

**CURRICULUM VITAE**  
**Elizabeth Larson**  
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(608) 222-3009

**FORMAL EDUCATION:**

- 1996 Doctor of Philosophy, Occupational Science, University of Southern California. Cognate: maternal-child occupations with ecocultural context. Dissertation: *Embracing paradox: The daily experience and subjective well-being of Mexican-origin mothers parenting children with disabilities.*
- 1986 Master's of Science, Human Kinetics, University of Wisconsin-Milwaukee. Major emphasis: motor learning/motor control; minor: psychology of human movement.
- 1981 Bachelor's of Science, Occupational Therapy, University of Wisconsin-Milwaukee.

**POSITIONS HELD:**

- 2009-Present Associate Professor, University of Wisconsin-Madison
- 2009-Present Occupational Therapist, Per Diem, Communication Innovations, Madison, WI
- 1999-2009 Assistant Professor, University of Wisconsin-Madison
- 1998-1999 Project Coordinator, *University of Southern California School-based Occupational Therapy Training Project.*
- 1992-1995 Teaching Assistant, University of Southern California, Los Angeles, CA
- 1991-1999 Private practice school-based occupational therapist, Los Angeles, CA
- 1988-1991 Private practice occupational therapist, Racine, WI
- 1981-1991 Staff occupational therapist, Racine Unified Schools, Racine, WI

**SPECIAL HONORS AND AWARDS:**

- 2015 Fellow of the *American Occupational Therapy Association*
- 2007-2008 Vilas Life Cycle Professorship Award, Women in Science & Engineering Leadership Institute
- 2006 *UW-Student Occupational Therapy Association Teaching Award*
- 2005 *Society for the Study of Occupation: USA Outstanding Service & Leadership Award*
- 2005 & 2006 *DOIT Podcasting Teaching Awards*
- 1998 *Developmental Science Scholarship*, University of North Carolina-Chapel Hill
- 1991-1992 *Maternal Child Health Bureau Leadership Grant Trainee*

**RESEARCH AND PUBLICATIONS:** (\* Peer Reviewed)

**Research and other scholarly papers:**

1. \*Larson, E.A. (1995). The occupation of play: Parent-child interaction in the service of social competence. *Occupational Therapy in Health Care*, 9, 103-120.
2. \*Larson, E.A. (1996). The story of Maricela and Miguel: A narrative analysis of dimensions of adaptation. *American Journal of Occupational Therapy*, 50, 286-298.
3. \*Larson, E.A. (1998). Reframing the meaning of disability to families: The embrace of paradox. *Social Science and Medicine*, 47, 865-875.

4. \*Larson, E. (2000). The orchestration of occupation: The dance of mothers. *American Journal of Occupational Therapy*, 54, 269-280. [Selected for Charlotte B. Royeen (2003, Ed.) *Pediatric Issues in Occupational Therapy: A Compendium of Leading Scholarship*. American Occupational Therapy Association, Bethesda, MD.]
5. \*Larson, E.A. & Zemke, R. (2003). Shaping the temporal patterns of our lives: The social dance. *Journal of Occupational Science*, 10, 80-89.
6. \*Larson, E.A. (2004). The time of our lives: The experience of temporality in occupation. *Canadian Journal of Occupational Therapy*, 71, 24-35.
7. \*Larson, E.A. (2004). Children's work: The less considered childhood occupation. *American Journal of Occupational Therapy*, 58, 369-379.
8. \*Larson, E.A. (2006). Caregiving for a child with autism: Does their propensity for routines help or hinder participation in daily family activities? *Occupation, Participation & Health: Occupational Therapy Journal of Research*, 26, 1-11. [‡Selected for W. Dunn (2008), *Bringing Evidence into Everyday Practice: Practical Strategies for Healthcare Professionals*, Slack Inc, Thorofare, N.J.]
9. \*Larson, E.A. & von Eye, A. (2006). Predicting the flow of time from qualities of daily activity. *Ecological Psychology*, 18 (2), 113-130.
10. \*Larson, E.A. (2006). Stress in the lives of college women: Lots to do and not much time. *Journal of Adolescent Research*, 21(6), 579-606.
11. \*Larson, E.A. & von Eye, A. (2010). Beyond flow: Temporality and participation in everyday activities. *American Journal of Occupational Therapy*, 64, 152-63.
12. \*Larson, E.A. (2010). What constitutes well-being in challenging life circumstances: Identifying relevant well-being indicators for caregivers of children with disabilities? *Occupational Therapy International*, 17, 29 -39.
13. \*Larson, E.A. (2010). Ever vigilant: Maternal support of participation in daily life for children with disabilities. *Physical and Occupational Therapy in Pediatrics*, 30, 16-27.
14. \*Larson, E.A. (2010). Psychological well-being and meaning-making in caregivers of for children with disabilities: Deciding to "grow through difficult times or sink inward. *Occupation, Participation & Health: Occupational Therapy Journal of Research*, 30, 78-86.
15. Larson, E.A. (2013). Bridging from clinic to home: Occupation-based family-centered practice. *Journal of Taiwan Occupational Therapy Research and Practice*, 31, 7-29.
16. \*Larson, E.A. & Bishoff-Miller, T. (2014). Family routines within the ecological niche: An analysis of psychological well-being of U.S. caregivers of children with disabilities. *Frontiers in Psychology*. 5, p. 495. doi:10.3389/fpsyg.2014.00495

