

Cover Sheet: Request 11297

Occupational Therapy Doctorate (OTD)

Info

| | |
|------------------------|--|
| Process | Degree New Ugrad/Pro Existing Type State-funded Residential |
| Status | Pending |
| Submitter | Foss, Joanne J jfoss@phhp.ufl.edu |
| Created | 11/15/2016 4:49:38 PM |
| Updated | 11/16/2016 3:51:31 PM |
| Description of request | The University of Florida College of Public Health and Health Professions, Department of Occupational Therapy, proposes to establish a professional doctoral program in occupational therapy. Upon successful completion of the program, graduates will be awarded the Doctor of Occupational Therapy Degree. The occupational therapy doctoral degree (OTD) program would replace our existing master's (MOT) program in the College of Public Health and Health Professions. |

Actions

| Step | Status | Group | User | Comment | Updated |
|---|----------|--|----------------------|--|------------|
| Department | Approved | PHHP - Occupational Therapy 313303000 | Pugh, Emily Strayer | | 11/15/2016 |
| Added OTD proposal Final 11.14.16.pdf | | | | | 11/15/2016 |
| College | Approved | PHHP - College of Public Health and Health Professions | HANSON, STEPHANIE L. | | 11/15/2016 |
| No document changes | | | | | |
| OIPR | Approved | PV - Office of Institutional Planning and Research | Zeglen, Marie | The CIP code of 51.2306 is approved for this proposed professional degree. | 11/16/2016 |
| No document changes | | | | | |
| AP for Undergraduate Affairs | Approved | PV - Associate Provost for Undergraduate Affairs | Lindner, Angela S | | 11/16/2016 |
| Added Appendix A Proposal OTD Tables1.pdf | | | | | 11/16/2016 |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 11/16/2016 |
| No document changes | | | | | |
| Faculty Senate Steering Committee | | | | | |
| No document changes | | | | | |
| Faculty Senate | | | | | |
| No document changes | | | | | |
| Academic Affairs | | | | | |
| No document changes | | | | | |

| Step | Status | Group | User | Comment | Updated |
|---------------------------------|--------|-------|------|---------|---------|
| Board of Trustees | | | | | |
| No document changes | | | | | |
| Board of Governors | | | | | |
| No document changes | | | | | |
| Academic Affairs Notified | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| OIPR Notified | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

| | |
|--|---|
| University of Florida <hr/> University Submitting Proposal College of Public Health and Health Professions <hr/> Name of College(s) or School(s) Occupational Therapy <hr/> Academic Specialty or Field 51.2306 <hr/> Proposed CIP Code | Spring 2018 <hr/> Proposed Implementation Term Occupational Therapy <hr/> Name of Department(s)/ Division(s) Doctor of Occupational Therapy <hr/> Complete Name of Degree |
|--|---|

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

| | | |
|--|------------------------|--|
| <hr/> Date Approved by the University Board of Trustees | <hr/> President | <hr/> Date |
| <hr/> Signature of Chair, Board of Trustees | <hr/> Date | <hr/> Vice President for Academic Affairs |
| | | <hr/> Date |

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

| Implementation Timeframe | Projected Enrollment (From Table 1) | | Projected Program Costs (From Table 2) | | | | |
|--------------------------|-------------------------------------|--------|--|------------|-------------------------|-----------------|------------|
| | HC | FTE | E&G Cost per FTE | E&G Funds | Contract & Grants Funds | Auxiliary Funds | Total Cost |
| Year 1 | 46 | 34.5 | 34.5 | \$934,204 | | | \$27,078 |
| Year 2 | 90 | 67.5 | | | | | |
| Year 3 | 135 | 101.25 | | | | | |
| Year 4 | 135 | 101.25 | | | | | |
| Year 5 | 135 | 101.25 | 101.25 | \$1417,040 | | | \$13,995 |

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

a. The University of Florida College of Public Health and Health Professions, Department of Occupational Therapy, proposes to establish a professional doctoral program in occupational therapy. Upon successful completion of the program, graduates will be awarded the Doctor of Occupational Therapy Degree. The occupational therapy doctoral degree (OTD) program would replace our existing master's (MOT) program in the College of Public Health and Health Professions.

b. The OTD has no formal emphases (i.e. no concentrations, tracks, or specializations.). However, the requirements for the OTD degree provide participation in an in-depth experience in one or more of the following areas through completion of a doctoral capstone and experiential component: advanced clinical practice skills, evidence based clinical practice, clinical research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development.

c. The OTD will require a minimum of 108 credits. The typical student will be enrolled full-time for 10 semesters or 3 1/3 years.

d. As health care environments increase in complexity and community based models of practice are employed, there is an increasing need for advanced practitioner preparation. Therefore, the purpose of the OTD program is to prepare highly qualified individuals for careers in the field of occupational therapy. The principal goal of the proposed program is to prepare professional level OT practitioners who are equipped to apply empirical findings in their practice, and to prepare administrators and leaders for the rapidly changing and dynamic nature of contemporary health and human services delivery systems. This program will facilitate the student's clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The OTD will provide challenging opportunities for the occupational therapist in health care practice. Examples of potential employment opportunities include direct care provider, consultant, educator, manager, leader, researcher, and advocate for the consumer.

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

Dr. Angel Kwolek-Folland presented the pre-proposal to CAVP on September 28, 2016. There were no formal concerns raised although there was some discussion about how many schools might be interested in OTD consideration.

C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

Dr. Kate E. DeCleene Huber, University of Indianapolis Chair and OTD Program Director, initially consulted with us on October 20, 2015. This consultation focused on discussions regarding curricular design, particularly for advanced coursework. This experience assisted our faculty subsequently involved in curricular development, helping to ensure our doctoral level coursework is consistent with accreditation standards. Dr. DeCleene Huber subsequently provided a written review of our proposed curriculum as shown in Appendix D.

In addition to our consultation with Dr. DeCleene Huber, we also consulted informally with nationally recognized leaders in occupational therapy, including Dr. Heather Stagliano and Neil Harvison who serve on the Accreditation Council for Occupational Therapy Education. This consultation occurred during September 2016 and emphasized accreditation standards. This consultation influenced our decisions about curriculum sequence, and affirmed faculty qualifications and competency requirements.

Finally, several of our OT faculty attended national discussions on the OTD to ensure our program design would be consistent with evolving educational needs and best practices. The primary resources were:

The Occupational Therapy Association National Conference: April 7 – 10, 2016

Building Leadership Through the OTD Degree. Presenter: Dr. Shelly Lane, Virginia Commonwealth University. This presentation influenced the design of our leadership and mentoring courses.

Best Practice: OTD Degree Programs. Presenter: Dr. Holly Wise and Dr. Mary Hildebrand, MGH Institute of Health Professions. This presentation influenced our design of the critical doctoral experiential component and capstone requirements.

Bi-Annual Education Leadership Council Meetings: April 2-3, 2015 and October 16-17, 2015; October April 5 – 6, 2016 and October 28-29, 2016. These small and large group meetings involved OT Education Program Directors from all over the country. These discussions made us aware of national trends in education, and provided resources for topics in course content including courses in research, leadership, advocacy and interprofessional experiences.

D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The proposed OTD degree is consistent with several SUS Strategic Planning Goals, including excellence (direct), productivity (direct) and strategic priorities (direct and indirect) for a knowledge economy.

a. Excellence (strengthen quality and reputation of academic programs and universities): UF is the only SUS OT program in Florida that is nationally ranked among the top 20. Among the top ranked AAU public universities, only one other university does not offer an OTD degree. The future of exceptional education for occupational therapy at premiere universities will be at the doctoral level (consistent with the shift that is already occurring nationally at top schools), with their focus on (evidence-based) research informing practice and both general and specialized training culminating in an integrated capstone benefitting both students and the community. To maintain and improve our national ranking reflective of high quality education, the UF OT department must offer programs consistent with the top programs in the country. Offering a program with the challenge of advanced coursework and an in-depth research capstone experience will strengthen the quality of the educational program PHHP offers and strengthen the qualifications and competitiveness of our graduates for future leadership positions.

Moving to the OTD is consistent with UF's mission to be among the top ten universities in the country. UF will need to offer a clinical doctorate in OT to keep its competitive edge as a top OT school. In addition, this shift reinforces our commitment to advancing education in a critical health field, a major focus of the college, university, and state.

b. Productivity (increase degree productivity and program efficiency): The OTD degree will provide the opportunity for students to engage in research projects and leadership activities that will improve practice quality through dissemination of project findings to advance evidence-based clinical practice. It

will also provide opportunities for students to gain skills in leadership and advocacy, program and policy development, and theory development.

OTD programs available in Florida are located in private colleges and universities. Private colleges and universities continue to open new OTD programs, as illustrated in the table below, and branch campuses are being opened by out-of-state institutions to meet student demand. Students will pay twice the tuition and fees to attend these programs. We also fail to respond to the competitive marketplace if we do not have an SUS option for students to attain the highest educational level available, one of the key components of a knowledge economy demonstrated by student demand.

Florida OTD Programs: Significant activity at private institutions; no programs available in the SUS

| University | Entry Level OTD | Post-professional OTD (no accreditation required) |
|---|---|--|
| University of St. Augustine | Applicant for accreditation at two sites – St. Augustine and Miami | Already offer |
| Nova Southeastern | Accredited – already enroll students; applying to expand to branch campus | Already offer |
| Gannon University | Candidate for accreditation; already enroll students | XX |
| Barry University | xx | Already offer |
| Jacksonville University | Completed Letter of Intent to ACOTE*; developing curriculum | XX |
| no programs available in the SUS for Florida’s citizens, resulting in limited and expensive options; none of the private schools in Florida are in the top tier of ranked programs | | |

*Accreditation Council for Occupational Therapy Education

Permission to move the UF program from the master’s to the doctoral level capitalizes on efficiencies in offering a doctoral level OT option in the SUS. Given in its strategic plan the BOG has referenced the importance of maintaining excellence and capitalizing on each university’s strengths as guiding principles, coupled with optimizing resources and creating efficiencies, UF is well positioned to offer the OTD consistent with these BOG principles and priorities. UF has an extensive infrastructure, and our college has a strongly supportive administrative operation to support high quality doctoral level education. Our other professional doctoral programs, physical therapy and audiology, are both highly ranked nationally, have strong faculty and sustainable curricula, and produce successful graduates who pass licensure exams at high rates. We have a demonstrated track record of excellence in scaling high quality doctoral programs – from planning through implementation and graduation.

c. Strategic Priorities (increase the number of degrees awarded in STEM and other areas of strategic emphasis): Students in the OTD program will directly impact the number of doctorally prepared students in the state who possess specialized skills to address the changing health care environment. Creating a strong doctoral option for students in the SUS can directly impact the number of students who continue their education in Florida. In addition, because the doctoral program includes a capstone experience, the organizations at which these students complete their community-based project will directly benefit. That is, unlike master’s training, all students in the doctoral program will complete a capstone project in a health care setting as part of their experiential training that will provide direct benefit to that agency. For example, these projects can involve advancing clinical practice through an exchange of knowledge in evidence-based assessment and treatment; clinical program and policy development; and/or patient and profession advocacy. These are win-win partnerships, where students apply the OT expertise they have acquired while refining their skills, and UF expertise is distributed into the community to address specific local or state health care needs that include direct assessment of impact/success. Depending upon the scope of these projects, they also have the potential to indirectly benefit other Florida communities addressing similar concerns.

E. If the program is to be included in a category within the Programs of Strategic Emphasis

as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
 - Education
 - Health
 - Gap Analysis
2. Economic Development:
 - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

All health-related disciplines under the CIP 51.0000, which includes OT, have been proposed as critical areas of workforce need in the *Methodology for Updating Programs of Strategic Emphasis In the State University System of Florida, Board of Governors 2012-2025 Strategic Plan*. “Florida will need to expand its healthcare workforce in all related occupations as the provisions of the Affordable Care Act are implemented and the state experiences a demographic transition as the Baby Boom Generation retires” (Methodology for Updating Programs of Strategic Emphasis 2012-2015, 2013). That said, regardless of whether provisions of the Act remain, the service areas of OT are expected to expand more significantly into primary care and community based systems as the population demographics continue to shift. Recent changes in health care management also place high value on patient clinical functional outcomes, the hallmark of the OT profession. We have designed a curriculum to include these expanded areas of practice and to strengthen student skills in assessment of outcomes.

Without this curriculum, Florida citizens desiring an OTD degree at a nationally top ranked program must leave the state. Although 81% of the universities ranked in the top 20 nationally offer a doctoral program (or are seeking accreditation review for an entry level OTD), there are **no** highly ranked OTD programs in Florida. These students face high tuition costs in their first year and would have to establish state residency outside Florida before the second year in order to qualify for resident tuition rates. In addition, Florida students attending these programs typically gain experience in multiple health care settings outside of Florida rather than in Florida (because it is common for students to be placed in fieldwork in the state in which they are completing their education). Because employment connections are commonly established during these clinical fieldwork experiences, the consequence of this is fewer UF OT students returning to Florida for employment.

For students wishing to remain in state to complete their OTD education, the only programs available in Florida are at private institutions. These students will pay two times the tuition and fees, making the degree financially untenable for some of Florida’s citizens.

