



2018

## Evolution of Occupational Therapy Practice: Life History of Lavonne Fox, Ph.D., OTR/L

Drew Mapes

Hannah Halbakken

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/ot-oral-histories-papers>



Part of the [Occupational Therapy Commons](#)

---

### Recommended Citation

Drew Mapes and Hannah Halbakken. "Evolution of Occupational Therapy Practice: Life History of Lavonne Fox, Ph.D., OTR/L" (2018). *Oral History Student Papers*. 40.  
<https://commons.und.edu/ot-oral-histories-papers/40>

This Student Paper is brought to you for free and open access by the Occupational Therapy Oral Histories at UND Scholarly Commons. It has been accepted for inclusion in Oral History Student Papers by an authorized administrator of UND Scholarly Commons. For more information, please contact [und.common@library.und.edu](mailto:und.common@library.und.edu).

Evolution of Occupational Therapy Practice: Life History of Lavonne Fox, Ph.D., OTR/L

Drew Mapes, MOTS & Hannah Halbakken, MOTS

University of North Dakota

### **Abstract**

The purpose of this qualitative life history study was to gather information about the history and evolution of occupational therapy (OT) practice in North Dakota and Wyoming through life histories of individuals who have been influential in developing OT in these two states. The individual chosen for this study was Lavonne Fox. A purposive sampling method was used to select the participant for the study. A semi-structured interview was done with Lavonne Fox at the University of North Dakota School of Medicine and Health Sciences. The researchers transcribed the interview data verbatim. From this data, codes, categories, themes, and assertions emerged. The central categories representing Lavonne Fox's life history included: Character, View of OT, Professional Achievements and Goals, and Discrimination and Diversity. The findings indicate that Lavonne has obtained many achievements as well as held many positions in OT, which has allowed her to be an influential person in the OT profession. Despite the changes in OT over time, Lavonne Fox has remained client-centered and emphasized the holistic aspect of OT. She has promoted change in the profession of OT by emphasizing the importance of diversity and cultural competence for OT practitioners. Her strong values and beliefs have helped her to overcome difficult circumstances and motivated her to cause positive change.

### **Introduction**

The purpose of this study was to understand the experiences of Lavonne Fox, an influential occupational therapist who has impacted the profession of OT. This life history is one of 31 life history interviews which are 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 OT practice in North Dakota and Wyoming through life histories of individuals who have been influential in developing OT in these two states. 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 OTs a view of the history and how OT practice has evolved from its inception to current practice in North Dakota and Wyoming. The study design is a qualitative research design using a life history approach, which allowed the focus to be on Lavonne Fox's involvement in the evolution of OT practice. An interview to gather information about Lavonne was done at the University of North Dakota (UND) School of Medicine & Health Sciences in Grand Forks, North Dakota. This interview took place face-to-face in Lavonne's office.

### **Description of Participant**

When Lavonne Fox was 14, she picked up a brochure in health class, read it, and immediately knew she would be an OT after that moment. Lavonne is Native American, and she grew up on a reservation. There were no opportunities to observe OTs where Lavonne grew up. However, without these opportunities, she was sure she wanted to be an OT after looking at the brochure and the way it explained OT's holistic approach to healthcare.

Lavonne obtained her Certified Occupational Therapy Assistant (COTA) degree in 1984. As a COTA, she worked in the school systems at Grafton Developmental Center with individuals

who have developmental disabilities. She also spent some of her time working at a nursing home in East Grand Forks, ND. As a COTA, Lavonne worked at United Healthcare in the acute care unit, which is now known as Altru. While working at United Healthcare during the week, she would drive up to Grafton, ND on the weekends to do all of their splinting for clients. In addition to working as a COTA at United Healthcare, Lavonne was attending UND to obtain her registered occupational therapist (OTR) degree.

In 1991, Lavonne became a registered occupational therapist (OTR), and she then received her advanced master's in 1997. As an OTR, she worked in Dickinson, ND and started a psychology program there. She also worked in hand therapy, home health, and a nursing home. Lavonne obtained her doctorate degree in higher education and leadership in 2003. She currently works as the graduate director and coordinator at the School of Medicine at UND.

One of Lavonne's valued roles within her life is being a family member. She has children of her own and a total of four grandkids. She started her family while attending school and working in the OT profession. Last November, Lavonne adopted her brother's two children after he passed away. Those two children are now in kindergarten and third grade. Despite life circumstances, Lavonne indicated that she finds a way to balance her roles.