#### **Book Chapters:**

17. \*Clark, F., & Larson, E.A. (1993). Developing an academic discipline: The Science of Occupation. In H. Hopkins, & H. Smith, (Eds.) *Willard and Spackman's Occupational Therapy*. Philadelphia, Pa: Lippincott.

18. \*Clark, F., Wood, W., & Larson, E.A. (1997). Occupational science: Occupational therapy's legacy for the twenty-first century. In E. Crepeau and M. Neistadt (Eds.), *Willard and Spackman's Occupational Therapy* (9th ed.). Philadelphia, Pa: Lippincott.
19. \*Larson, E.A., Wood, W. & Clark, F. (2003). Occupational Science: Building the science and practice of occupation through an academic discipline. In E. Crepeau (Ed.), *Willard and Spackman's Occupational Therapy* (10th ed.). Philadelphia, Pa: Lippincott.
20. \*Larson, E.A. (2013). Ethics in Occupational Therapy Research. In J. Scott & M. Reitz (Eds). *Practical Applications for the Occupational Therapy Code of Ethics and Standards: Case Studies*, AOTA, Bethesda, MD.
21. \*Larson, E. A. (in press). Ethics in Occupational Therapy Research. *Practical Applications for the Occupational Therapy Code of Ethics and Ethics Standards (2<sup>nd</sup> Edition)*. AOTA, Bethesda, MD.

### **Minor & Invited Publications:**

1. Larson, E. A., & Fanchiang, S. (1996). Nationally speaking--Life history and narrative research: Generating a humanistic knowledge base for occupational therapy. *American Journal of Occupational Therapy*, 50, 247-250.
2. \*American Occupational Therapy Association. (1997). Collaboration in early intervention and school-based practice. In *Occupational therapy services for children and youth under the Individual with Disabilities Education Act*, Rockville, MD: American Occupational Therapy Association.
3. Larson, E. (2000). Mothering: letting go of the past ideal and valuing the real. *American Journal of Occupational Therapy*, 54, 249-251.

### **Book reviews**

4. Larson, E. (2002). Book Review: Daly, K.J. (2001). *Minding the Time in Family Experiences: Emerging Perspectives and Issues*. New York, United States, JAI. *Journal of Occupational Science*, 9, 101-102.

### **RESEARCH AND PUBLICATIONS IN PROGRESS**

Larson, E. A., Martin, B. Quintana, S., & Lauver, D. (in preparation). Learning about, with and from each other: Fostering Core Communication and Teaming Skills through an Interprofessional Motivational Interviewing Course. *Open Journal of Occupational Therapy*.

Larson, E. A. (In preparation). Developing a physically active lifestyle in college: A mixed method analysis.

Larson, E.A. (In preparation). A marriage of methods?: Using motivational interviewing in participatory action research. To be submitted to *Ethos*.

Larson, E.A. (In preparation). Occupational Science and Mixed methods: State of the art? *Journal of Occupational Science*.

Larson, E.A. (In preparation). The issue is: Evidence-based practice: Should pre-service education include training motivational interviewing? To be submitted to *AJOT*.

Roubal, A., Helton, B., Stewart, M. & Larson, E.A. (In preparation). Planned and unplanned physical activity in college students related to gender, ethnicity, BMI and intensity.

## **RESEARCH SUPPORT:**

### ***UW-Madison Graduate School Competition***

6/00 - 6/01

\$15,385.00

“Cross-cultural Study of Maternal Well-being and Daily Activity when Parenting a Child with a Disability”

Role: PI

The major goal of this project was to assess the impact of parenting a child with a disability on maternal well-being using multiple measures (global life satisfaction measures, Hassle Scale, Ryff Psychological Well-being Scales, and in-depth interviews) across a diverse multi-ethnic group.

### ***Virginia Horne Henry Fund***

6/00 - 6/02

\$24,311.00

“Cross-cultural Study of Maternal Well-being and Daily Activity when Parenting a Child with a Disability” (*non-English speaking participants*)

Role: PI

This grant provided funding for translators for interviews and Spanish-English transcription of data for non-English speaking mothers parenting children with disabilities (see above description).