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The didactic portion of the program will be offered on the University of Florida Gainesville campus. We will use a blended learning format in several courses in which students will receive lecture content on line and will participate in live class sessions that emphasize interactive discussion and hands-on activities and practice related to clinical care. During the fieldwork components, students will be placed in required clinical experiences at OT practice settings in hospitals, clinics, home care, and schools.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

We are proposing to create a sustainable OTD program in which approximately the same number of students graduate each year compared to the current MOT program. By maintaining a similar class size, we will continue to provide to the market a consistent number of new professionals, but will not appreciably affect supply and demand, a concern expressed in the GAP Analysis. However, these professionals will be better prepared for increasingly complex patient needs and for administrative advancement as practice leaders.

There are specific data to support both the need for occupational therapy and the security of employment opportunities. The State of Florida has recognized the shortage of occupational therapists by including OT as one of the professions covered by the Florida Tuition Reimbursement Law (Statute 1009.58). Long term projections for occupational therapy employment changes in the State of Florida through 2024 predict increases in employment growth of 29.5% (<http://www.projectionscentral.com/Home/Index>). Nationally, Projection Central lists this figure at 26.5%. If one combines these data with the fragility of the balance of OT's in the state suggested in the GAP analysis, a significant shortage of OT's in Florida is looming even if one does not believe it is fully realized today.

Other data on national changes in OT are consistent with the Projection Central figures and support future demand. The 2016-2017 *Federal Occupational Outlook Handbook* predicts a growth of jobs for OTs at 27% through 2024, which is "much faster than average" growth. OT programs in the SUS have very high employment placement rates (UF is 100% for the latest class), and data consistently show that the employment opportunities for OT's are growing as the shortage of OTs based on consensual data will exist into the foreseeable future. This forecasts a steady supply of applicants to our program.

The need for doctoral level training is supported by the American Occupational Therapy Association (AOTA). AOTA released a position paper stating that doctoral-level education will better prepare graduates to meet increased requirements for practice-based scholarship and research, and demonstrate professional autonomy focusing on inter-professional care, primary care, and specialized areas of practice. Further, the AOTA Board of Directors encourages the change as a benefit to consumers and society. Eighty-one percent of universities with accredited graduate OT programs have reported they will be transitioning to the OTD.

Finally, publications such as *US News and World Report* and *Money Magazine* include Occupational Therapy on their lists of the top "best jobs", "best careers" and "best graduate degrees."

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Both national and local data support the expectation that students will enroll in the UF OTD program. Nationally, the shift towards doctoral education for OT students has been significant. Fourteen entry-level OTD programs are already fully accredited. Eighteen additional programs also enroll doctoral students and are in the final stage required for full accreditation. This means that 32 programs across the country already enroll OTD students. Twenty additional universities have submitted applications for OTD approval. Therefore, the rate at which universities are adding OTD programs is accelerating rapidly. Prospective and current students are already looking to our university and college for doctoral level OT education, particularly given our national standing.

The University of Florida received over 316 applications during the 2015-2016 admission cycle for 45

available seats in the master's program. The vast majority (80%) of our applicant pool as well as our enrolled students are Florida residents. Based on available workforce predictions, prospective student interest from Florida citizens, our own students' inquiries about the OTD, and our typical class composition, we anticipate strong interest from Florida residents if the OTD were made available.

Consistent with this, the number of prospective OT students inquiring about the intentions of OT programs to progress to the clinical doctorate has increased. In fact, fifty percent of our 2015 UF graduates indicated they plan to enroll in an OTD program. Nationally, 40% of students state they definitely or probably will pursue the doctoral degree (AOTA Salary and Workforce Survey). Because OTD education is becoming more prevalent across the country supported by broad student interest, it can be expected that students will choose to attend OTD programs at Florida's private universities if public alternatives are unavailable. For Florida citizens, private programs are significantly more costly in both tuition and time commitment.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

There are no Occupational Therapy Doctoral programs in the Florida SUS. To obtain an OTD degree, Florida residents must leave the state or attend a more expensive private university (Nova Southeastern in Tampa or Gannon University in Ruskin). We propose offering a cost-effective alternative to these private options. If other SUS programs are approved, we would establish collaborative relationships with those programs just as we have done at the master's level. Currently, OT programs in the SUS coordinate continuing education and professional service opportunities through regional professional organizations. In addition, we help address Florida's OT workforce training needs by reaching out to practicing OT's. With the establishment of the doctoral program, we believe we can broaden the opportunities for Florida OT's to take advantage of our educational and research expertise. We would also be available, if desired, to serve as a resource in program design for SUS programs because our faculty serve on or consult with national OT boards and leadership councils involved in doctoral education. Finally, we collaborate with both private and public institutions offering either occupational therapy or occupational therapy assistant programs through the Florida Occupational Therapy Educational Consortium (FLOTEC). FLOTEC involves 17 different member state schools whose common goal is to develop and support appropriate fieldwork education.

The proposed OTD would replace our MOT so we do not anticipate that it will substantially affect the number of students applying to other programs. In addition, we already receive far more applications than spaces as noted in Section IIB above so there is broad interest from Florida's citizens, only a small part of which we can address. We believe this pattern will remain at the doctoral level. Overall, there is support for doctoral level education both from our own students and from nationally available data on the growth of the OTD as further described in Appendix C.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

Because we are proposing to replace our current Master in OT program, we anticipate admitting the same number of students per cohort in the OTD (approximately 45 per class). Our projected total head count in

year 3 is 135, and we expect this enrollment to remain steady at this level in subsequent years.

Our projected FTE will begin at 34.5 with our first class of students, and rise to 101.25 in year 3. This number will remain steady as we level out our enrollment by year 3.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

Our current master of occupational therapy class is likely a reasonable approximation of the anticipated diversity of an initial doctor of occupational therapy class. The racial/ethnic background of the UF OT student body is shown below and is compared to national data on occupational therapy students. In addition to the AOTA survey data, 2014 data on the AOTA website for doctoral students indicated that nationally, 4% identify their ethnicity as Hispanic and 96% as non-Hispanic. For race, 81% of doctoral students self-identify as white, 4% as black, 9% as Asian, 0% as American Indian, and 5% as other.

Based on these data and as noted in the table below, the student population representing the current UF OT program is significantly more diverse than the student population at the national level. For example, 29.7% of the PHHP OT student body compared to 14.7% nationally represents nonwhite racial/ethnic groups.

Diversity of UF PHHP OT Class Fall 2016 vs. National Survey Data (2014)

| Race/Ethnicity | UF PHHP OT | AOTA Salary & Workforce Survey |
|--|-------------------|---|
| Black | 5.6% | 3.0% |
| Hispanic | 8.3% | 2.8% |
| American Indian/Alaskan Native | 0.9% | 0.3% |
| Asian/Hawaiian/Pacific Islander | 10.2% | 5.1% |
| White | 71.3% | 85.3% |
| Multiethnic or Not reported | 3.7% | 3.5% |
| Total | 100.0% | 100.0% |

Diversity is included in the core set of college values that guides our educational activities, and this is reflected in the PHHP OT department's commitment to activities that maintain and enhance the diversity of the student body. In keeping with this core principle, the PHHP Occupational Therapy Department is forming a Diverse Admission Advisory Board, whose primary charge is to guide inclusive recruitment activities and fair admission evaluation practices. This will facilitate our ability to broaden the pool of students who are competitive for admission from groups that are traditionally underrepresented. Recruitment activities will occur at local and national conferences as well as outreach to HBCU's. In addition, our professional faculty and undergraduate advisors will participate in informational fairs that include occupational therapy in the discussion of career paths. Once students are admitted to the program, we will focus on retention through individual mentorship and student advising to foster success. In addition, we will encourage student professional development not only through completion of coursework but by facilitating participation in applied scholarship, culminating in poster presentations at state and national conferences to help begin to connect students to the profession. Formal and informal networking opportunities are also available through the state and national OT organizations. All students also have the opportunity to take advantage of Gator CareerLink (<http://www.crc.ufl.edu/students/studentGatorCareerLink.html>) and other resources offered by the nationally recognized UF Career Resource Center.

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The budget projected for year 1 is \$934,204 and for year 5 is \$1,417,040 through E&G funding. The fifth year budget includes total projected salaries and benefits of faculty in year 5 of \$989,527 and staff of \$238,478. The remaining components of the E&G supported budget include (a) \$88,823 in year 1 and \$124,352 in year 5 for OPS personnel, which covers preceptors/lab assistants (e.g. for cadaver labs), (b) \$25,530 in year 1 and \$35,742 in year 5 for expenses associated with marketing materials, recruitment, and fieldwork coordination; and finally, (c) Special Categories' expenses total \$26,737 in year 1 and \$28,941 in year 5, the majority of which is cadaver expense but also includes tens equipment updates, wheelchair maintenance, fieldwork database management maintenance, and recalibration costs. E&G funds from the terminated MOT program will be shifted to support the proposed doctoral program.

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

Our OTD program will be on-book and the expected cost will be 5% above the 2016 UF graduate tuition for in and out-of-state students. This equates to \$471.17 and 1195.89 per credit hour for tuition (excluding fees), respectively.

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

We plan to sunset our entry level master of occupational therapy program after all students have graduated and after approval of the doctorate of occupational therapy program. Faculty effort will be reallocated from the MOT to the professional doctorate; we do not expect any appreciable negative effect because the MOT is being closed and delivery of the MOT has been housed within PHHP, the same college requesting the OTD.

Undergraduate students who have traditionally applied to our pre-occupational therapy track in the PHHP bachelor of health science program will instead be able to apply to our health science track in the BHS program. The OT department faculty will continue to offer courses in the BHS program, which includes classes associated with the BHS Honors Program. Therefore, undergraduates will still have the

opportunity to work with our faculty and complete the bachelor of health science degree as well as broaden their undergraduate training. In addition, we anticipate that undergraduates will indirectly benefit from doctoral students and the resources associated with having a doctoral program available to them (e.g., more invited guest speakers and mentors).

D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The undergraduate level prerequisite courses required for the master's program are still relevant for the doctoral program given students will be eligible to apply to the program after acquiring their bachelor's degree. This means the undergraduate programs offering prerequisite courses will not be affected by the change. We do not anticipate negatively impacting other programs or departments as the professional doctorate is fairly specialized in its curriculum, all of which will be delivered by PHHP faculty.

E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Because we offer the MOT and plan to reallocate those resources to the doctoral program, we have a strong base of support already in place. As part of ongoing support, the OT department receives scholarship support for its students through a number of endowed funds, including the Alice C. Jantzen Fellowship, the Margaret Clare Shoemyen Graduate Fund, the Judie Pink-Goldin Occupational Therapy Scholarship, the Kay Walker Fund, the Jan Z. Olsen OT Student Enhancement Fund, and the Trish Buescher Nelson Hands to Love Scholarship. In addition, the college has a number of scholarships and awards (typically \$1000 each) that are given annually and are supported through ongoing contributions from organizations outside the college (e.g. UF Health Shands Auxiliary; Shands Board of Directors scholarship, etc.). Traditionally, OT students have been very competitive for these awards.

In addition to scholarship support, the OTD program benefits from strong relationships with our OT advisory boards (comprised of leaders representing both academic and practice communities) and the primary national organizations (AOTA, ACOTE), all of whom have been key resources in curricular design as it relates to changing practice needs and who will continue to be key resources over time as we strive to maintain accreditation and be nationally recognized as a top ten program of excellence. Five of our OT faculty members also have external grant support (with salary offsets) that provides exceptional opportunities for student research exposure. This funding primarily comes from federal agencies (NSF, DOD, VA) and therefore provides the opportunity for applied research opportunities relevant to the development and execution of capstone projects required in the doctoral program.

Finally, we have clinical affiliation contracts with over 300 health care sites that provide in kind support for our students' clinical training. The on-site fieldwork supervisors do not receive any monetary compensation for supervising student practica and internships. These organizational contract sites are between the OT department and the fieldwork site so are available to us for the placement of doctoral students. These sites will directly support the critical clinical training components of the doctoral program.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected

benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Quantitative: OTD programs in the state of Florida are located in private colleges and universities. Students will pay two times the tuition and fees to attend these programs. We propose a high quality education at a lower cost, as illustrated in the table below. There has been longstanding concern in academia that high cost prohibits some potential students from applying to programs for which they would otherwise qualify. Affordable education, even at the professional level, is consistent with the longstanding commitment of the Board of Governors and the State University System to support access to educational opportunities.

Tuition and Fees Comparison for Florida OTD Programs

| <i>University</i> | <i>Total In State Tuition and Fees Proposed or Actual</i> |
|--------------------------|--|
| University of Florida | \$60,180 (proposed based on 5% above 2016 graduate tuition and fees for Florida residents) |
| NOVA Southeastern | \$128,980 (actual based on 2016-17 cost at \$31,200 per year assuming no tuition increase) |
| Gannon University | \$120,760 (actual based on 2016-17 cost at \$15,980 per term assuming no tuition increase) |

Qualitative: The University of Florida is the only SUS OT program in Florida that is nationally ranked among the top 20. Of the top ranked AAU public universities, only one other university (besides UF) does not offer an OTD degree. Moving to the OTD is consistent with UF's mission to be among the top ten universities in the country, which enhances the reputation of the university and brings visibility to the state.

Given the movement toward doctoral education among the top 20 schools, the next generation of leaders will come from those with the highest level degree obtained, the doctorate. UF will attract top students who can contribute to this next generation of OT leaders if we are competitively positioned to educate students at the doctoral level.