A few of Lavonne's achievements include, helping establish the COTA program in East Grand Forks. Also, she began the idea of the "intervention binder" for students in the UND OT Program. The "intervention binder" is an organization tool used by students throughout the program to gather potential interventions for various settings and for clients with different diagnoses for future practice. Lavonne has achieved multiple honors and awards as an OT over the years. Some of these include: The Service Award from the American Occupational Therapy

Association (AOTA), Outstanding Faculty Member award, and the Florence Nightingale Phenomenal Woman Award.

Nationally, Lavonne has been active since 1996. She is active in the Multicultural, Diversity, and Inclusion Network (MDI). MDI is a network of groups of diverse identities and affiliations that support the increase of diversity and inclusion in OT. Specifically, Lavonne serves as the chairperson for the Network for Native American Practitioners. One of the reasons she is involved in this network is because she has experienced situations of discrimination within her practice as an OT. These experiences have challenged her and helped shape her focus in the profession. One of her goals is to help prepare other OTs to deal with diversity in clients and colleagues.

### **Literature Review**

The OT profession has evolved since the 1970s and 1980s due to events and legislative changes. In the 1980s, OT's began to be more focused on function rather than disability (Cole & Tufano, 2008). Prior to the 1980s, OT's had been more focused on disease and disability rather than focusing on function and adaptations for individuals. This shift impacted the ways OT's viewed their clients, and it led to a more "top-down" approach in the 1980s. The top-down approach is a client-centered approach which focuses on first examining a client's abilities, strengths, and occupational performance rather than a client's limitations and disabilities (Weinstock-Zlotnick & Hinojosa 2004). In 1986, the American Occupational Therapy Association (AOTA) board of directors voted to create the National Board for Certification in Occupation (NBCOT) (Christiansen & Haertl, 2014).

Legislative changes, such as the enactment of the Balanced Budget Act of 1997, caused a reduction in available positions for OTs during this time period and resulted in several OT's

being laid off from their jobs. Due to the Balanced Budget Act of 1997, fewer individuals applied to OT programs, which led to the closing down of some programs due to low enrollment. This was due to the substantial cuts in funding from Medicare resulting from this Act (Christiansen & Haertl, 2014). In the 1990s, there was also an increase in productivity standards, and reimbursement for OT services became based on outcomes. This meant that OT's had to see more patients throughout the day and that documentation of outcomes had to be clear and show that clients were making progress in order for insurance companies to reimburse for therapy. During this time, there was also an increasing amount of research done in occupational therapy practice. Occupational science, or the study of what individuals do and the meaning of occupations, was becoming the foundation for occupational therapy (Christiansen & Haertl, 2014).

When OT first became a profession in 1917, its roots were in mental health. Throughout the evolution of the profession, OT's began to drift away from mental health practice and move towards doing more work in physical dysfunction settings. Currently, OTs are starting to get back to working in community-based mental health settings and are focusing on identifying OT's role in mental health settings (Peters, 2011).

### **Theory**

The theory guiding this study was the KAWA Model. The KAWA Model uses a metaphor of a river and its various elements to describe an individual's life history (Turpin & Iwama, 2011). It also uses elements of the river (rocks, walls, driftwood, and spaces) to represent life circumstances. The "flow" of the river is representative of an individual's life flow and is shaped by the elements surrounding it (rocks, walls, driftwood, etc.). The river walls and floor represent an individual's context and environment, including one's physical environment, social

environment, etc. The rocks represent problematic life circumstances that are relatively permanent, and driftwood is representative of an individual's personal attributes that can be changed more easily. The spaces within the river are the areas where the water still flows and has not been obstructed by rocks, driftwood, etc. (Turpin & Iwama, 2011).

The goals of OTs are to maximize the amount of spaces where the water can flow to increase an individual's life flow, or harmony in life (Turpin & Iwama, 2011). Harmony, according to the model, is a state of well-being which is characterized by a strong life flow within an individual's context (Turpin & Iwama, 2011). This model guided the project by giving a clear picture of Lavonne's positive and negative life experiences and how they have shaped her into the person she is today.

### **Methodology**

This was a qualitative study using a life history approach. This approach is used to understand an individual's life story and viewpoints about events that have happened in his or her life (Lune & Berg, 2017). The life history approach to research allowed the two researchers' focus to be on Lavonne Fox's journey and her involvement in the evolution of OT practice.

The participant in this study was assigned from a list developed by the project directors through purposive sampling. There were no specific gatekeeper issues, and initial contact with the participant was made by the project directors. Informed consent was obtained prior to the interview with the participant.