### ***UW System Institute on Race and Ethnicity***

6/00 - 6/01

\$1000.00

“Native American Mothers’ Well-being and Daily Activities when Parenting Children with Disabilities”

Role: PI

This grant supplemented funding for the maternal well-being study (see above) to extend it to Native American caregivers. It provided travel monies and participant incentives for Native American mothers parenting children with disabilities.

### ***UW-Madison Graduate School Competition***

1/04 - 12/04

\$12,406.00

“Assessing the impact of behavior disruptions in high functioning autism using salivary cortisol”

Role: PI

This grant piloted two methodologies (electronic Experience Sampling Method surveys & saliva sample collection procedures) to 1) gather cortisol baseline measures, and cortisol reactivity measures following behavior disruptions for children with high functioning autism and their mothers, and 2) survey conditions surrounding disruptions.

**Virginia Horne Henry Award**

6/07-6-08

\$20,360

“Biomarkers and activity patterns of resilient and vulnerable caregivers of children with disabilities.”

Role: PI

The objective of this study was to examine 1) how health-promoting activity patterns (i.e. leisure or exercise) differ between resilient caregivers (self-rated high well-being) and vulnerable (self-rated low well-being) and 2) biological markers that may account for the diminished physical and psychological health, and advanced aging associated with stressed caregivers. Specifically whether a genetic variation of the serotonin gene transporter allele (5-HTTLPR) associated with mental health disorders was present in vulnerable caregivers in contrast to the resilient group; and whether a biomarker indicative of distress-related immune dysregulation (Interleukin-6) was elevated in the vulnerable caregivers compared to the resilient group. These funds were combined with funding from the Vilas Lifecycle Award.

**UW System Assistance for ARRA Grant**

7/09-8/09

\$11,076.75

“Sensory Sensitivity & Stress in Everyday Life for Children with High Functioning Autism.”

Role: PI

This grant provided summer salary for the PI and a PA to prepare a revision of a previously submitted RO3 grant.

**Virginia Horne Henry Award**

6/10-6/12

\$21,437.41

“Leisure Lifestyle Redesign for caregivers of children with autism: Promoting wellness through leisure and physical activity”

Role: PI

This project uses a Participant Action Research (PAR) design to develop an intervention program to promote wellness for caregivers of children with disabilities. Caregivers will be integral team members. In this process we will 1) use focus groups to identify the daily challenges limiting caregivers’ participation in health-promoting activities, 2) collaboratively design personalized and workable changes/micro interventions in daily schedules to promote health, and 3) assess the intervention outcomes.

**Virginia Horne Henry Award**

1/12-12/12

\$24,200.00

“Physiological Assessment of Maternal Stress when Caregiving for a Child with High Functioning Autism”

Role: PI

This project uses observational (video) and physiologic measures (electrodermal responses) to assess caregivers’ stress during their child’s everyday self care activities. Project aims are to: characterize maternal stress during morning caregiving for a child with high functioning autism by 1) assessing the magnitude and frequency of increased electrodermal reactivity (over individual baselines) during the child grooming routines over five day’s time; 2) quantify the frequency and kinds of problematic behaviors exhibited by children with high function autism during daily grooming

routines; and 3) examine which child behaviors during daily routines are associated with increased maternal stress .

**American Occupational Therapy Foundation**

7/15 - 10/16

\$49,999.99

“5Minutes4Myself: Motivational occupational coach & mindfulness for caregivers”

Role: PI

In this project, we will develop a new simplified iPhone App, simplify with a micro-mindfulness module. This App will be designed to be user-friendly, habit-building, and seamlessly collect user data for program evaluation. We will: 1-Assess the quality and functionality of the iPhone App via users’ ratings on the *Modified System Usability Scale*; 2-Assess caregivers’ adoption (frequency of use) of the App-delivered mindfulness program over 4-months’ time; 3-Assess perceived effectiveness of supports (Motivational Interviewing coaching and electronic App prompts) in sustaining participation; and 4-Pilot measures of health outcomes of the 4-month intervention to determine appropriate effect size and sample size for future studies. We will gather pre- and post-measures of mindfulness (*Five Facet Mindfulness Questionnaire*), physical and mental health (*SF-36*; *CSED-R*), perceived stress (*Perceived Stress Scale*) and immune system functioning (cytokines). We expect participants pre- and post-program change scores will demonstrate increased mindfulness, reductions in role limitations due to physical health or mental health, reduced perceived stress and improved immune system functioning.

**Virginia Horne Henry Award**

5/15-6-17

“5Minutes4Myself: Developing an APP”

\$33,700

Role: PI

This project provides supplemental funding to develop *5Minutes4Myself* wellness program for caregivers of children with autism. Specifically these funds will allow the development of a cross-platform App (Android version) to increase the access of the App to all users, support tuition remission for the project assistant, and allow us to perform an expanded panel of cytokine assays on the blood samples collected pre- and post-intervention.