UF should also offer a clinical doctorate degree in OT to keep its competitive edge as well as to show its commitment to advancing education at the highest level and in keeping with current educational trends of the nation and the profession.

Offering a challenging program will provide a high quality education and the opportunity for students to engage in research and leadership activities that will improve practice quality nationally. The required experiential components and capstone projects also directly benefit Florida. Students in the OTD program will predominantly be placed in health care settings in Florida to complete their experiential experience. During this experience they will be engaged in a project of benefit to the community agency or health care business that will advance clinical practice through an exchange of knowledge in evidence based practice, clinical program and policy development, and/or patient and profession advocacy.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

NA

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The**

courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

NA

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

NA

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

NA

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The SUS Strategic Plan identified health careers for strategic emphasis. The UF mission has as its distinguishing characteristics research, scholarship, artistic creation, and post-baccalaureate training in the arts and sciences and in the professions. Seeking the OTD is consistent with this mission as a critical health profession and with UF’s strategic plan to become a pre-eminent university.

As the only nationally ranked OT program in the state (#8 compared to public AAU universities and #17 overall), the UF OT program should offer training reflective of state and national trends at a premiere level, consistent with UF’s goal to be top ten.

We propose to sunset the Master’s in Occupational Therapy (MOT) and replace it with a professional doctorate (OTD) degree. There are currently no entry-level OTD programs in the Florida SUS. All of Florida’s private universities offering an OT curriculum have established or are developing the OTD at significant cost to the student.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

As a research one institution, UF has a strong reputation in the health sciences. Our college has an exceptional research portfolio (second only to the UF College of Medicine), including eight centers/institutes spanning pediatrics, adult, and elderly functioning. One of our institutes – the Institute for Mobility, Activity, and Participation – is housed in our occupational therapy department and focuses on mobility with multiple populations (e.g. those with Parkinson's, traumatic brain injury, seizure disorders, PTSD, etc.). This institute has multiple cross-disciplinary, cross-country partnerships. In general, our faculty are well positioned to offer research expertise across the lifespan and to infuse contemporary clinical expertise into the evolving curricular content. Similarly, our academic programs are highly ranked nationally. Our current occupational therapy program is ranked among the top 20, and we have a strong track record of graduating successful students. Our licensure exam pass rate is consistently above the national average (e.g. 100% this past year). We have an academically strong pre-professional student body from our PHHP BHS program and from other UF majors that comprise an exceptional feeder system for the OTD. The UF library systems are comprehensive and offer both depth and breadth in support of doctoral level learning. Our positive relationship with Shands OT's and the overall Shands health care system in both acute care and rehabilitation provides instructional and clinical training opportunities as noted below. Overall, we have a broad and comprehensive infrastructure to move seamlessly to the OTD.

- The OT Department is located in a large academic Health Science Center
 - offers significant exposure to a broad range of contemporary health care issues relevant to complex practice
 - has 5 inpatient and outpatient clinics in which to offer specialty experiential training required of doctoral education and availability of patients and administrators for in class “real world” discussions of health care system challenges, treatments, and recovery
- The College (PHHP) has experience designing doctoral curricula that serve a wide variety of clinically focused doctoral students.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

In 2014, the Department of Occupational Therapy began exploration of interest in seeking approval for a professional doctorate in occupational therapy. Multiple faculty participated in internal and external conversations regarding the development of an OTD program. A final pre-proposal was submitted in August 2016 and approved on September 28, 2016.

All faculty of the department were actively involved in the planning process led by the Director of Professional Programs and the Academic Fieldwork Coordinator. All have attended workshops at national and state conferences, consulted with faculty from OTD programs at other universities, and consulted with staff from the American Council for OT Education (ACOTE). In addition to items specifically noted below, general planning for the program has taken place during faculty retreats specifically designated for that purpose and during monthly faculty meetings.

Planning Process

| Date | Participants | Planning Activity |
|----------------|---|---|
| April 23, 2014 | OT Department Faculty, Director of Professional Programs (Dr. Joanne Foss), Executive Associate Dean (Dr. Stephanie Hanson), Associate Provost (Dr. Angel Kwolek-Folland) | Initial conversation among department, college, and provost's office about the possibility of considering an OTD degree at UF |

| | | |
|-----------------------------|---|---|
| April 30, 2014 | OT Department Faculty, Director of Professional Programs, Academic Fieldwork Coordinator and Department Chair | Discussion of the AOTA Board of Directors proposal for the OTD degree |
| May 2, 2014 | OT Department Faculty OTD Task Force, Department Chair and PHHP Dean | Determination of the feasibility and structure for an OTD degree |
| May 19, 2014 | OT Department Faculty, Director of Professional Programs and Academic Fieldwork Coordinator | Discussion of curriculum design principles and learning objectives |
| June 13, 2014 | Director of Professional Programs and Academic Fieldwork Coordinator | Review of ACOTE OTD standards |
| November 2014 | Faculty Task Force Meetings | Discussion of course design related to specific content areas |
| March 20, 2015 | Dr. Hanson to Dr. Kwolek- Folland | Initial submission of pre-proposal, which was tabled for additional discussion |
| May 6, 2015 | Dr. Kwolek-Folland to Dr. Hanson | Informed that in late April, BOG staff note OTD requests placed on hold to await state wide committee report |
| June 4, 2015 | OT Department faculty, Director of Professional Programs and Academic Fieldwork Coordinator | Continue internal discussions pending outcome of state report; individual course, competency requirements, and capstone planning are topics of discussion |
| May 2015 | Dr. Hanson and Dr. Foss to Dr. Kwolek-Folland | Summarization of national and internal information on OTD; continue hold on pre-proposal submission |
| August 29, 2016 | Dr. Hanson to Dr. Kwolek-Folland | After clearance by provost's office, updated version of OTD pre-proposal draft submitted for review by provost's office and for subsequent presentation to CAVP |
| September 2016 | OT Department faculty | Meetings to review and reach consensus on course sequence |
| September 28, 2016 | Dr. Kwolek-Folland to Dr. Hanson | Notification of pre-proposal approval |
| October 10, 2016 | OT Department faculty, Director of Professional Programs and Academic Fieldwork Coordinator | Discussion of learning objectives and capstone requirement ; design of new course syllabi initiated |
| October - November 14, 2016 | Dr. Foss, Dr. Hanson, Ms. Andrea Burne (Asst Dean for Finance and Human Resources) | Finalization of proposal, courses, and budget |
| | | |

Events Leading to Implementation

| Date | Implementation Activity |
|------------------------|--|
| November 2016 | 1. Submit proposal and courses to PHHP Curriculum Committee for review and approval |
| December 2016 | 2. Submit proposal to University Curriculum Committee for review and approval; Submit courses to Graduate Curriculum Committee for review and approval |
| January-February, 2017 | 3. Submit proposal to University Faculty Senate for review and approval |
| March 2017 | 4. Submit proposal to Board of Trustees for review and approval |
| June 2017 | 5. Submit proposal to Board of Governors for review, approval and inclusion in degree inventory |

| | |
|-----------------------|---|
| July 1, 2017 | 6. Submit to ACOTE Letter of Intent and Letter of Intent Data Form |
| August, 2017 | 7. Submit to ACOTE OT Doctoral Degree Level Candidacy Application |
| December, 2017 | 8. ACOTE Initial Review |
| November, 2017 | 9. Revise OTCAS application; revise marketing materials and department website |
| January, 2018 | 10. Review applications and admit students |
| January –August, 2018 | 11. Organize first year class schedule, confirm faculty and mentoring assignments |
| August, 2018 | 12. Enroll first class of OTD students |
| August 21, 2018 | 13. Organize and conduct program orientation |
| November, 2019 | 14. Submit to ACOTE Report of Self Study |
| Fall, 2020 | 15. ACOTE On-Site Visit |

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

ACOTE: Entry-level programs in Occupational Therapy are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The Master in Occupational Therapy (MOT) degree program received full re-accreditation in 2011 for 10 years with one concern. The site team found the organization of two course syllabi confusing. This concern was addressed via course revisions reflected in modified course syllabi, which ACOTE accepted. The program is scheduled to undergo re-accreditation in 2021. ACOTE reviews entry level OTD programs for accreditation as well. As noted in the table above, both a self study and formal review of the OTD curriculum will be required prior to enrolling OTD students.

CEPH: The College and its programs are accredited by the Council on Education for Public Health. The Council on Education for Public Health, or CEPH, is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs. The college received full re-accreditation this past year without any contingencies or issues to address.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Graduates of the University of Florida Doctor of Occupational Therapy Program must:

1. Demonstrate a thorough knowledge of the translation of research to clinical practice, contribute to the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.
2. Relate occupational therapy theory and evidence-based research to practice, and demonstrate advanced synthesis theory and practice through a culminating project.
3. Achieve entry-level clinical competence through a combination of academic and fieldwork education.
4. Demonstrate an in depth knowledge of service management principles and the government, and economic, social and political issues that affect health care and clinical practice.
5. Demonstrate active involvement in professional development, leadership and advocacy.

B. Describe the admission standards and graduation requirements for the program.

Admission Standards: Applicants must have a Bachelor's degree from a regionally accredited university, a combined score of 300 on the Graduate Record Exam (GRE) and a minimum 3.0 overall and prerequisite

GPA. Applicants must complete all prerequisite course requirements. Applicants must have observed a professional level (OTR) occupational therapist in 2 distinctly different practice environments for a total of 30 hours.

Graduation Requirements: Students must complete 108 credit hours and maintain a 3.0 GPA. Students must meet all OTD course requirements. Students must receive a passing grade in all courses. Students must demonstrate appropriate professional behavior throughout the program (e.g. in coursework, during experiential components, etc.) as determined by the faculty, clinical supervisors, and fieldwork supervisors.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The OTD program requires 108 credit hours. Although all courses are required, students have input into their clinical fieldwork placements and selection of their capstone project. The breakdown of credits is provided in the table below.

| OTD Degree Requirements | Program Credits |
|--------------------------------|------------------------|
| Core Courses | 63 |
| Required Fieldwork | 17 |
| Research Credits | 18 |
| Professional Development | 7 |
| Capstone Experience | 3 |
| Total | 108 |

The program begins with courses focused on advanced studies of the science of the human body and the conditions that can affect our client's occupations and functional abilities. Throughout the first 2 years the entry-level curriculum addresses the core concepts, theory, and practice of occupational therapy, and students acquire a range of clinical experiences in Level I and Level II fieldwork placements. Before beginning more advanced coursework, students complete a comprehensive competency exam that evaluates their grasp of the entry-level core curriculum.

During the third year, courses focus on advanced topics in research, theory, policy and advocacy, and program development. Students complete an in-depth doctoral experiential component focused on their particular professional interests. During the Doctoral Experiential Component, students apply the knowledge and skills developed in courses and clinical fieldwork to the design and implementation of an applied and innovative capstone project in response to an identified need in the field. The project is presented to faculty and the results are disseminated both in oral and written format.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|--|
| Fall | Fall | Fall | Fall |
| OTH 6008 Neuroscience in OT (5) OTH 6XXX Applied Lifespan Development (3) OTH 6XXX Pathophysiological Conditions in OT (3) OTH 6XXX Foundations of OT (3) | OTH 6636 OT Screening and Evaluation (4) OTH 6642 OT Interventions (6) OTH 6XXX OT Clinical Skills II (2) OTH 5812 Adult Level 1 Fieldwork (2) | OTH 6XXX Level 2 Fieldwork II (6) OTH 6XXX Clinical Competence Seminar (1) OTH 6XXX Competency (2) | OTH 6XXX Residency: Doctoral Experiential (7) OTH 6XXX Capstone (2) |
| Spring | Spring | Spring | |
| OTH 6XXX Clinical Musculoskeletal Anatomy (5) OTH 6XXX Functional Kinesiology (3) OTH 6539 OT Theory (3) OTH 6XXX Professional Development (2) | OTH 6635 OT Screening and Evaluation (4) OTH 6641 OT Interventions (4) OTH 6XXX Pediatric Level 1 Fieldwork (2) OTH 6XXX OT Service Delivery and Organization (2) OTH 6XXX Doctoral Mentorship 1 (1) | OTH 6XXX Advocacy & Interprofessional Skills (2) OTH 6XXX Advanced Theory (3) OTH 6XXX Research: Methods and Design (3) OTH 6XXX Doctoral Mentorship 3 (2) | |
| Summer | Summer | Summer | |
| OTH 6XXX OT Clinical Skills I (3) OTH 6XXX Psychosocial OT Evaluation and Intervention (3) OTH 6XXX Psychosocial Level 1 Fieldwork (1) OTH 6XXX Research 1: Evidence Based Practice (3) | OTH 6XXX Level 2 Fieldwork I (6) OTH 6XXX Doctoral Mentorship 2 (1) | OTH 6XXX Leadership & Professional Development (3) OTH 6XXX Program Evaluation and Development (2) OTH 6XXX Doctoral Mentorship 4 (3) | |

E. Provide a one- or two-sentence description of each required or elective course.

OTH 6008 Neuroscience in OT: Theoretical explanations of occupation in human functioning through neuroscience. Contemporary concepts of brain function that support occupation with emphasis on sensory, motor, and cognitive processes.

OTH 6XXX Applied Lifespan Development: Key aspects of human development from conception through adulthood with an emphasis on areas impacting assessment and treatment planning in occupational therapy.