Prior to the interview, the two researchers reviewed the participant's professional vitae, which was sent to the researchers via email. A semi-structured interview was then completed to collect information for the study. The semi-structured interview was guided by an interview schedule prepared by the project directors. The questions were designed to be used with all the



individuals interviewed as part of a larger project. The researchers were allowed to modify or add interview questions as needed for each specific interview. The interview was done face-to-face at the University of North Dakota School of Medicine & Health Sciences in Lavonne Fox's office and was approximately one hour and 15 minutes long. The interview was audio-recorded, transcribed verbatim, and coded. From the codes, categories, themes, and assertions emerged.

Trustworthiness was established through the use of a data trail and a reflexive journal throughout the study by both of the researchers. The researchers' biases and personal opinions about the study were documented in the reflexive journal at several points throughout the study, which included reflecting on the interview schedule questions, interview process, transcription, and analysis of data. This aided in increasing validity and reliability of the study results and increasing objectivity. In addition, the data was transcribed verbatim to ensure that the collected data was objective and valid. The researchers interpreted the transcribed data by memoing. Memoing helped the researchers draw interpretations from the raw data and note opinions and ideas about the research data. Member checking was used by sharing the findings with Lavonne to ensure credibility of the data analysis.

### **Data Analysis/Results**

After the interview, transcription, and memoing of the collected data, the researchers coded the data. During the initial phase of analysis, the transcription data was analyzed by the researchers, and 21 codes were developed (see appendix for code list). During analysis, the researchers read through the transcribed data and the memoed notes. The researchers then grouped similar statements and ideas given by Lavonne to establish each code. From the 21 developed codes, four categories emerged: Character, View of OT, Professional Achievements and Goals, and Discrimination and Diversity. These categories emerged by grouping similar

codes which helped explain Lavonne's life circumstances and journey. Two-four themes were developed for each category, and from these themes and categories, two final assertions emerged from the data.

The KAWA model was used to guide our data analysis by providing a structured way to approach Lavonne's life history. Lavonne's life circumstances are similar to elements of a river, which have, at times, enhanced or hindered Lavonne's life flow and harmony. The model guided our data analysis by helping to reveal elements of Lavonne's theoretical river to find the important codes, categories, and themes which encompassed aspects of Lavonne's life. With the guidance of the KAWA model, the researchers developed two final assertions based on the analysis of codes, categories, and themes. The categories that were formed from the data analysis are outlined and described below, along with the corresponding themes.

#### **Category One - Character:**

**Theme One: The power of the mind is the key to overcoming difficult circumstances and growing personally and professionally.** Lavonne believes an individual can overcome challenging circumstances that inhibit life flow or harmony by choosing one's attitude and refusing to allow difficulties to determine the future. The quote below is Lavonne's response to a situation in which she faced discrimination based on her ethnicity:

*"And then I thought, 'That person doesn't even know who I am. So why am I letting them basically determine my future?'"*

**Theme Two: Lavonne Fox's background, education, and family led her into the field of OT, which is now a part of her identity and who she is.** Lavonne knew immediately after looking at the brochure at age 14, that she wanted to be an OT. The profession aligns with her

existing values and beliefs along with the holistic view of individuals. She has been involved in OT since she entered the COTA program at the age of 16:

*"I don't know what it would be like to not be an OT. So actually. . . the best way to put it is, it's who I am."*

**Theme Three: Lavonne believes a successful leader views failure as opportunity to learn and allows others to lead as well.** She believes leaders can fail, and this failure is part of what makes a leader successful because of the learning that happens due to failure. She has obtained her PhD in higher education and leadership, which has helped her understand that a leader is able to step back at times and allow others to lead. She stated that teaching others to be leaders is also an important part of being a leader.

*"...I studied across the board and across cultures and internationally, those who were believed to be top leaders, also failed a number of times, but didn't see failure as a bad thing. They saw failures as opportunity because they learned."*

*"A good leader steps back and follows and teaches others to lead. So, when I lead something, I mean, when I leave it, there should be other people who can easily pick up behind me. You don't leave someplace or something, and it falls apart. That meant you were not a good leader, right? You were trying to do everything yourself and didn't teach anybody."*

### **Category Two - View of OT:**

**Theme One: Lavonne Fox believes that the value of occupation will vary depending on an individual's culture, therefore, a client's culture should be considered prior to engagement in occupation to enhance intervention outcomes.** From personal experience, Lavonne sees the importance of placing the culture before occupation. Occupation varies by culture. By placing

occupation first, there is a potential that the therapist could diminish or eliminate a client's motivation and desire to engage in therapy. This may happen if the OT is focusing on interventions which are not valued within an individual's culture.