**Foundation for Madison’s Public Schools**

8/16-7/17

Active Classroom Engagement (ACE)

\$25,000

Role: PI: Larson; Co-PI: Cadmus-Bertram; PE Lead: Kurasch; Elvehjem teacher lead: Heinemman

Disruptive student behavior and task disengagement are among the most significant classroom management problems, diminishing individual and class-wide opportunities for learning. The Elvehjem Elementary School Active Classroom Engagement (ACE) project creates movement permissive classrooms to accommodate students’ natural needs to move. Five 3<sup>rd</sup> through 5<sup>th</sup> grade classroom teacher volunteers, instructing 125 students, will use the ACE program in the 2016-2017 school year. In ACE, students will be provided individually-fitted standing desks, with stools to use as they choose throughout the school day; and will participate in daily 3-5 minute teacher-led movement breaks. Students in ACE classrooms will be compared to peers in classrooms using traditional furniture (one 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade class) and schedules on measures of student engagement, physical activity and behavior calls.

**TEACHING/SERVICE GRANTS**

**Virginia Horne Henry Award**

5/12-5/13

“Innovation & Expansion of a New Wellness Class”

\$ 7,975

Role: PI

This grant will fund training to expand the *Living well: Lifestyle redesign and health promotion for college students*. We will train additional course instructors in Motivational Interviewing and Mindfulness-based Stress Reduction to offer 6-9 sections in the academic year.

**Ira & Ineva Baldwin Wisconsin Idea Endowment**

7/1/15 - 6/30/16

\$4000

“Building an engaging and inclusive community for Guatemalan orphans with disabilities”

Role: Co-PI (Larson & Quintanna)

This project extends a long-standing partnership between UW faculty and students with ANINI, an orphanage in Guatemala for residents with significant physical and developmental disabilities. The overall goal of the partnership has been to improve residents' quality of life by equipping ANINI staff with tools to provide the necessary accommodations for residents to participate more fully in their environment and care. The grant expands the partnership to include occupational therapy students from UW who will (a) assess the desires of ANINI residents and caregivers for greater engagement in activity, (b) provide low and high tech solutions to support engagement in daily life activities, (c) survey the physical environment, and (d) in the second year of the project (9th year of the partnership) train staff on the Movement Opportunities Via Education (MOVE) program that enables children with moderate to severe disabilities to sit, stand and walk in order to engage more actively in their environment and to position them better to participate in daily activities. A service-research-learning model is used in which graduate students in which service activities are integrated with research activities and are, in turn, integrated with graduate students' learning. In short, the project empowers ANINI staff and residents while providing training to the next generational of professionals from UW on how to function in multidisciplinary teams, consult across national borders, and conduct research that informs practice in context of a sustained partnership. Graduate students also benefit from cultural immersion, providing an international perspective to their training.

**LIST OF INVITED PRESENTATIONS (INTERNATIONAL)**

Larson, E.A. (2012, November). Bridging from clinic to home: Occupation-based family-centered practice. Keynote for 30<sup>th</sup> *Taiwan Occupational Therapy Association Conference*, Taichun, Taiwan.

Larson, E.A. (2012, November). Designing occupation-based interventions for children with disabilities and their families. Workshop at the *Taiwan Occupational Therapy Association Conference*, Taichung, Taiwan.

Larson, E.A. (2012, November). Family-centered therapy practice: Designing tailored practical interventions for children with disabilities and their families. Presentation to students in the health professions at National Cheng Kung University, Tainan City, Taiwan.

Larson, E. A. (2012). Occupation and health. Seminar for graduate occupational therapy students. National Cheng Kung University, Tainan City, Taiwan.

Larson, E.A. (2013, June). Changing lives: Tailoring occupation-based intervention for family life. *Human Occupation and Praxis Symposium*. Uberaba, Minas Gerais, Brazil.

Larson, E.A. (2013, June). Collaborative goal development using occupation-based assessments and motivational interviewing. Workshop at the *Human Occupation and Praxis Symposium*. Uberaba, Minas Gerais, Brazil.