OTH 6XXX Pathophysiological Conditions in OT: Understanding of pathophysiology as a change from normal physiological functioning of the various systems of the human body.

OTH 6XXX Foundations of Occupational Therapy: Foundations, development, and professional ethics, values and responsibilities of profession.

OTH 6XXX Clinical Musculoskeletal Anatomy: Functional understanding of bones, muscles and their innervation and action as these relate to diagnosis and treatment of common conditions and injuries to bones, muscles, tendons, and nerves.

OTH 6XXX Functional Kinesiology: Human movement during performance of activities; the Kinematics and the forces influencing movement; applying an understanding of human movement that is foundational for rehabilitation.

OTH 6539 OT Theory: Critique and discussion of the theoretical perspectives commonly used in occupational therapy practice, including those that focus on occupation-based practice.

OTH 6XXX Professional Development: Provides structured learning experiences that facilitate professional development and the transition to professional roles.

OTH 6XXX OT Clinical Skills I: Integration of assessment skills and application to biomechanical intervention approaches, and intensive opportunity and practice in professional clinical skills.

OTH 6XXX Psychosocial OT Evaluation and Intervention: Historical and current models for application of occupational therapy to psychosocial problems.

OTH 6XXX Psychosocial Level 1 Fieldwork: Practicum site experience to aid socialization process into roles and styles of occupational therapists in mental health practice and other psychosocial settings.

OTH 6763 Research 1 - Evidence Based Occupational Therapy Practice: Provides the foundational research, knowledge, and skills to understand and evaluate existing research evidence in Occupational Therapy, and demonstrates importance of evidence-based knowledge and research in everyday practice.

OTH 6636 OT Screening and Evaluation 2: Application of screening and evaluation principles to the evaluation process. Students learn to administer tools to adult population.

OTH 6642 OT Interventions 2: Basic interventions for adults through elders using ICDH systems as framework. Planning and applied treatment approaches including acquisition, restorative, and compensatory strategies.

OTH 6XXX OT Clinical Skills II: Pre-activity and activity techniques for participation in human occupation.

OTH 6XXX Adult Level 1 Fieldwork: Initial practicum site experience to aid socialization process into roles and styles of occupational therapists in OT practice with adults.

OTH 6635 OT Screening and Evaluation 1: Introduction to principles of tests and measurement and outcomes-based assessment relevant to infants, children, and adolescents.

OTH 6641 OT Interventions 1: Occupational therapy theory and treatment as it relates to infants, children, adolescents, and their families. Students learn to administer tools to pediatrics assessment tools in pediatric populations.

OTH 6XXX Pediatric Level 1 Fieldwork: Second of series designed to acquaint future professionals with practice skills in pediatric practice settings.

OTH 6XXX OT Service Delivery and Organization: Basic principles of health care systems providing occupational therapy to individuals and organizations.

OTH 6XXX Doctoral Mentorship 1: Collaboration with individual faculty mentor; identification of a focus area for the Experiential Component and Capstone Project.

OTH 6XXX Level 2 Fieldwork I: Initial full-time experience under direct supervision of licensed occupational therapist.

OTH 6XXX Doctoral Mentorship 2: Development of individualized learning objectives and evaluation of student performance objectives for the doctoral experiential experience.

OTH 6XXX Level 2 Fieldwork II: Second full-time experience under direct supervision of licensed occupational therapist.

OTH 6XXX Clinical Competence Seminar: Integration of knowledge and skills from previous educational experiences and fieldwork experiences with feedback provided for improvement.

OTH 6XXX Competency: Completion of the standardized test of clinical knowledge and skills; the Occupational Therapy Knowledge Evaluation (OTKE).

OTH 6XXX Advocacy and Interprofessional Skills: Integration of knowledge and skills to advocate for patients and programs by influencing regulatory environment, and refinement and evaluation of skills in interprofessional communication and collaboration.

OTH 6XXX Advanced Theory in Occupational Therapy: Examination of how theories and models describe or explain a phenomenon at different levels of analysis and the types of scientific evidence required to support or refute the propositions reflected in clinical models and theories.

OTH 6XXX Research: Methods and Design: Development of the skills necessary to conduct an independent research study. Students learn the steps required to develop a research proposal, conduct a research study, and disseminate research results.

OTH 6XXX Doctoral Mentorship 3: Individual work with faculty to develop draft of Capstone Project proposal; literature review and research questions.

OTH 6XXX Leadership and Professional Development: Exploration of leadership theories and practices and their application to leadership in Occupational Therapy practice and education.

OTH 6XXX Program Evaluation and Development: Concepts and strategies for assessment of practice outcomes and program evaluation. Students learn how to access and analyze data to examine the needs of a community that warrant occupational therapy interventions.

OTH 6XXX Doctoral Mentorship 4: Development of methods and procedures for Capstone Project; presentation of the final proposal to the faculty and peer cohort. Preparation and submission of IRB proposal.

OTH 6XXX Residency: Doctoral Experiential Component: In-depth experience in one or more of the following: clinical practice, research, leadership, program and policy development, advocacy, education and/or theory development. This experience requires application and synthesis of advanced clinical skills in the student's selected area.

OTH 6XXX Capstone Project: Application of the knowledge and skills developed in courses and clinical fieldwork to design and implement an applied and innovative response to an identified need in the field.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

The Department consults with 2 advisory groups - the Development Advisory Board and the Fieldwork Advisory Board. The members of these boards assist the department to identify health care industry trends and provide advisement concerning current education and practice changes. The fieldwork advisory members are clinicians who have supervised our students in OT practice settings. We receive valuable feedback concerning our students' competencies in the field and innovations to course and lab content. The OT program will also be required to meet specific public health competencies set by the Council on Education for Public Health. The site team ensures both curriculum and content meet current national standards for public health practice. These standards will be incorporated into the curriculum via a public health course.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

ACOTE: Entry-level programs in Occupational Therapy are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). We will seek accreditation for the change to a doctoral program. To obtain national certification and state licensure, students must graduate from a program with ACOTE accreditation. We plan to accept our first class in January 2018 with an intended program start date of fall semester 2018, which should coincide with the accreditation review timeline.

CEPH: The College and its programs are accredited by the Council on Education for Public Health. The Council on Education for Public Health (CEPH) is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs. Our program is evaluated as part of this accreditation process. The College will undergo CEPH re-accreditation in 2020.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

There are no corresponding bachelor's or master's programs planned for this doctoral degree.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized**

services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The didactic portion of the program will be offered on the University of Florida Gainesville, FL campus. We will be using a blended learning format in several courses in which students will receive selected lecture content on-line but will also participate in live class sessions that emphasize interactive discussion and hands-on clinically-related activities. During the fieldwork and the doctoral experiential component, students will be placed in settings that include hospitals, clinics, community programs, home care and schools.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Please see Table 4. As requested, this table includes the existing and anticipated full time faculty; the code associated with funding source; highest degree; discipline and specialization; contact type and length and percent of annual effort.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The projected full-time faculty costs (salary and benefits) are \$634,424 in year one and \$989,527 in year five. The faculty will be supported through E&G funds.

- C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

Please see Appendix E.

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The Department of Occupational Therapy is a national leader in occupational therapy education, service and research. The UF MOT program is ranked in the top 20 OT programs by US News and World Report, and 8th in AAU public research universities. The program has graduated 557 MOT students since it was first accredited in 2002. Over the last 3 years, the program has experienced an average of 99% first time pass rate on the national certification exam, and our graduation rates have averaged 98% over the same time period. When polled 3 months after graduation 100% of respondents from the class of 2015 reported that they were already employed or were negotiating a contract. Faculty have mentored postdoctoral, doctoral, masters and undergraduate students in research projects related to their degree programs or honors programs. OT faculty generates 67.5 graduate FTE a year through the MOT program.

The department has active research programs in the areas of community mobility, driving rehabilitation, and learning disabilities, as well as outstanding academic and training programs that include an entry level Master's in Occupational Therapy and a PhD in Rehabilitation Science. The department is a leader in the NIH-funded K12 Rehabilitation Research Career Development consortium and is home to the Florida Institute on Disability and Rehabilitation; US Department of Defense; Institute for Mobility, Activity and Participation; and the Center for Research on Telehealth and Assistive Technology. Over the last 3 years the OT department has generated close to 3 million dollars in research funding.

The OT department faculty and students are active in community and professional service. The department is home to the only OT Equal Access clinic in the southern United States. This free student run clinic recently received an award from the Florida OT Association for honorably representing the soul or passion of service in our profession.

Occupational Therapy faculty members are represented on several national and state/local boards (e.g., Board of Directors for the National Board for the Certification of Occupational Therapists; PCORI; Oak Hammock Board of Directors) and professional service (e.g., ACOTE Roster of Accreditors; FLOTEC Fieldwork Consortium). OT faculty members also serve as members of editorial boards (e.g., Journal of Hand Therapy, OT Journal of Research; Canadian Journal of OT Research).

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

Please see a description of library resources provided in the Appendix D.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.**

No additional library resources are anticipated.

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Dedicated classrooms and laboratory space are adequate for meeting the program's educational needs. The Department is located in the Health Professions, Nursing, and Pharmacy complex (HPNP). This building has small and medium classrooms, an auditorium, and two large lecture halls on the ground and first floors. The OT Department also has three dedicated lab rooms with sinks, counters, cabinets and large storage areas, and a fourth lab that houses a demonstration "apartment" with a kitchen and bathroom. Our facilities also include shared anatomy and neuroscience lab space in the Health Science Center Communicore building. We also have access to lecture space in other buildings located in the Health Science Center. This combined space is of sufficient size to accommodate the number of students in our program.

We also have 7,670 square feet of OT department space including offices, conference rooms, lab and classroom space. Our Department reception, faculty and staff offices are located on the second floor of the HPNP building. The Department also has a large conference room, staff work room and storage on the second floor. The Program Director and faculty are assigned offices that provide adequate private space for advising students. Our facilities are sufficient to provide adequate instruction, and safe and efficient

operation of the program.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.**

No additional facilities are anticipated.

- E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No additional capital expenditures are anticipated.

- F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The Department has appropriate and sufficient equipment and supplies for student didactic and clinical practice experiences. The Department has a large collection of assessment instruments and treatment equipment including mats, wheelchairs and assistive technology. Splinting supplies and equipment for modality training and sensory interventions are available. Seven cadavers and multiple coronal brain sections are purchased each year. Equipment needs are evaluated yearly, and purchases are made as needed.

- G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

No additional specialized equipment needs are anticipated.

- H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No additional specialized resource needs are anticipated.

- I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

The list of scholarships supported by endowments administered by the UF Foundation for OT includes:

Alice C. Jantzen Fellowship: Scholarship for graduate Occupational Therapy student at the University of Florida with the potential for leadership and professional service in occupational therapy.

Margaret Clare Shoemyen Graduate Fund: Scholarship for a graduate student in Occupational Therapy who has the potential to contribute to the science of OT practice and for leadership in the profession.

Judie Pink-Goldin Occupational Therapy Scholarship: Scholarship award to a support fellowship award to graduate level Occupational Therapy student at the University of Florida.

Kay Walker Fund: Scholarship award to graduate Occupational Therapy student at the University of Florida.

Jan Z. Olsen OT Student Enhancement Fund: Travel award to enable a graduate Occupational Therapy student at the University of Florida to attend an educational workshop.

Trish Buescher Nelson Hands To Love Scholarship: Scholarship for graduate Occupational Therapy student at the University of Florida to undertake an optional internship in a specialty area of OT practice.

J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

The Department has current contracts with over 300 sites, and has adequate sites for placement of our students in the 5-6 placements required in our current program. Additional sites to meet the requirements for the doctoral experience will be selected for their ability to provide educational opportunities in alignment with the student's area of focus and the program's learning objectives. Because the UF Department of Occupational Therapy is housed in the UF academic Health Science Center, students are provided an enriched environment for evidence-based practice and research collaboration. Within the UF Health System are an 850-bed teaching hospital, an 81-bed psychiatric hospital, a 40-bed rehabilitation hospital facility, and numerous outpatient and specialty clinics. We anticipate that our need for advanced experiences can be partially met here in the UF Health Science Center. The Department also actively participates in the state OT fieldwork consortium. Sources for additional sites placements can be found in the consortium's resources.

APPENDIX A

See separate document.

APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.



Signature of Equal Opportunity Officer



Date

Signature of Library Director

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.



