to the changing healthcare system. This is reflected in the Kawa model in that Janeene views the transition as driftwood that she looks at with optimism (Turpin & Iwama, 2011).

In the 1990's, the Balanced Budget Act of 1997 affected the field of occupational therapy (Christiansen & Haertl, 2014). There was a decline in jobs and people pursuing the field of occupational therapy (Christiansen & Haertl, 2014). The causality of this act has made Janeene mindful of the financial resources throughout her career.

Janeene is a leader in occupational therapy education in North Dakota. She has been an anchor at the University of Mary from being an adjunct professor to now being the director of the occupational therapy program. Through this life history, Janeene's passion for the occupational therapy profession was made evident by her commitment to the University of Mary and the students there. Janeene is a passionate educator both personally and professionally. She is an advocate for adhering to high standards of educators and preparing students to meet challenges unique to rural practice.

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Appendix
Life History Project Janeene Sibla OTD, OTR/L
Sara Anderson, OTS & Colter Pettit, OTS

Principles of OT Practice	Evolution in Education in OT	Environmental Factors that Influence OT
↓	↓	↓
Codes: Occupational Therapy, Mental Health, Clients, New Opportunities, Leadership, OT Theory	Codes: Rewarding Career, Educator, Academic Standards, Students	Codes: Academia/Education, Money, North Dakota COTA, Rural
Theme: She believes that models and frames of reference have been instrumental in helping OT practice expand which has made OT identify stronger.	Theme: The students provide challenges and bring creativity and passion which has influenced Janeene to become an educator.	Theme: Janeene has been mindful throughout her career about financial resources and how it can affect education and care.
Theme: Janeene believes that the client drives everything we do as occupational therapists.	Theme: She is excited about opportunities that have evolved in the profession related to the increased of rigor and standards.	Theme: She values COTA in professional relationships but is concerned about the COTA opportunities in North Dakota.
Theme: Janeene can see the future of practice for occupational therapy and how the scope of practice can expand to new areas.	Theme: Janeene is passionate about being an educator to students and takes initiative to be a life-long learner.	Theme: North Dakota occupational therapy programs are designed for students to feel competent and have the skills that they need to practice in rural settings.
Theme: Janeene has had many leadership positions over her professional career, has embraced the challenges, and found success as a leader.	Theme: Being an educator has opened doors for Janeene to new opportunities for personal and professional growth, and promotion of the field of occupational therapy.	
Assertion Statement: Janeene Sibla is a passionate educator both personally and professionally. She is an advocate for adhering to high standards of educators and preparing students to meet challenges unique to rural practice.		