## **LIST OF INVITED PRESENTATIONS (NATIONAL & LOCAL):**

- Unger, O., Test, L., & Larson, E.A. (1993, October). *Classroom-Based Occupational Therapy, Assessment and Service. 8th Annual Special Education Fall Conference*, Costa Mesa, California.
- Larson E.A. (1994, April). Intersecting lives: Adaptation and maternal work in parenting a disabled child. *Occupational Science Symposium VII. Promoting Children's well-being: Occupational Science and Health Care Policy*. Los Angeles, CA.
- Larson, E.A. (1997, April). Puzzles, paradoxes and perceptions. Qualitative Research Exchange, *American Occupational Therapy Association's 1997 Annual Conference and Exposition*. Orlando, Florida.
- Larson, E.A. (2002, August). *The landscape of occupation and temporality: Daily occupations related to perceptions of time. Wisconsin Occupational Therapy Association*. La Crosse, Wisconsin.
- Larson, E.A. (2002, September). Mothering children with autism and sensory processing problems: Doing "What it takes" in daily life. *Sensory Integration: Attachment, Autism and Praxis*, Madison, Wisconsin.
- Larson, E.A. (2004, October). Research Colloquia Presenter & Moderator: Mixed Methods Designs and the Study of Occupation. *Society for the Study of Occupation: USA Third Annual Research Conference*, Warm Springs, Oregon.
- Larson, E.A. (2012, April). Handskills for Preschoolers. *UW Office of Childcare*, Madison, WI.
- Larson, E.A. (2012, October). MOVE: Movement Opportunities via Education. Presentation to Madison Metropolitan School District therapy staff, Madison, Wisconsin.
- Larson, E.A. (2016). 5Minutes4Myself: Personalized lifestyle wellness and mindfulness program for caregivers. D2P, Madison, WI.

## **LIST OF CONFERENCE PRESENTATIONS (\*PEER REVIEWED):**

- \*Larson, E. (1987). The Immediate Effects of Vestibular Stimulation on Attention in Learning Disabled Boys. Research Forum, *American Occupational Therapy Association's Annual Conference and Exposition*, Indianapolis, Indiana.
- \*Larson, E.A., & Test, L. (1995, April). School-based occupational therapy: An ecological approach. *American Occupational Therapy Association's Annual Conference and Exposition*. Denver, Colorado.
- \*Larson, E.A. (1995, April). Time-use and well-being for Mexican-American mothers parenting disabled children. *American Occupational Therapy Association's Annual Conference and Exposition*, Denver, Colorado.
- \*Larson, E.A. (1997, June). The voices of mothers of children with disabilities: A reader's theater presentation. *Reclaiming Voice: Ethnographic inquiry and Qualitative Research in a Postmodern Age*, Los Angeles, California.

- \*Larson, E.A. & Zemke, R. (1997, October). Time, contexts and the experience of occupations. *Occupational Therapy Association of California 1997 Annual Conference*, Palm Springs, California.
- \*Larson, E.A. (1998, April). Enhancing collaboration: Reframing mothers' discourse. *American Occupational Therapy Association's Annual Conference and Exposition*, Baltimore, Maryland.
- \*Larson, E.A. (1998, June). Enhancing collaboration: Reframing mother's discourse. Workshop, *12th International Congress of the World Federation of Occupational Therapists*, Montreal, Canada.
- \*Larson, E.A. (2001, April). Well-being of Native American mothers parenting children with disabilities. Occupation and disability: Studies in Occupational Science Institute. *American Occupational Therapy Association's Annual Conference and Exposition*, Philadelphia, Pennsylvania.
- \*Larson, E.A. (2001, July). The Experience of Stress in Everyday Activities. *22<sup>nd</sup> International Stress and Anxiety Research Society Conference*, Palma de Mallorca, Spain.
- \*Larson, E.A. (2002, May). Current research in occupational science: The experience of temporality in everyday occupations for occupational therapy students. *American Occupational Therapy Association Annual Conference and Exposition*, Miami, Florida.
- \*Larson, E.A. (2002, November). Temporality in everyday occupation: Shifts in time perception. *First Research Conference: Society for the Study of Occupation: USA*, Galveston, Texas.
- \*Larson, E.A. (2003, November). Collaborative research ventures: Working together to advance occupational science. *Second Annual Conference for the Society for the Study of Occupation: USA*. Park City, Utah.
- \*Larson, E.A. (2004, October). Ever Vigilant: Maternal orchestration of caregiving occupations in autism. *Third Annual Conference for the Society for the Study of Occupation: USA*. Warm Springs, Oregon.
- \*Larson, E.A., (2005, July). Does Cognitive Activation Theory of Stress (CATS) Model explain caregiving stress of mothers of children with disabilities? *26<sup>th</sup> International Stress and Anxiety Research Society Conference*, Halle, Germany.
- \*Larson, E.A. (2005, August). Studying maternal well-being and caregiving stress of mothers of children with disabilities. *Wisconsin Occupational Therapy Association Conference & Expo*, Greenbay, WI.
- \*Larson, E.A. (2006, May). How does the use of multiple methods alter our findings?: An illustration from a study of caregiver's well-being. *2<sup>nd</sup> International Qualitative Congress*, University of Illinois at Urbana-Champaign.
- \*Larson, E.A. (2006, November). Understanding the complexity of caregivers' well-being using multiple methods. *2006 Wisconsin Occupational Therapy Association Conference & Expo*, Middleton, WI.
- \*Larson, E.A. (2007, October). Profiles of caregivers' well-being when parenting a child with a disability: Costs & Benefits? *Wisconsin Occupational Therapy Association Conference & Expo*. Waukesha, WI.