George A. Smathers Libraries
Health Science Center Libraries

PO Box 100206
Gainesville, FL 32610-0206
352.273.8400
Fax 352.392.2565

October 25, 2016

Stephanie Hanson, PhD, ABPP(Rp)
Executive Associate Dean
College of Public Health and Health Professions

Dear Dean Hanson:

As Health Science Center liaison to the Occupational Therapy program at the University of Florida, I have evaluated the library's collection in relation to the information needs of OTD students. Of the 15 journals currently identified by SciMago as the most frequently cited in the discipline, UF libraries subscribes, in either print or online, to 11. These titles include:

- *American Journal of Occupational Therapy*
- *Australian Occupational Therapy Journal*
- *British Journal of Occupational Therapy*
- *Canadian Journal of Occupational Therapy*
- *Ergotherapie Und Rehabilitation*
- *Journal of Occupational Rehabilitation*
- *Journal of Vocational Rehabilitation*
- *Occupational Therapy in Health Care*
- *Occupational Therapy International*
- *Physical and Occupational Therapy in Geriatrics*
- *Physical and Occupational Therapy in Pediatrics*

In addition, UF also subscribes to highly rated journals in related fields, including

- *American Journal of Physical Medicine and Rehabilitation*
- *Archives of Physical Medicine and Rehabilitation*
- *Journal of Head Trauma Rehabilitation*
- *NeuroRehabilitation*

In addition to our current journal collection, the UF libraries contains approximately 800 authoritative, advanced books likely to be of use to OTD students in this program, including

- **Assistive Technologies: Interventions for Individuals with Severe/Profound and Multiple disabilities**
- **Occupational Therapy and Neurological Conditions**
- **Occupational Therapy in Psychiatry and Mental Health**
- **Qualitative Research Methodologies for Occupational Science and Therapy**
- **Virtual Reality for Physical and Motor Rehabilitation**

A. Non Faculty Resources

Occupational Therapy and related subjects

The UF Libraries holds or licenses approximately one million eBooks and 170,522 eJournals, in addition to its extensive holdings of print, video and other audiovisual materials. The extent of full-text vs Table of Contents with or without abstracts, and the stability of access on the electronic medical varies among these titles and their providers.

The UF Libraries Catalog identified 55 relevant serials under the subject heading "Occupational Therapy", including:

- *Advance for Occupational Therapy Practitioners*
- *American Journal of Occupational Therapy*
- *American Journal Of Physical Medicine*
- *American journal of physical medicine and rehabilitation*
- *Archives Of Occupational Therapy*
- *Australian Occupational Therapy Journal*
- *Board of Occupational Therapy*
- *British Journal of Occupational Therapy*
- *Case manager*
- *Developmental Disabilities Special Interest Section Quarterly*
- *Early Intervention & School Special Interest Section Quarterly*
- *Ergoscience*
- *Indian Journal Of Occupational Therapy*
- *Journal of Music Therapy*
- *Journal of Occupational Science*
- *Journal Of Occupational Science*
- *Journal of Occupational Science, Australia*
- *Mental Health Special Interest Quarterly*
- *New Zealand Journal Of Occupational Therapy*
- *Occupational Therapy and rehabilitation*
- *Occupational Therapy In Health Care*
- *Occupational Therapy In Mental Health*
- *Occupational Therapy International*
- *Occupational Therapy Journal Of Research*
- *Occupational Therapy News*
- *Occupational Therapy Newspaper*
- *Occupational Therapy Practice*
- *Open Journal of Occupational Therapy*
- *OT Practice*
- *OT Week*
- *OTJR: Occupation, Participation and Health*
- *Physical and occupational therapy in geriatrics*
- *Physical and Occupational Therapy in Pediatrics*
- *Scandinavian Journal of Occupational Therapy*

- *School System Special Interest Quarterly*
- *South African Journal Of Occupational Therapy*
- *WFOT Bulletin*
- *Work: A Journal Of Prevention, Assessment & Rehabilitation*

Additional titles may be found under relevant subject headings, “Neuroscience”, “Rehabilitation”, “Developmentally Disabled”, “Cerebrovascular Disease”, “Brain Damage”, “Cognition Disorders” or “Children with Disabilities.” As Occupational Therapy deals with diverse health conditions, resources may be found in many different journals. These would include:

- *Annals of Rehabilitation Medicine*
- *Brain Injury: BI*
- *Clinical Rehabilitation*
- *Developmental Neurorehabilitation*
- *International Journal of Rehabilitation Research*
- *Journal of Cognitive Rehabilitation*
- *Journal of Head Trauma Rehabilitation*
- *Journal of Neurotrauma*
- *Journal of Rehabilitation Medicine*
- *Journal of Stroke and cerebrovascular diseases*
- *Pediatric Rehabilitation*
- *PM&R: the Journal of Injury, function and rehabilitation*
- *Rehabilitation Research and Practice*
- *Research in Developmental Disabilities*
- *Topics in Stroke Rehabilitation*

B. Current and Proposed Resources

The University Library System, composed of 7 libraries, constitutes the largest information resource in the state of Florida. It contains more than 5,000,000 volumes, 1,000,000 eBooks, 170,522 full-text electronic journals, over 43,000 theses and dissertations. It provides access to over 1000 electronic databases. The Digital Library Center is developing the UF Digital Collections and contributes to the Publication of Archival, Library, & Museum Materials (PALMM) initiative of the State University System. All of the libraries serve all of university faculty and students; however, each has a special mission to be the primary support of specific colleges and degree programs. The Health Science Center libraries are among the six libraries in the system known as the George A. Smathers Libraries of the University of Florida. The Legal Information Center (aka UF Law Library) is attached to its own administrative unit. The University of Florida Health Science Center (HSC) Libraries serve as a primary information center for the staff, faculty members and students within the Health Science Center. The University of Florida Health Science Center has expanded into the one of the most comprehensive public academic health centers in the Southeast. The "center" now encompasses six colleges (Medicine, Nursing, Public Health & Health Professions, Veterinary Medicine, Dentistry and Pharmacy), affiliated centers and institutes, a statewide network of affiliated hospitals and clinics that includes Shands Hospital as the flagship teaching hospital, and the neighboring Veterans Affairs Medical Center of Gainesville.

The HSC Libraries provide access to relevant propriety databases: CINAHL, Dissertation and Theses, Journal Citation Reports, the Cochrane Suite of Evidence-Based Medicine resources, ERIC(education), Health and Psychosocial Instruments, InCites JCR(Journal Citation Reports) PsycInfo, SportDiscus, Web of Knowledge (Science/Social Science Citation Indexes, CAB, BIOSIS, SciFinder Scholar, Knovel and multiple additional databases through EbscoHost, FirstSearch, Gale, Proquest, and WorldCat Discovery. It also provides clear navigation to public databases such as PubMed, TOXNET, Agricola, OTSeeker, REHABData, Pedro, and Ageline. Remote library access to databases and other electronic information resources is provided through a campus-wide fiber optic backbone, proxy services and a downloadable Virtual Private Network software package. Classes on database searching, authoritative websites and use of bibliographic software packages such as EndNote and RefWorks are taught each semester for UF faculty members, staff, and students. These classes can help to improve library and information searching skills. Some classes are taught through course-integrated instruction while others are offered for the whole UF community. Tutorials are available for off-campus users. When not in use for classes, the HSC Libraries' Computer Lab provides public access to electronic resources and productivity software such as Microsoft Office. The library has 106 computers (total) available: 71 in the public areas (including 5 large-screen, multiple keyboard group study workstations in the Collaboration Commons and 3 scanning stations); 8 in private study rooms and 27 in the open computer laboratory/electronic classroom. Several PC and iMAC computer stations within the HSC Libraries have SPSS and SAS statistical software and software for editing and sharing sound and image files for research and presentations. HSC students can also reserve 23 several private study rooms for group discussion or private work and 2 rooms for AV viewing. In addition, the library recently opened for 24/5 access to registered HSC students, and hopes to open for 24/7 access soon.

The HSC Libraries' collection supports instruction and research for the six HSC colleges. The Collection Management department selects materials in all formats and evaluates the quality and use of the materials received. As of June 30, 2015 the Health Science Center Libraries' collection totaled 293,938 print volumes; this includes 112,328 available in remote storage. The HSCL owns or licenses 1,251,675 eBooks; 16,179 serial titles in all formats, and 88,296 eJournals. As of June 30, 2015, UF users have access to more than 170,522 full text electronic journals and over 1 million electronic books campus-wide. Participation in the National Network of Libraries of Medicine facilitates the HSCL's interlibrary loan service for health-related materials outside this collection. Occupational Therapy faculty, researchers and students will benefit from the joint holdings of several libraries on campus, which together seek to support their programs by maintaining and updating current holdings and expanding their collections when warranted. Most of the Health Science Center Libraries periodical subscriptions, and many of our books are available online. Students also benefit from access through Interlibrary Loan at no cost to them; and the uBorrow system, which allows users to borrow items from other in-state libraries, through Florida Virtual Campus.

Services available to students include the liaison librarian program, in which a professional librarian is assigned to each department or program at the HSC. Liaisons may provide literature searching; student orientations; consults on access, copyright and publishing and data management. Librarians may also teach stand-alone workshops on subjects such as EndNote, PubMed, NIH Public Access Policy, and systematic reviews. These workshops are available to all students, staff and faculty.

Thus, the UF library system should be able to accommodate the students and faculty of the proposed OTD program within the context of its current resources.

Sincerely,



Susan Harnett, MLS
Occupational Therapy Liaison



Michele R. Tennant, PhD, MLIS
Interim Fackler Director

APPENDIX C

Data Supporting Enrollment in OTD Program

Data supporting enrollment in occupational therapy education is available both directly and indirectly. First, we surveyed our OT student body regarding their interest in the OTD. Second, we investigated the activity on the growth of OTDs and the profession on a national scale, which is an indirect measure of student interest.

UF Student Interest: UF survey of currently enrolled master's students – Students were asked about their interest in pursuing doctoral level credentials in occupational therapy.

Data on Public Universities

- 14 of the top ranked universities are public – 71% have or are seeking accreditation for an OTD; half of the programs are entry level OTDs
- 7 top ranked programs are in AAU public universities – 71% (n=5) have or are seeking accreditation for an OTD; 60% (3) are entry level; 40% (2) are post-professional

According to a survey by the Accreditation Council for Occupational Therapy Education (n = 131/152 universities responding):

- 81% of universities reported that their entry-level program will be transitioning to the OTD
- 76% reported transitioning to the OTD within the next 5 years

Entry Level OTD Programs currently being offered/developed:

- 14 currently accredited programs
- 18 programs in final stages of seeking accreditation; already enroll entry-level OTD students
- 20 programs seeking accreditation review to gain clearance to begin enrolling students

General Growth in OT as a Profession: According to the American Occupational Therapy Association, there has been a 22% increase in the number of occupational therapy students in the last five years. (Enrollment on the Rise for OT Students 6/10/13 AOTA website)

APPENDIX D

External Consultant's Report

UNIVERSITY *of*
INDIANAPOLIS®

School of Occupational Therapy

November 14, 2016

Joanne Jackson Foss, PhD., OTR/L
Interim Chair and Program Director
University of Florida
College of Public Health and Health Professions
Department of Occupational Therapy
PO BOX 100164
Gainesville, FL 32610-0164

Dear Dr. Foss,

Thank you for the opportunity to review the University of Florida, Department of Occupational Therapy's proposal for the establishment of an Occupational Therapy Doctoral degree (OTD) program. As you are aware, I oversee the School of Occupational Therapy at University of Indianapolis (UIndy). Within the School of Occupational Therapy, one of the programs I direct is the entry-level OTD program. UIndy was the first school in Indiana to provide graduate level Occupational Therapy curricula starting in 1985. Since that time we have graduated over 1,600 students at the graduate level. In 2013, we started our transition to the doctoral level and admitted our first cohort in 2015. UIndy graduates the largest number of occupational therapists in the State of Indiana. Our graduates evolve into innovative practitioners who are critical thinkers in the development of scholarship, and integrating evidence into practice.

I am in agreement with your rationale for establishing the OTD program in your state due to the obvious national trend. At this time there are 14 accredited entry-level OTD program with over 35 programs currently in the accreditation process. Based on a report published by the Accreditation Council for Occupational Therapy Education (ACOTE) in 2015, better than 77% of schools currently accredited at the masters level reported that they would be transitioning to the OTD within five years. Your proposal highlights the alarming trend in the development of OTD programs in private Florida universities. It appears that private universities are taking advantage of the situation by moving into the state to offer OTD degrees. Students seeking these degrees are doing so at a much higher cost. The University of Indianapolis made the transition based on strong indications that our graduates would be at a disadvantage as they competed for employment with graduates from the OTD programs in our region. We also noticed anecdotally that our strongest applicants elected to attend OTD programs although they were offered enrollment in our program.

Graduates from highly ranked programs should have the opportunity to develop the knowledge and skills that prepare them for advanced practice, supervisory and leadership positions. In reviewing your curriculum, it is clear that after returning from their initial clinical fieldwork

experiences the course sequence emphasizes this advanced preparation. Occupational therapists are greatly valued in this dynamic health care environment, possessing the skills to adapt and to lead in these ever changing circumstances will prepare your graduates to better serve their clients. Not transitioning to the OTD will impact your graduate's ability to compete for jobs as well as acquire leadership opportunities.

One of the lessons we have learned through the implementation of our program was the need for dedicated faculty with expertise in communicating with health care settings concerning the value of fieldwork. Through the doctoral experiential and capstone our students have been able to contribute to the health care settings in our surrounding community, however coordinating these experiences requires additional support that is beyond that provided for the initial fieldwork experiences. As well, a draft of revised ACOTE standards requires that a specific faculty member be appointed to oversee the capstone and residency components of the program. I would strongly suggest that consider this position in your budget.

Thank you again for the opportunity to review your program proposal. Please do not hesitate to let me know if there is any additional assistance I can provide.

Sincerely,

A handwritten signature in cursive script that reads "Kate E. DeCleene Huber".