*“So if you don't understand the culture of the client and your own culture, you're going to use your culture to define what their occupations are, and you're going to fail.”*

**Theme Two: OTs have a broad range of complex skills which allow them to address physical and mental well-being of clients.** Lavonne stated that as OT has evolved over time, its focus on mental health has varied. She stated that many OTs do not focus on mental health but rather on physical disabilities. Currently, OTs have been more interested in getting back to community-based mental health, which she believes is an important aspect of being an OT, whether one is working in a physical disability or mental health setting. She also indicated that OT's should not minimize the skills they have. She indicated that there are many skills an OT must learn in order to help individuals with desired activities and occupations.

*“...We lost some of what our foundation was. And then you would see programs moving to drop the mental health piece, just focus on...across the lifespan, but was mostly physical disabilities. And now you see the profession trying to get back into mental health. Because if we're going back to more community-based, that's a huge aspect. It is kind of frustrating because it's like 'why didn't you just stay there in the first place?’”*

*“Sometimes OT really minimizes itself by saying, 'Oh, it's just ADLs [activities of daily living].’ It's not just ADLs. You have to know muscle function. . .you think of all the stuff you have to know in order to do that ADL, whether it's fine motor, gross motor, eye-hand coordination. It's complex.”*

**Theme Three: As OT changes over time and productivity standards increase, OTs should not lose sight of the value of client-centeredness.** Client-centeredness is an important aspect of OT which should not be compromised despite changing legislation and productivity standards, according to Lavonne. Many therapists have a “therapist-minded” mentality, which is not reflective of a holistic, client-centered OT perspective.

*“...we lost some of the mental health piece, because people would just go in and do what they had to do to get out and go to the next one.”*

*“...There's so much pressure now for productivity...How many units you get in, that started in the 90s. And...now Medicare's pushing back and saying we're only going to reimburse based on outcomes.”*

*“You hear ‘client-centered,’ and it comes from all different professions, but you don't see it always.”*

### **Category Three - Professional Achievements and Goals:**

**Theme One: She is the coordinator, graduate director, and will be the experiential coordinator at the University of North Dakota School of Medicine & Health Sciences, and she strives to help students gain experience by providing opportunities for them to stimulate their passions and desires.** Lavonne has been passionate about teaching others since she was young. Being the oldest out of seven, and she stated that she has always had a love for teaching and leading others. She also believes that educational experiences should not just be clinical, but should allow students experiences which allow them to do something they are passionate about:

*“I like learning, and you learn better when you teach someone else.”*

*“So one of my goals, as long as I'm in this position is that you don't use it for just that*

*advanced clinical, it should be advanced experiential... You do something that really, maybe just stimulates your passion or because of your passion, you experience it more.”*

**Theme Two: Lavonne Fox works at the national level to act as a “squeaky wheel” and prepare OTs to prepare to deal with diversity in their clients and colleagues.** She has been active nationally since 1996. The majority of her work at the national level involves helping OTs to have a greater understanding of diversity. She is determined to act as a constant, bold voice to change the way diversity is presented and taught in OT.

*“The purpose is to be the squeaky wheel at a national level on diversity and inclusion.”*

**Theme Three: She helped start a COTA program in East Grand Forks, ND, a Psych program in Dickinson, ND, has worked with the presidents of AOTA, and started the “Intervention Binder” for students at the University of North Dakota School of Medicine & Health Sciences.** Much of Lavonne’s time and efforts have been spent improving the field of OT, demonstrated by these accomplishments.

#### **Category Four – Discrimination and Diversity:**

**Theme One: Lavonne Fox has had many positions which have helped to advance the OT profession, which has allowed her a level of influence at the national level.** Nationally, Lavonne’s goal is to promote competence about diversity and varying cultures. Her position with the MDI organization allows her opportunities to push the profession to be more diverse and inclusive, because she indicated that this is part of OT that is lacking.