- \*Larson, E.A. (2008, May). Fighting the system: Parents of children with disabilities. *4<sup>th</sup> International Congress of Qualitative Inquiry*, Champaign-Urbana, IL.
- \*Larson, E.A. (2008, October). Seeking social justice: Parents of children with disabilities. *Seventh Annual Conference for the Society for the Study of Occupation: USA*, Fort Lauderdale, FL.
- \*Larson, E.A. (2010, October). Mixing methods to “ground” theory: The case of caregivers and well-being. *Redefining Boundaries and Bridges in Occupation: Joint conference of the Canadian Society of Occupational Scientists and the Society for the Study of Occupation: USA*, London, Ontario, Canada.
- \*Larson, E.A. (2011). “Grounding” theory: Using mixed methods to identify indicators of well-being in caregivers of children with disabilities. *7<sup>th</sup> Mixed Methods International Conference*, University of Leeds, Leeds, United Kingdom.
- \*Larson, E.A., (2012). Prevention of ethical pitfalls in research. *American Occupational Therapy Annual Conference*, Indianapolis, Indiana.
- \*Larson, E.A., (2012). Using motivational interviewing in participatory action research: A useful marriage of methods? *8<sup>th</sup> International Congress of Qualitative Inquiry*, University of Illinois at Urbana, Champaign, Champaign, Illinois.
- \*Larson, E.A. (2013). Lifestyle balance for caregivers: Developing a wellness program. *Wisconsin Occupational Therapy Annual Conference*, Oconomowoc, WI.
- \*Choi, Y. & Larson, E.A. (2013, October). Perceived Occupational Balance in College Students, *Wisconsin Occupational Therapy Association Annual Conference*, Oconomowoc, WI.
- \*Roubal, A. & Larson, E.A. (2013, October) Physical activity patterns among students at the University of Wisconsin-Madison. *Wisconsin Occupational Therapy Association Annual Conference*, Oconomowoc, WI.
- \*Larson, E.A. (2014). It all revolves around his needs: Caregivers’ well-being and orchestration of family routines in the ecocultural niche. *9<sup>th</sup> International Congress of Qualitative Inquiry*, University of Illinois at Urbana, Champaign, Champaign, Illinois.
- \*Larson, E.A. (2015). It all revolves around his needs: Caregivers well-being and orchestration of family routines within the ecocultural niche. *Occupational Therapy Summit of Scholars*, Los Angeles, CA.
- \*Larson, E.A. (2016). Developing evidence for healthcare practice: It may work but does it fit client’s lives and will they adopt it? *2<sup>nd</sup> Mixed Methods International Research Association Conference*, Durham, United Kingdom.
- \*Larson, E.A. (2016). Publishing mixed methods in health sciences literature (workshop). *2<sup>nd</sup> Mixed Methods International Research Association Conference*, Durham, United Kingdom.
- \*Larson, E.A. (2016). *5Minutes4Myself*: Finding work/academic/life balance. *UW-Madison Wellness Symposium*. Madison, Wisconsin.

**TEACHING:**

**Principle areas of expertise:**

Collaboration with families  
 Motivational Interviewing  
 Occupational science and its application to practice  
 Pediatric occupational therapy  
 Qualitative & mixed methods research  
 School-based occupational therapy practice  
 Wellness and lifestyle change for health promotion

**Experience:**

Kinesiology 123	Living well: Lifestyle redesign & health promotion for college students
Kinesiology 508	Motivational Interviewing for Health Professionals: Intensive
Therapeutic Science 530	Lifespan occupational performance
Therapeutic Science 534	Adaptation to pediatric disorders
Therapeutic Science 537	Clerkship in pediatric occupational therapy
Therapeutic Science 546	Adaptation/construction of equipment for persons with disabilities
Occupational Therapy 613	Community-based occupational therapy practice
Occupational Therapy 620	Theoretical foundations of occupation-based practice
Occupational Therapy 621	Assessment of occupational performance
Occupational Therapy 622	Infant & childhood occupations & therapeutic intervention
Occupational Therapy 625	Level 1 fieldwork: Infants & children
Occupational Therapy 672	Scientific inquiry in OT II: Methods of inquiry (Qualitative unit)
Occupational Therapy 673	Scientific inquiry in OT III: Data collection & analysis (Qualitative unit)
Occupational Therapy 674	Scientific inquiry in OT IV: Lab section
Pharmacy 490	Motivational Interviewing for Health Professionals
Kinesiology 775	Research in temporality & time-use
Kinesiology 785	Human occupation & health
Therapeutic Science 885	Seminar in occupation & health
Kinesiology 900	Seminar in kinesiology