Kate E. DeCleene Huber, OTR, MS, OTD
Chair, School of Occupational Therapy
University of Indianapolis
1400 East Hanna Ave
Indianapolis, IN 46227
decleenek@uindy.edu
(317) 788-4908

APPENDIX E

Abbreviated Curriculum Vitae for Existing Faculty Members

BIOGRAPHICAL SKETCH**DO NOT EXCEED FIVE PAGES.**

NAME: Arthur, Paul Brandon

POSITION TITLE: Research Assistant Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|---|------------------------------|-------------------------------|---------------------------------------|
| US Army AMEDD Center and School San Antonio, TX | Certificate | 08/2003 | Occupational Therapy Assistant (COTA) |
| Indiana University Purdue University Indianapolis, IN | BS | 05/2007 | Psychology |
| University of Indianapolis, IN | MOT, MS | 12/2011 | Occupational Therapy Gerontology |
| University of Florida | PhD | 12/2016 | Rehabilitation Science |

A. Personal Statement (Expertise to teach in the OTD Degree Program)

I have developed a well-rounded background in occupational therapy over the past decade, with specific training and expertise in behavioral healthcare in children and adults, gerontology, and chronic disability. My research has ranged from examining the US Social Security Administrations Disability Determination Process to the testing of behavioral interventions to reduce neuropsychiatric symptoms in Veterans with dementia. As PI or project staff in Federally-funded grants, I have laid the groundwork for future trials and projects that will be well-suited for knowledge advancement in the field of occupational therapy and to encourage student involvement in the research process.

B. Work Experience (positions and Employment)

2001-2012 Captain, US Army Reserves, 307th Medical Brigade, Blacklick, Ohio
2005-2007 Therapy Program Manager, COTA, Sundance Rehabilitation. Indianapolis, Indiana
2007-2008 COTA, Legacy Healthcare, Indianapolis, Indiana
2007-2008 COTA, PeopleFirst Rehabilitation, Indianapolis, Indiana
2012-2015 Research Health Science Specialist, Veterans Health System, Gainesville, Florida
2014- Occupational Therapist, Genesis Rehabilitation Services, Gainesville, Florida
2015-2016 School-based Occupational Therapist, Special Communications, Gainesville, Florida
2016- Research Assistant Professor, University of Florida, Gainesville, Florida

C. Teaching Experience (courses taught & doctoral candidate committees)

OTH 5324 Theory and Application of Psychosocial Intervention
OTH 5726 Service Delivery and Occupational Therapy Management
OTH 6636 Adult Evaluation
OTH 6642 Adult Intervention
OTH 6708 OT Practice I
OTH 6709 OT Practice II

D. Other Relevant Experience (professional service, honors and awards, etc.)

| | |
|-----------|--|
| 2010 | Indiana Occupational Therapy Association's Student of the Year |
| 2010-2012 | Student Member, Accreditation Counsel for Occupational Therapy Education's (ACOTE) Educational Standards Review Committee (ESRC) |
| 2012 | American Occupational Therapy Association Service Commendation |
| 2012 | American Occupational Therapy Association Emerging Leader |
| 2012-2015 | Editorial Board Member, American Occupational Therapy Association, Test Preparation Product |
| 2013-2015 | Faculty Item Writer, National Board for Certification in Occupational Therapy (NBCOT), Continuing Competency Product |
| 2013-2015 | Advisory Panelist, Patient Centered Outcomes Research Institute (PCORI) Patient Engagement Panel |
| 2013-2015 | Training Provider, State of Florida Department of Elder Affairs, Assisted Living Facility Alzheimer's Disease and Related Disorders (ADRD) |
| 2016-2017 | Member, Practice Analysis Panel, National Board for Certification in Occupational Therapy (NBCOT) |
| 2013- | Merit Grant Reviewer, PCORI |
| 2014- | Abstract Reviewer, Gerontological Society of America Annual Scientific Meeting |
| 2016 | Abstract Reviewer, 21 st IAGG World Congress of Gerontology and Geriatrics |
| 2016- | Manuscript Reviewer, The Gerontologist |

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

| | | | |
|---|--|---------|--|
| NAME Classen, Sherrilene eRA COMMONS USER NAME (credential, e.g., agency login) SCLASSEN | POSITION TITLE Professor and Chair | | |
| EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.) | | | |
| INSTITUTION AND LOCATION | DEGREE (if applicable) | YEAR(s) | FIELD OF STUDY |
| University of the Orange Free State, Bloemfontein, RSA | BA | 12/84 | Occupational Therapy |
| Nova Southeastern University, Fort Lauderdale | PhD | 01/02 | Occupational Therapy |
| University of Florida, Gainesville | MPH | 08/04 | Epidemiology |
| University of Florida, Gainesville | Post Doc | 08/04 | Rehabilitation Science/ Public Health |

A. PERSONAL STATEMENT

Sherrilene Classen, PhD, MPH, OT Reg. (Ont.), FAOTA, is Professor (with tenure) and Director of the School of Occupational Therapy, Faculty of Health Sciences, University of Western Ontario (Western), London, Ontario, Canada; Founding Director of Western's international, post-professional distance learning Master of Clinical Science in Driving Rehabilitation Therapy (MCISc DRT) program; and an Extraordinary Professor at Stellenbosch University, Cape Town, South Africa. Dr. Classen is an internationally funded prevention-oriented rehabilitation scientist who studies fitness-to-drive issues in at-risk drivers (via clinical tests, driving simulators, on-road assessments, in-vehicle technologies and automated vehicles) through the lifespan. Her scholarly work targets understanding driving from the person-vehicle-environment interactions, to enhance occupational performance, societal participation, and well-being. Since her academic career started in 2002, she has received competitive external funding (totaling ~\$ 6 million) from USA agencies (National Institutes of Health, Centers for Disease Control and Prevention, Department of Defense, Department of Transportation, Foundations) as well as agencies in Canada and abroad. She has (co)authored 120 peer-reviewed publications, book chapters, and special journal issues; one book as editor (In Press AOTA Press); and presented about 200 scientific papers/posters or keynotes at (inter)national conferences. Dr. Classen is Editor-in-Chief of the Occupational Therapy Journal of Research, and serves on various (inter)national committees related to driving and community mobility. Dr. Classen is a Fellow of the American Occupational Therapy Association (2010) and the Gerontological Society of America (2009); and an inductee to the American Occupational Therapy Foundation's Academy of Research (2012) which is the highest scholarly honor that the Foundation confers upon scholars. As an innovative leader in health and rehabilitation sciences, she actively mentors faculty, post-doctoral fellows, graduate and undergraduate students (inter)nationally in health-related fields.

B. POSITIONS AND HONORS

Positions and Employment

| | |
|---------|---|
| 1985-89 | Occupational Therapist, Stikland Hospital, Cape Town, RSA |
| 1990-93 | National Coordinator of Educational Programs, Health Foundation, Cape Town, RSA |
| 1994-95 | Occupational Therapist, Atlas Therapy, Birmingham, AL |
| 1996-97 | Director of Rehabilitation Services, Mariner Rehabilitation, Port St. Lucie, FL |
| 1997-98 | Occupational Therapy Consultant, Mariner Rehabilitation Services, FL |
| 1998-00 | Director of Rehabilitation Services, Mariner Rehabilitation Services, Palm City, FL |
| 2001-02 | Doctoral Graduate Assistant, Nova Southeastern University, Fort Lauderdale, FL |
| 2002-04 | Post-Doctoral Associate, University of Florida (UF), Gainesville, FL |
| 2004-10 | Assistant Professor, College of Public Health and Health Professions, UF, Gainesville, FL |
| 2006-13 | Adjunct Professor, Department of Epidemiology and Biostatistics, UF, Gainesville, FL |
| 2007-13 | Affiliate Assistant Professor, Department of Behavioral Science and Community Health, UF, Gainesville, FL |
| 2008-13 | Researcher, Veterans Administration Medical Center, Gainesville, FL |
| 2009-13 | Director, Institute for Mobility, Activity and Participation (I-MAP), Gainesville, FL |

| | |
|---------|--|
| 2010-13 | Associate Professor, College of Public Health and Health Professions, Department of Occupational Therapy, UF, Gainesville, FL |
| 2013-15 | Adjunct Professor, College of Public Health and Health Professions, Department of Occupational Therapy, UF, Gainesville, FL |
| 2010-16 | Extraordinary Professor, University of Stellenbosch, Cape Town, RSA |
| 2013- | Graduate Faculty Member, School of Occupational Therapy, Faculty of Health Sciences, Western University, London, Ontario, Canada |
| 2013- | Graduate Faculty Member, Health and Rehabilitation Sciences, Faculty of Health Sciences, Western University, London, Ontario, Canada |
| 2013-16 | Professor and Director, School of Occupational Therapy, Faculty of Health Sciences, Western University, London, Ontario, Canada |
| 2017- | Professor and Chair, Department of occupational Therapy, College of public Health and Health Professions, University of Florida |

Selected Professional Membership

| | |
|--------------|--|
| 1996-present | American Occupational Therapy Association |
| 2005-2013 | Gerontological Society of America |
| 2013-2016 | Ontario Society of Occupational Therapists |
| 2013- 2016 | Canadian Association of Occupational Therapy |
| 2013-present | World Federation of Occupational Therapy |

Honors (since 2009)

| | |
|------|--|
| 2009 | Fellow, Gerontological Society of America - Behavioral and Social Sciences Section |
| 2010 | Appointed member to Committee on Safe Mobility of Older Persons, ANB 60, Transportation Research Board of the National Academies, (Term April 15, 2010 – April 14, 2013) |
| 2010 | Member, Delta Omega, Honorary Society in Public Health - Beta Upsilon Chapter |
| 2010 | Fellow, American Occupational Therapy Association (FAOTA) |
| 2010 | Recipient, Provost Award for Excellence in Research for Assistant Professors |
| 2011 | Co-Awardee, Isabel Briggs Myers Memorial Research Award “for excellence in psychological type research” for a presentation at the Biennial International Conference of the Association for Psychological Type, San Francisco, CA (August 2011) |
| 2011 | Recognition Award, Gerontological Society of America’s Transportation and Aging Special Interest Group |
| 2012 | Inducted member, American Occupational Therapy Foundation Academy of Research |
| 2012 | Dean’s Citation Paper Award, College of Public Health and Health Professions, University of Florida, Gainesville, Florida. |
| 2013 | American Occupational Therapy Service Commendation: Member, Research Advisory Group Annual Conference, 2012. |
| 2013 | Associate Editor. Canadian Journal of Occupational Therapy. |
| 2013 | Distinguished Service Award. The Association for Driver Rehabilitation Specialists (ADED). |
| 2015 | Founding Member, American Occupational Therapy Foundation’s Leaders and Legacies Society, AOTF 50 th Anniversary Celebration, Nashville, Tennessee, USA. |
| 2015 | Editor-in-Chief of OTJR: Occupation, Participation and Health |

C. Contribution to Science

Public Health Model for older Driver Safety: A burning question in the field of Gerontology and Occupational Therapy in early 2000 was: *How do we identify at-risk older drivers?* Very little evidence existed to support best practices or to inform fitness to drive decisions, for health care practitioners, policy makers, and physicians. As such, and after conducting a Consensus Conference (2003), my research took off to first understand the risk and protective factors for older driver safety, and to propose a public health model that can help conceptualize the determinants of at-risk driving. As such, and sponsored through a K-01 career development award (PI: Classen), I first conducted a systematic literature review on older driver safety, then analyzed a national crash dataset (with a PhD student), conducted a meta-synthesis of national qualitative datasets, and then used a mixed methods approach to compare and contrast the qualitative and quantitative data, and to provide an

integration of the risk and protective factors for older driver safety. The publications forthcoming out of that work, are indicated below:

1. **Classen, S.**, Garvan, C., Awadzi, K., Sundaram, S., Winter, S., Lopez, E. D.S., & Ferree, N. (2006). Systematic literature review and model for older driver safety. *Topics in Geriatric Rehabilitation*, 22, 87-98.
2. Awadzi, K., **Classen, S.**, Garvan, C., & Komaragiri, V. (2006). Determinants of older driver safety from a socio-ecological perspective. *Topics in Geriatric Rehabilitation*, 22(1), 36-44.
3. **Classen, S.**, & Lopez, E. D.S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. *Topics in Geriatric Rehabilitation*, 22(2), 99-112
4. **Classen, S.**, Lopez, E.D.S., Winter, S., Awadzi, K., & Ferree, N., Garvan, C.W. (2007). Population-based health promotion perspective for older driver safety: Conceptual framework to intervention plan. *Clinical Interventions in Aging*, 2(4), 677-693.
5. **Classen, S.**, Awadzi, K.D., & Mkanta, W.M. (2008). Multi-factor interactions for crash-related injury among older adults. *The American Journal of Occupational Therapy*, 62 (5), 572- 579.