*“So that I think I put down as one of my biggest challenges, pushing to get more information out about different populations and kind of trying to push the profession to prepare to deal with diversity in their clients and colleagues.”*

*“All of us work together and try to...push the profession to be more diverse and inclusive.”*

*Because believe it or not, OT's are not very diverse and inclusive."*

**Theme Two: Her difficult experiences with discrimination and life circumstances have influenced her desire to educate others about diversity and cultural competency and to enhance the client-centeredness and holistic view of OT.** Lavonne is Native American, and she has personally experienced discrimination in the school and in the workplace settings. Some of her experiences include individuals calling her names and refusing to work with her. While attending school to be a COTA, Lavonne let one of these experiences impact her performance and her GPA fell dramatically. She stated that, over time, she learned that these were single experiences which could provide an opportunity for her to help increase awareness of diversity and cultural differences in a positive way.

*"One of the things I've dealt with...probably why I'm so interested in diversity and being culturally competent more than anything is because of experiencing discrimination."*

*"You could have a bad experience with one person and they happen to be, let's say, Native American, but that doesn't mean all of them are."*

*"That's what stimulated my professional direction and my aim to push cultural competence and understanding (referring to experiences of discrimination)."*

### **Assertions**

From the collected and analyzed data, two final assertions emerged: Lavonne Fox has held many positions and has helped to advance the OT profession, which has allowed her a level of influence at the national level. She believes that difficult experiences and failures create opportunities for an individual to grow and to learn, and Lavonne Fox's difficult experiences with discrimination and life circumstances have influenced her desire to educate others about diversity and cultural competency and to enhance the client-centeredness and holistic view of OT.

### **Discussion/Conclusion**

As OT was changing its focus to be more function-based and top-down, Lavonne engrained these principles into the way she approached her clients (Cole & Tufano, 2008). Throughout her practice as an OT and currently as a professor and graduate coordinator at the UND School of Medicine and Health Sciences, she has viewed OT as being a holistic, client-centered profession. Passing of legislative laws, such as the Balanced Budget Act, impacted Lavonne's practice and the way she viewed OT as well (Christiansen & Haertl, 2014). She indicated that the push for productivity during this time is why OT lost some of its focus on mental health. She has consistently viewed OT as an area of practice that should not only be focused on physical disabilities but also mental health. She views OT's current focus on mental health and implementing community-based mental health aspects into practice as positive, yet she believes OT never should have strayed away from that part of the profession as it evolved.

Lavonne used client-centered occupations during interventions with her clients when she was an OT, which reflected the research done during the 1990's on the meaning of occupation and occupational science (Christiansen & Haertl, 2014). During her practice as an OT, she remained focused on what individuals' goals were and helped them meet those goals through occupations that were important to them. Although she did agree with the research on occupation and that occupation was important to success, she used this knowledge as an opportunity to not only consider occupation, but to consider one's culture as well. Her current belief is that without first considering an individual's culture, therapists cannot successfully implement occupations because occupations vary by culture.

The KAWA Model helped guide this study, as it gave a metaphoric representation of a river to represent Lavonne's life flow and harmony in life (Turpin & Iwama, 2011). It helped



give the researchers a better understanding of contextual influences and barriers, represented by elements in the river that may enhance or obstruct “flow” in Lavonne’s life. Lavonne has encountered barriers and difficulties, or “driftwood” in her life which have, at times, negatively impacted her. An example of this in her life was when she encountered discrimination. However, these temporary difficult circumstances were not permanent in Lavonne’s life, and she used her difficult circumstances to motivate her to promote change and cultural competency for other OT’s. She also viewed temporary life flow obstructions, such as failures, to help her learn from her mistakes. Lavonne’s beliefs about the power of the mind, keeping a client-centered focus, and holistic view of OT are a few of the aspects of her life that keep her life flow strong. She has held several positions and attained many accomplishments nationally to better the OT profession.

Lavonne is passionate about being engaged and involved in the advancement of the OT profession. She also finds importance in being engaged in whatever she chooses to do: whether it’s being a family member or an OT. Her drive to live her life to her fullest potential and engage in all of her roles impacts both her body and mind. Her drive for life has shaped how she chooses to approach the OT profession. Lavonne’s life history adds to the professional body of knowledge of OT practice because her individual advancements work to shape the OT profession as a whole, such as by promoting cultural competency and positive change. OT would not evolve in a positive way without all of the individuals within the profession working together.

Understanding Lavonne Fox’s history as an OT allows further understanding of OT’s history and gives us an understanding of where it is heading in the future. Throughout Lavonne Fox's life as an OT, her remarkable work to better the profession has impacted students, fellow colleagues, and OT practitioners. Her voice is heard statewide and nationally, and she continues to work hard on behalf of the OT profession.