**Masters & Ph.D. Committees**

Lucieny Almohalha	Major Advisor (M.S., Therapeutic Science)
Kris Barnekow,	Committee (Ph.D, Kinesiology)
Yejin Choi	Major Advisor (Ph.D., Kinesiology) Graduated 2016
Cara Chen	Committee (M.S., Kinesiology; Ph.D)
Cynthia Gay	Committee (Ph.D., Kinesiology)
Wade Gunn	Committee (Ph.D., Kinesiology) Graduated 2016
Noralyn Jacque	Committee (Ph.D, Kinesiology)
Nini Narlong	Committee (Ph.D, Engineering)
Nick McClain	Committee (Ph.D., Rehabilitation Psychology)
Reginald Park	Committee (Ph.D, Educational Policy)
Kavita Patil	Major Advisor (M.S., Therapeutic Science)
Josiane Santha	Committee (M.S.) Dalhousie University, Canada
Laura Suttinger	Major Advisor (M.S., Therapeutic Science)

**Masters of Science: Occupational Therapy Research Projects**

Ashley Arbuckle (P)	Advisor (MS-OT)	2010-2012
Diane Austin (P)	Advisor (MS-OT)	2009-2010
Megan Bjella (SP)	Advisor (MS-OT)	2014-2016
Ashley Bolin (P)	Advisor (MS-OT)	2009-2011
Rose Brenner	Advisor (MS-OT)	2015-present
Brenna Buckner (P)	Advisor (MS-OT)	2014-2015
Andrea Cook (SP)	Advisor (MS-OT)	2014-2016

Ashley Derenne (P)	Advisor (MS-OT)	2011-2012
Vanessa Eisch (P & AOTA)	Advisor (MS-OT)	2011-2012
Ted Elias (P)	Advisor (MS-OT)	2013-2015
Brittany Ewert (SP)	Advisor (MS-OT)	2014-2016
Matt Grohne (P)	Advisor (MS.-OT)	2007
Laura Hewitt (P & AOTA)	Advisor (MS-OT)	2011-2012
Sabrina Hilton (P)	Advisor (MS-OT)	2013-2015
Hana Ibrik (P)	Advisor (MS-OT)	2013-2015
Noreen Jeglum	Advisor (MS-OT)	2015-present
Rebecca Johnson	Advisor (MS-OT)	2016-present
Abigail Kirchman	Advisor (MS-OT)	2016-present
Kathleen Kubisak (SP)	Advisor (MS-OT)	2014-2016
Laura Lauck (P)	Advisor (MS-OT)	2013-2014
Jillian Laurent (P)	Advisor (MS-OT)	2013-2014
Dorian Liem (P)	Advisor (MS-OT)	2014-2015
Robin Meyer	Advisor (MS-OT)	2016-present
Thomas Miller-Bishoff (P)	Advisor (MS-OT)	2013-2014
Melanie Moeser (P)	Advisor (MS-OT)	2010-2011
Damari Montgomery (P)	Advisor (MS-OT)	2013-2014
Masashi Mitsobuchi (P)	Advisor (MS-OT)	2013-2014
Kate Mroczynski (P)	Advisor (MS-OT)	2013-2015
Melanie Peterson (P)	Advisor (MS-OT)	2009-2011
Ana Rice (P)	Advisor (MS-OT)	2013-2014
Sophia Rifkin	Advisor (MS-OT)	2016-present
Chloe Shmays (AOTA)	Advisor (MS-OT)	2015-present
Ashley Skaltizy(SP)	Advisor (MS-OT)	2014-2016
Briana Strelow (P)	Advisor (MS-OT)	2010-2011
Andrea Sorelle (P)	Advisor (MS-OT)	2013-2015
Toni Solaru	Advisor (MS-OT)	2015-2016
Kelly Tremelling	Advisor (MS-OT)	2016-present
Beth Thompson (P)	Advisor (MS-OT)	2013-2014
Jenna Virgo (P)	Advisor (MS-OT)	2011-2012
Amy Wilkerson (P)	Advisor (MS-OT)	2010-2011
Sarah Wilkin (SP)	Advisor (MS-OT)	2014-2016