Development of the Fitness-to-Drive Screening Measure: To prevent injuries or deaths, and to ensure that older adults stay on the road as long as possible and as safe as possible, they had to be identified early and accurately in a valid and reliable way. Yet, they did not seek access to driver rehabilitation centers because of fearing losing their driver licenses. Moreover, with only a limited number of driver rehabilitation specialists (DRS), we had limited capacity to assess older drivers; in fact the ratio is 1 DRS for 120,000 older drivers. *I realized that a measurement tool, that held up to the gold standard on-road assessment, had to be developed, tested, refined and launched to be freely available to the public to detect at-risk older drivers.* As such, and with NIH funding (R-21; PI: Classen), we developed the on-line Fitness-to-Drive Screening Measure (FTDS; previously known as the Safe Driving Behavior measure). The FTDS, a valid and reliable predictor of on-road outcomes, was developed with item response theory, classical test theory, a series of focus groups, computer science applications, mathematical algorithms, and web-based analytics. The FTDS is a free online screening tool available for proxy raters (e.g., formal/informal caregivers, family members or friends). The goal of the FTDS is to empower caregivers to help identify at-risk older drivers and to guide them in logical decision-making for the “next best steps” in driver fitness. The FTDS are available at www.fitness todrivescreening.com. The tool has been translated into Korean and Japanese, and a Canadian version can be accessed from the same site. In the U.S., the AARP, AOTA and AAA has adopted this tool, and it is available on these organization’s web-site as a resource for caregivers of older drivers. Google analytics indicated that 27,000 people in North America and elsewhere accessed and used this tool since 2014. The publications resulting from this work, are indicated below:

1. **Classen, S.**, Winter, S.M., Velozo, C., Bédard, M., Lanford, D.N., & Brumback, B., Lutz, B. Item Development and Validity Testing for a Safe Driving Behavior Measure (2010). *American Journal of Occupational Therapy*, 64 (2), 296-305.
2. **Classen, S.**, Wang, Y., Velozo, C., Bédard, M., Winter, S.M., & Lanford, D.N. (2013). Concurrent Criterion validity of the Safe Driving Behavior Measure: A Predictor of On-Road Driving Outcomes. *American Journal of Occupational Therapy*, 67 (1), 108-116.
3. **Classen, S.**, Velozo, C., Winter, S.M., Wang, Y., Bédard, M. (2015). Psychometrics of the Fitness-to-Drive Screening Measure. *The Occupational Therapy Journal of Research: Occupation, Participation and Health*, 35(1), 42-52.
4. Winter, S.M., **Classen, S.**, & Shanahan, M.J. (2015). *User Evaluation of the Fitness-to-Drive Screening Measure*. *Physical Therapy and Occupational Therapy in Geriatrics*, 33(1), 64-71. doi: 10.3109/02703181.2014.988322
5. **Classen, S.**, Alvarez, L., Chen, C., Ferreira, P., Meyer C., Nywenig, A. (2016). Developing a Canadian-specific version of the Fitness-to-Drive Screening Measure©. *The Occupational Therapy Journal of Research: Occupation, Participation and Health*, 36(2), 82-91.

Developing and validating assessments for medically-at-risk drivers through the lifespan. With an intense awakening in the field of driver safety in mid-2000, needs emerged to accurately assess other medically-at risk populations, such as those with neurological disorders (e.g., Parkinson’s disease: PD; Epilepsy, Dementia, Autism spectrum disorder: ASD; and Attention deficit hyperactivity disorder: ADHD). Indeed, the assessments developed for older drivers were not necessarily adequate or appropriate for the above mentioned populations. Therefore, with collaborators, and as PI, I lead various funded projects (National

PD Foundation; Wayne Densch Epilepsy Fund; UF&Shands Endowment Fund) to determine the validity, reliability and utility of assessments for these at-risk groups. The outcome was, apart from publications, consensus statements for those with PD; best evidence on interventions for medically at-risk older drivers; the valid use of a driving simulator to assess driving performance of those with epilepsy, ASD and ADHD; as well as the development, validity and reliability testing of the UWO-on road assessment, including drivers with multiple sclerosis. These papers (1-5 below) are some of the top ones cited in fitness to drive issues with these medically at risk populations.

1. **Classen, S., Crizzle, A.,** Winter, S.M., & Eisenschenk, S. (2011). Evidence based literature review on determinants of driving performance in people with seizures. *Epilepsy & Behavior*. Available on-line: <http://dx.doi.org/10.1016/j.yebeh.2011.11.015>
2. **Classen, S.,** Brumback, B., **Monahan, M.,** Malaty, I.I., Rodriguez, R.L., Okun, M.S., McFarland, N.R. (2014). Driving Errors in Parkinson's Disease: Moving Closer to Predicting On-Road Outcomes. *American Journal of Occupational Therapy*, 68:77-85; doi:10.5014/ajot.2014.008698
3. **Classen, S.** (2014). Consensus statements on driving in people with Parkinson's disease. *Occupational Therapy in Health Care*, 28 (2), 140-147. DOI:10.3109/07380577.2014.890307
4. **Classen, S., Monahan M.,** Auten, B and **Yarney, K.A.** (2014). Evidence based review of rehabilitation interventions for medically at risk older drivers. *American Journal of Occupational Therapy*, 68, 107-114.
5. **Classen, S., Monahan M., & Wang, Y.** (2013). Driving Characteristics of Teens with Attention Deficit Hyperactivity and Autism Spectrum Disorder. *American Journal of Occupational Therapy*, 67, 664-673, doi:10.5014/ajot.2013.008821.
6. **Classen, S., Krasniuk, S., Alvarez, L.,** Monahan, M., Morrow, S., and Danter, T. (2017). Development and validity of Western University's On-Road Assessment. *OTJR: Occupation, Participation & Health*, In Press. Available on-line: DOI: 10.1177/1539449216672859
7. **Classen, S., Krasniuk, S., Knott, M., Alvarez, L.,** Monahan, M., Morrow, S., and Danter, T. (2016). Inter-Rater Reliability of Western University's On-Road Assessment. *The Canadian Journal of Occupational Therapy*, In Press.

Driving performance of returning combat veterans (CVs) from Operation Iraqi Freedom and Operation Enduring Freedom (OIF/ OEF).

Motor vehicle crashes (MVC) are one of the leading causes of death, injury and hospitalization of CVs from OIF/ OEF. In fact MVCs are responsible for one third of all deaths of post-deployed CVs. Increased MVC have been associated with battlemind driving and diagnosis of polytrauma, traumatic brain injury, and/or post-traumatic stress disorder. In two U.S. Department of Defense funded projects, (Classen PI), we have: conducted an evidence based review; a pilot study to determine if CVs have poorer driving performance; developed an intervention; completed feasibility and pilot testing; completed single subject testing, efficacy testing, and an interim analysis of the first parallel arm RCT assessing the benefits of a driving intervention for returning CVs. This work is influencing clinical practice, research, and policy.

1. **Classen, S.,** Levy, C., Meyer, D., et al. (2011). Simulated Driving Performance of Returning Combat Veterans with MTBI: A pilot study. *American Journal of Occupational Therapy*, (65) 4, 419-427.
2. **Classen, S.,** Owens, B., Simulator Sickness Among Returning Combat Veterans with Mild Traumatic Brain Injury and/or Post-Traumatic Stress Disorder (2011). 2010 Special Issue. *Advances in Transportation Studies: An International Journal*, 45-52.
3. **Classen, S., Monahan, M., Canonizado, M., & Winter, S.M.** (2014). An Occupational Therapy Driving Intervention's Utility for a Combat Veteran. *American Journal of Occupational Therapy*, 68, 405-411.
4. **Classen, S.,** Cormack, N.L., Winter, S.M., Monahan, M., Lutz, A., Platek, K., & Yarney, A. (2014). Efficacy of an Occupational Therapy Driving Intervention for Returning Combat Veterans. *The Occupational Therapy Journal of Research: Occupation, Participation and Health*, 34(4), 176-182.
5. **Classen, S.,** Winter, S.M., Monahan, M., Lutz, A., Platek, K., & **Yarney, A.** (2016). Driving Intervention for Returning Combat Veterans: Interim Analysis of a Randomized Controlled Trial. *OTJR: Occupation, Participation and Health*. In press

Capacity building in driving rehabilitation in South Africa and International Leadership in Driving Rehabilitation.

A collaborative action research project between Canada and South Africa (PI Classen) funded by a Canada-Africa Research Exchange Grant (CAREG) lead to knowledge generation and creation of an ecological valid and contextually relevant standardized driving assessment for use in Cape Town, South Africa.

As part of this project, the Stellenbosch University On-Road Course and Assessment were developed and validated with early psychometrics. Infrastructure, to further assess functional components of fitness to drive, was obtained and include a high fidelity driving simulator and the Useful Field of View assessment. Work is now ongoing through the Africa Carnegie Diaspora Fellowship (PI Classen), and the focus is to provide the leadership, mentorship and supervisory guidance as we continue to develop a newly established team of South African driving rehabilitation researchers and occupational therapy clinicians in this field. This is a priority focus, because South Africa has the highest incidence of motor vehicle crashes in the world, with 33.2 deaths per 100 000 population. As a result of my international collaborations in the USA, Canada and South Africa, I was invited by the World Federation of Occupational Therapists to lead the development of a position statement on Driving and Community Mobility. Publications are as follows:

1. **Classen, S., Alvarez, L.,** Bundy, A., Dickerson, A., Gélinas, I., Matsubara, A., Patomella, H-A., Ross, P., Schold-Davis, E., Swanepoel, L. WFOT Position Statement: Driving and Community Mobility. *World Federation of Occupational Therapy*, In press.
2. Swanepoel, L., Classen, S., & Goliath, C. (2015). Validity of the Stellenbosch University on-road driving assessment. *South African Journal of Occupational Therapy*, 45 (3), 9-15.
3. Mtsetwa, L., Classen, S. & Van Niekerk, L (2016). The lived experience of drivers with spinal cord injury. *South African Journal of Occupational Therapy*, in press.

D. RESEARCH SUPPORT

Active (3)

1. **US Department of Defense (PI: Classen effective 01 Jan 2017)**
Total: \$ 1,844,451.00 01 April 2015 – 30 March 2019
Effectiveness of a Driving Intervention on Safe Community Mobility for Returning Combat Veterans
Goal: To conduct a driving effectiveness RCT with returning combat veterans.
2. **Hotpathz, Inc. (PI: Classen)**
Total US \$75,000.00 01 Sept 2015 – 31 Dec 2016
Efficacy of the DriveFocus application on the simulated driving performance of healthy teen drivers
Goal: To test the efficacy of a visual search technological application on driving performance of teen drivers using a driving simulator.
3. **Carnegie African Diaspora Fellowship Program (PI: Classen; Van Niekerk)**
Total Cost: \$10,000.00 04/01/2016-08/01/2017
Goal: To facilitate strategic planning, research collaborations, and graduate student/ post-doc mentoring and training in driving rehabilitation research and clinical practice in South Africa.
Role: Carnegie African Diaspora Fellow

Completed Funded Research (3 of 27)

1. **National Multiple Sclerosis Society (co-PIs: Classen & Morrow)**
Direct cost \$45,000.00 03/01/2015 – 07/31/2016
Predictors of Fitness-to-Drive in People with Multiple Sclerosis
Goal: Develop a prediction battery for fitness to drive in people with MS who has cognitive impairment but not physical impairments.
2. **Canada-Africa Research Exchange Grants (PI: Classen)**
Total cost \$61,000.00 06/01/2014- 06/31/2016
International Guidelines for Fitness-to-Drive Assessment: A Cooperative mixed methods Inquiry Approach
Goal: To formalize driving research collaborations between Western (Canada) and Stellenbosch, RSA.
3. **Department of Defense (PI: Classen)**
Total Direct Cost: \$174,889.00 10/01/12- 03/02/2015
Efficacy of a Driving Intervention Program on Safe Community Mobility for Combat Veterans
Goal: To test the efficacy of an OT driving intervention program returning combat veterans.

Impact of Research per Research Gate (01 Aug 2016): 99 Publications; 5302 reads; 1075 citations; 104.13 impact points; 21h-Index (research output and citation impact); 31.44 RG Score (Score is higher than 90% of Research Gate members). https://www.researchgate.net/profile/Sherrilene_Classen/reputation

BIOGRAPHICAL SKETCH**DO NOT EXCEED FIVE PAGES.**

NAME: Joanne J. Foss, PhD, OTR

POSITION TITLE: Clinical Associate professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|---|------------------------------|-------------------------------|----------------------------|
| Colorado State University, Fort Collins, Colorado | BS | 12/21/1974 | Occupational Therapy |
| Syracuse University, Syracuse, New York | MS | 05/27/1988 | Counseling and Guidance |
| University of Florida, Gainesville, Florida | PhD | 12/21/2002 | Higher Education |

A. Personal Statement (Expertise to teach in the OTD Degree Program)

Dr. Foss has been the Program Director of the Masters in OT program since it was first accredited. Close to 600 students have graduated from that program achieving an overall 98% first time pass rate on the national certification exam with a 100% pass rate within a year of graduation. The program is ranked in the top 20 programs nationally. Dr. Foss teaches courses in human development, professional development and pediatric assessment and intervention in that program.

Dr. Foss has made consistent contributions during her career in the areas of education, professional development and continuing competence, and in early intervention practice. She has written, presented papers and delivered workshops designed to facilitate mentorship and career development for occupational therapists. Dr. Foss has dedicated her career to advancing the careers of occupational therapists at the entry level and beyond. She has mentored and advised to students and therapists to challenge their perceptions of their abilities and achieve positions of leadership and research.

Dr. Foss has presented workshops that provided much-needed education for therapists who were unaware of the implications of complex medical conditions and prematurity on infants and their families. Close to 300 practicing occupational and physical therapists were trained in this emerging area of practice. In 2015 she received a grant from the Florida State University Center for Prevention and Early Childhood and Early Childhood Optimization to develop interdisciplinary modules on infant mental health. She led an interdisciplinary team to develop modules focused on infant mental health in occupational therapy, physical therapy and speech-language pathology. The modules are now available online for health care providers and consumers.