## References

- Christiansen, C. H. & Haertl, K. (2014). A contextual history of occupational therapy. In B.A. Boyt Schell, C. Gillen & M. E. Scaffa (Eds.). *Willard & Spackman's occupational therapy*. (12th ed., pp. 9-34). Philadelphia, PA: Lippincott Williams and Wilkins.
- Cole, M. B. & Tufano, R. (2008). *Applied theories in occupational therapy: A practical approach*. Thorofare: SLACK.
- Lune, H. & Berg, B. L. (2017), *Qualitative research methods for the social sciences*. (8<sup>th</sup> ed.) Boston: Pearson.
- Peters, C. (2011). History of mental health: Perspectives of consumers and practitioners. In Brown, C. & Stoffel, V. C. (Eds.). *Occupational therapy in mental health: A vision for participation* (pp. 17-30). F.A. Davis Company
- Turpin, M., & Iwama, M. K. (2011). *Using occupational therapy models in practice: A field guide*. New York, NY: Elsevier, Inc.
- Weinstock-Zlotnick, G., & Hinojosa, J. (2004). Bottom-up or top-down evaluation: Is one better than the other? *American Journal of Occupational Therapy*, 58(5), 594-599.  
doi:10.5014/ajot.58.5.594

## Appendix

The Life History of Lavonne Fox, Ph.D., OTR/L, Associate Professor

*Hannah Halbakken, MOTS & Drew Mapes, MOTS*

### CODES

<p>Values and Beliefs Harmony Identity Leadership Power of the Mind</p>	<p>Family Background Barriers Settings Education View of OT</p>	<p>Engagement in Occupation Changes in OT Over Time Ethics Lack of Client-- Centeredness Achievements</p>	<p>National Involvement Goals Teaching Discrimination Diversity</p>
---	---	---	---

### CATEGORIES and PATTERNS/THEMES



CHARACTER	VIEW OF OT	PROFESSIONAL ACHIEVEMENTS AND GOALS	DISCRIMINATION AND DIVERSITY
<ul style="list-style-type: none"> <li>Lavonne Fox believes that the power of the mind is the key to overcoming difficult circumstances and that negative circumstances can be an opportunity for an individual to grow personally and professionally.</li> <li>Her background, education, and family led her into the field of occupational therapy, which is now a part of her identity and who she is.</li> <li>She believes a successful leader can fail and view failure as an opportunity to learn, and she believes a great leader is not isolated, but rather teaches others and allows others to lead.</li> </ul>	<ul style="list-style-type: none"> <li>Lavonne Fox believes that the value of occupation will vary depending on an individual's culture, therefore, a client's culture should be considered prior to engagement in occupation to enhance intervention outcomes.</li> <li>Occupational therapists have a broad range of complex skills which allow them to address physical and mental well-being of clients.</li> <li>As occupational therapy changes over time and productivity standards increase, occupational therapists should not lose sight of the value of client-centeredness.</li> </ul>	<ul style="list-style-type: none"> <li>She is the coordinator, graduate director, and will be the experiential coordinator at the University of North Dakota School of Medicine &amp; Health Sciences, and she strives to help students gain experience by providing opportunities for them to stimulate their passions and desires.</li> <li>Lavonne Fox works at the national level to act as a "squeaky wheel" and prepare occupational therapists to prepare to deal with diversity in their clients and colleagues.</li> <li>She helped start a COTA program in East Grand Forks, ND, a Psych program in Dickinson, ND, has worked with the presidents of AOTA, and started the "Intervention Binder" for students at the University of North Dakota School of Medicine &amp; Health Sciences.</li> </ul>	<ul style="list-style-type: none"> <li>Lavonne Fox has held many positions and has helped to advance the occupational therapy profession, which has allowed her a level of influence at the national level.</li> <li>Difficult experiences and failures create opportunities for an individual to grow and to learn, and her difficult experiences with discrimination and life circumstances have influenced her desire to educate others about diversity and cultural competency and to enhance the client-centeredness and holistic view of occupational therapy.</li> </ul>



### ASSERTIONS:

<b>ASSERTION 1</b>	}	<ul style="list-style-type: none"> <li>Lavonne Fox has held many positions and has helped to advance the occupational therapy profession, which has allowed her a level of influence at the national level.</li> </ul>
<b>ASSERTION 2</b>		<ul style="list-style-type: none"> <li>Difficult experiences and failures create opportunities for an individual to grow and to learn, and Lavonne Fox's difficult experiences with discrimination and life circumstances have influenced her desire to educate others about diversity and cultural competency and to enhance the client-centeredness and holistic view of occupational therapy.</li> </ul>