### **Senior Honors Fellowship Advisees & Undergraduate Scholars**

2000-2001	Stephanie Coy, Leah Hanish & Lori Vasten (Senior Honor Fellows)
2001-2002	Alicia Glander (Senior Honor Fellow)
2002-2003	Julia Kragness (Senior Honor Fellow)
2010-2011	Stewart Swanson (Biology Capstone Project)
2011-2012	Brenna Patterson (Undergraduate Research Scholar) Kayla Larsen
2012-2013	Kayla Cipicic Dorothy Ho (Biology Capstone Project)
2013-2014	Ana Assad, Conner Marshall
2014-2015	Ana Assad (Undergraduate Research Scholar), Conner Marshall, Mathew Stewart, Alison Ofstu, Blake Helton (Undergraduate Research Scholar)
2015-2016	Emily Burrington, Catherine Demsey, Molli Gerhing, Kristin Gorecki (Biology Capstone Project), Crystal Griffin, Blake Helton, Matthew Stewart (Undergraduate Research Scholar)
2016-2017	Naomi Frisch, Molli Gerhing, Matthew Stewart

### **SERVICE:**

## Public

Wisconsin Personnel Development Birth to Three Interagency Coordinating Council & sub-committee on Therapy Personnel in Early Intervention 2000-2005

## University

Advisory Board to Equity and Diversity, Member 2011-2015  
Committee on Access and Accommodation in Instruction, Member 2014-2015  
Committee on Honorary Degrees, Member 2013- present  
Faculty Senator, Department of Kinesiology 2000-2002  
2006-present  
Faculty Senator Alternate, Department of Kinesiology. 2002-2006  
Global Health Institute  
ICTR KL2 Reviewer & Study Section 2016  
Native American Work Group, Member 2000-2011  
School of Human Ecology Preschool Advisory, Parent Representative, 2010-2012  
Service Learning trip: Guatemala 2016  
SoHE Preschool Playground Parent Committee, Chair 2010-2012  
University Lecture Committee, Member 2012-2013  
University Lecture Committee, Chair 2013-2016

## School

Global Education Committee, Member 2012-2016

## Department

Equity & Diversity Committee 2007-present  
Executive Committee 2010-present  
External Relations 2008-2012  
Faculty Retreat Planning Ad Hoc Committee 2003-2004  
Maternal Child Health Bureau Faculty 1999-2005  
Merit Committee 2001-2002  
2012-2013  
Occupational Therapy Admissions Committee 2006-present  
Occupational Therapy Faculty Search Committees 1999-2004,  
2010, 2013-14  
Occupational Therapy Faculty Search Committee Chair 2012  
Occupational Therapy Program Committee 1999-present  
Occupational Therapy Undergraduate, Appeal & Awards Committees 1999-2001  
75<sup>th</sup> Celebration Committee 2014-present  
TA & Academic Staff Review Committee 2006-2008

## Professional

### Leadership & committee service

Co-Chair & Charter group *Society for the Study of Occupation: USA.* 1999-2002  
Board Member, *Society for the Study of Occupation: USA* 2002-2003  
Board & founding Member, *Mixed Methods International Research Assoc.* 2011-present  
*MMIRA*, Governance Committee Member 2013-2014  
*MMIRA*, Secretary & Executive Board Member 2014- 2016  
Research Committee, *Society for Study of Occupation: USA* 2002-2004  
2008-2010

### Reviewer (Journals & Books)

*American Journal of Occupational Therapy (AJOT)* 1996-1999  
*OTA Annual Conference*, Proposal reviewer 2001  
*Canadian Journal of Occupational Therapy* 2005-present  
*Disability and Rehabilitation* 2013-present

<i>Journal of Adolescent Research</i>	2007
<i>Journal of Mixed Methods Research</i>	2011-present
<i>Journal of Occupational Science</i>	2000-present
<i>Journal of Autism &amp; Developmental Disabilities</i>	2003
<i>International Journal of Qualitative Inquiry</i>	2014-present
<i>Occupation, Participation &amp; Health: Occupational Therapy Journal of Research</i>	2008-present
<i>Physical and Occupational Therapy in Pediatrics</i>	
<i>PLOS</i>	2016-present
Slack (Textbook manuscript review)	2014
<i>Social Science and Medicine</i>	1998-1999
<i>Time &amp; Society</i>	2006

#### Editorship/Editorial board

Guest Editor, Special issue: Life History & narrative in clinical practice, <i>AJOT</i>	1996
Guest Editor, Special issue: Mothering & occupation, <i>AJOT</i>	2000
Editorial Board Member, <i>American Journal of Occupational Therapy</i>	2001-2004
Editorial Board Member, <i>Occupational Therapy International</i>	2011-2016

#### **Professional affiliations**

American Occupational Therapy Association	1981 -2008
	2011-present
Mixed Methods International Research Association	2014-present
Occupational Therapy Association of California	1994 -1999
Society for the Study of Occupation: USA	2002- 2008
Wisconsin Occupational Therapy Association	1982 -1991
World Federation of Occupational Therapy	1998 -2008
UW Institute for Clinical and Translational Research	2008-present