B. Work Experience (positions and Employment)

2016- present Interim Chair and Clinical Associate Professor, Department of Occupational Therapy, College of Public Health and Health Professions, University of Florida, Gainesville, Florida.

2013-2015 Associate Chair and Clinical Associate Professor, Department of Occupational Therapy, College of Public Health and Health Professions, University of Florida, Gainesville, Florida.

- 2004-2013 Associate Dean of Student and Academic Affairs and Clinical Associate Professor, College of Public Health and Health Professions, University of Florida, Gainesville, Florida
- 2002-present Director of Professional Programs and Clinical Assistant Professor, College of Public Health and Health Professions, University of Florida, Department of Occupational Therapy, Gainesville, Florida
- 2000-2002 Co-Director of Professional Programs and Lecturer, University of Florida, College of Health Professions, Department of Occupational Therapy, Gainesville, Florida
- 1994-2000 Undergraduate and Fieldwork Coordinator and Lecturer, University of Florida, Department of Occupational Therapy, Gainesville, Florida
- 1989 -1994 Lecturer, University of Florida, Gainesville, Florida
- 1987-89 Occupational Therapist
Columbia County School District, Lake City, Florida
Children's Medical Services, Alachua, Columbia, and Marion Counties, North Central Florida
New Hope School, Marion County School District, Ocala, Florida
Sydney Lanier School, Alachua County School District, Gainesville, Florida
- 1979-87 Tenured Assistant Professor of Occupational Therapy, Utica College of Syracuse University, Utica, New York
- 1982-85 Occupational Therapist
Betsy Ross Health Related Facility
Rome, New York
- 1983-87 Instructor for New York State Health Care, Administrators Certification Curriculum, Casenovia College, Casenovia, New York
- 1975-78 Occupational Therapist
Region V, Board of Cooperative Educational Services, Kemmerer, Wyoming
Kemmerer Child Development Center, Kemmerer, Wyoming
Green River Day Training Center, Green River, Wyoming

C. Scholarly Contributions (grant support and publications)

Grants and Research:

- 2014-2017 Principle Investigator, Training in Professional Competency, National Board for Certification in Occupational Therapy. \$331,376. (17% effort)
- 2016 Principle Investigator; Addressing Toxic Stress through Therapy, Florida State University & National Institutes of Health. \$21,000. (9% effort)
- 1997 Principal Investigator, Florida Developmental Disabilities Council; Revision of Training of Occupational and Physical Therapist in Early Intervention Services (TOPSEI self-study manuals) and development of video lecture workshop format and case studies. \$27,000
- 1994 Principal Investigator, Florida Developmental Disabilities Planning Council entitled Training of Occupational and Physical Therapist in Early Intervention Services - Advanced Phase. \$36,000
- 1993 Consultation on content and format of information and workshops; intervention proctor for Training for Occupational and Physical Therapists in Early Intervention - Initial Phase, Department of Special

Education, Office of Special Education and Florida Developmental Disabilities Planning Council.
\$17,000

Publications: * *publications with students*

2016 *Tester, N. & Foss, J. (in press). Sleep as an occupational need. *American Journal of Occupational Therapy*.

Foss, J. (2016). Supporting infant and early childhood mental health in occupational therapy. Florida State University Center for Prevention and Early Childhood, Early Childhood Optimization. Available online at: http://cpeip.fsu.edu/mma/therapist/therapist_resources.cfm#therapistbriefs

Foss, J. (2016). Interprofessional support of infant and early childhood mental health. Florida State University Center for Prevention and Early Childhood, Early Childhood Optimization. Available online at: http://cpeip.fsu.edu/mma/therapist/therapist_resources.cfm#therapistbriefs

2011 Foss, J. (2011). Mentoring and professional development (pp. 237-253). In G. McCormack & K. Jacobs, (Eds.) *OT Manager*, 5th Edition. Bethesda, MD: AOTA Press.

2010 Foss, J. (2010). Models and process of service provision in early childhood (pp. 109-130). In B. Chandler, (Ed.). *Early Childhood: Occupational therapy for children birth to five*. Bethesda, MD: AOTA Press.

Foss, J. (2010). Models and process of service provision in early childhood. In B. Chandler, (Ed.). *Early Childhood Self-Study*. Bethesda, MD: AOTA Press.

2009 *Pineda, R., Foss, J., Richards, L & Pane, C. (2009) Breastfeeding changes for VLBW infants in the NICU following staff education. *Neonatal Network*, 28(5), 1-6.

1997 Hanson, CS., Shechtman, O., Foss, J. & Hooker, A. (1997). The role of Occupational Therapy in Cognitive Remediation. *Neurorehabilitation*, 8, 31-41

Foss, J. & Decker, B. (1997). Pediatric Assessment: Developmental and Neonatal Assessment. In J. Van Deusen & D. Brunt (Ed.) *Assessment in Occupational and Physical Therapy*, Philadelphia: W.B. Saunders.

Decker, B. & Foss, J. (1997). Pediatric Assessment: Assessment of Specific Functions. In J. Van Deusen & D. Brunt (Ed.) *Assessment in Occupational and Physical Therapy*, Philadelphia: W.B. Saunders.

Van Deusen, J & Foss, J. Sensory Assessment. (1997). In J. Van Deusen & D. Brunt (Ed.) *Assessment in Occupational and Physical Therapy*, Philadelphia: W.B. Saunders.

Training for Occupational and Physical Therapy Services in Early Intervention: Physical Therapy Neonatal Intervention (Second Edition). Joanne Jackson Foss, editor. Florida Developmental Disabilities Council. 1997.

Training for Occupational and Physical Therapy Services in Early Intervention: Occupational Therapy Neonatal Intervention (Second Edition). Joanne Jackson Foss, editor. Florida Developmental Disabilities Council, 1997.

1995 Foss, J. (Spring, 1995). Admissions Dilemmas. *AOTA Education Special Interest Section Newsletter*.

1992 Foss, J. (1993). Cerebral Vascular Accident: Visual Perceptual Dysfunction. In J. Van Deusen, (Ed.) *Body Image and Perceptual Dysfunction in Adults*, Philadelphia: W.B. Saunders.

D. Teaching Experience (courses taught & doctoral candidate committees)

Current Teaching responsibilities:

Instructor: OTH 5722 Professional Development (1 credit; approximately 45 graduate students summer semester with 5-6 individual mentees each semester)

Co-Instructor: OTH 6635 Principles of OT Screening and Evaluation 1 (3 credits; approximately 45 graduate students each spring semester)

Instructor: OTH 6641 OT Intervention 1 (4 credits; approximately 45 graduate students each spring semester)

Instructor: OTH 3200 Applied Human Development 1 (3 credits; approximately 112 graduate and undergraduate students each fall semester)

Instructor: HSC 3801 Clinical Observation (1-3 credits; approximately 3 undergraduate students each semester)

Theses And Dissertations Supervised (Master And Doctorate):

- 2016 Lim, Yoonjeong. Doctoral Committee member, PhD. Rehabilitation Science. Impact of Child, Family, and Healthcare Service Satisfaction on Families of Children with Rare Diseases.
- 2014 Haung, Yu-Yun. Doctoral Committee member, PhD. Rehabilitation Science. A cross-cultural exploration of parental report of children's participation between American and Taiwanese children with and without physical disability.
- 2011 Buckles, Victoria. Doctoral Committee member, PhD. Rehabilitation Science. Exploring the issues in adoption of children with disabilities and the potential use of Life Care Plans, University of Florida.
- 2009 Garcia-Rodriguez, Marvieann, Chair, Master of Health Science. Implications of Aversive Oral Motor Experiences in Preterm Neonates. University of Florida.
- 2008 Stagliano, Heather. Chair, Chair, Master of Health Science. Peer review in OT higher education. University of Florida.
- 2007 Dibra, Heather. Chair, Chair, Master of Health Science. Intervention in childhood obesity from an occupational perspective. University of Florida.
- 2006 Knapp, Meredith. Chair, Master of Health Science. The effectiveness of an educational program in increasing knowledge concerning occupational therapy's role in addressing breastfeeding issues. University of Florida.
- Sund, Caitlin Moore. Chair, Master of Health Science. The effects of early deprivation on sensory processing development in international adoptees. University of Florida.
- 2005 Pineda, Roberta. Doctoral Committee member, PhD. Rehabilitation Science. The effectiveness of professional educational programs on the incidence of breastfeeding in the NICU. University of Florida.
- Pepose, Leah. Chair, Master of Health Science. Dancing through life: A tool for assessing the impact of participation in the Rising Stars Dance program on children with disabilities volunteers and parents University of Florida.
- 2004 Camire, Melissa. Chair, Master of Health Science The role of school-based occupational therapists with high school students. University of Florida.

Hape, Kristi Lynn. Chair, Master of Health Science. Creating a collaborative model for therapy. University of Florida.

Press, Matthew. Chair, Master of Health Science. How to serve the assistive technology needs of early intervention stakeholders .University of Florida.

2003 McNamara, Elayne. Chair, Master of Health Science. The effects of message on pre-term infants diagnosed with chronic lung disease. University of Florida.

E. Other Relevant Experience (professional service, honors and awards, etc.)

Honors and Recognitions:

2016 Fellow of the American Occupational Therapy Association
2013 Presidential Service Commendation, American Occupational Therapy Association
2012 Southeastern Conference Academic Consortium Leadership Fellow
2004 Teacher of the Year, College of Public Health and Health Professions
2000 Teaching Excellence Award, College of Health Professions
1999 UF Productivity Merit Bonus, University of Florida
1996 TIP Teaching Excellence Award, Health Science Center
1995 Superior Accomplishment Award, Faculty Service, Health Science Center

Current Professional Service Activities:

2012-present Board of Directors, National Board for Certification of Occupational Therapists (NBCOT)
2015-2016 Chair, Search Committee for OT Department Chairperson
2014-2016 Search Committee Member, Chair of Department of Occupational Therapy
2014-2015 Search Committee Member, Pre-eminence Search, Early Childhood
2013-present Faculty Advisor, OT Equal Access Clinic
2013-present Faculty Advisor, Friends of Hands to Love

Sample peer-reviewed Presentations: * *presentations with students*

2016 Meyers, C. & Foss, J. Professional Competence in Healthcare: Implications for Occupational Therapy. American Occupational Therapy National Conference, Chicago, IL. April 8, 2016

*Tester, N. & Foss, J. How research focused on respiratory dysfunction may influence meaningful occupations. Florida State Occupational Therapy Conference, Orlando, FL. November 15, 2016

2015 Foss, J., Blue, A. & Black, E. Using team-based learning in interprofessional education to promote content knowledge and team skills. American Occupational Therapy National Conference, Nashville, TN. April 18, 2015

2013 Foss, J. Building competencies through an integrative learning curriculum model. American Occupational Therapy and National Board in Certification of Occupational Therapy Education Conference. Atlanta, GA. October 4, 2013

2011 Foss, J. Use of Professional portfolios in entry-level professional OT programs, Florida State Occupational Therapy Conference, St. Augustine, FL November 4, 2011

Foss, J. Mentoring and professional development. Florida State Occupational Therapy Conference, St. Augustine, FL. November 4, 2011

2009 *Stagliano, H. and Foss, J. Peer review in OT education, American Occupational Therapy Association National Conference. Houston, TX. April 24, 2009

2006 Foss, J. Attitudes and accommodation practices of university health professions faculty toward students with Learning disabilities, American Occupational Therapy Association National Convention. Charlotte, North Carolina. April 27, 2006.

BIOGRAPHICAL SKETCH
DO NOT EXCEED FIVE PAGES.

NAME: Myers, Christine Teeters

eRA COMMONS USER NAME (credential, e.g., agency login): n/a

POSITION TITLE: Research Assistant Professor of Occupational Therapy

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|--------------------------|---------------------------|----------------------------|-------------------------|
| University of Florida | B.H.S | 12/1995 | Occupational Therapy |
| University of Florida | M.H.S. | 12/2000 | Occupational Therapy |
| University of Kentucky | Ph.D. | 08/2007 | Rehabilitation Sciences |
| University of Florida | Postdoctoral | Present | Continuing Competence |

A. Personal Statement (Expertise to teach in the OTD Degree Program)

A commitment to supporting the use of best practices by rehabilitation professionals guides my work. During my years as a clinician, I provided occupational therapy to persons, birth through old age, whose quality of life was disrupted by complex, disabling events, eventually specializing in therapy for children and youth with learning disabilities, autism, and developmental delays. My interest in the impact of their disabilities on their lives and those of their families lead to my doctoral research on early childhood transitions, which included the first research in occupational therapy and physical therapy describing therapists' involvement in transition processes across early childhood environments. This interprofessional research was further enhanced through my role as a co-director of two US Department of Education Personnel Preparation training grants for occupational therapy, physical therapy, and speech-language pathology students to gain additional training and mentorship for service provision in early intervention and schools (H325K090319; H325K130309). Serving as a member of these interprofessional and interinstitutional teams, I honed my leadership and communication skills, eventually assisting with the development of a post-professional doctor of occupational therapy program (OTD). As the OTD coordinator, I collaborated with a large team to design courses, and develop procedures for doctoral internships and capstone projects that enhanced the competence of occupational therapists to provide evidence-based therapy services. While these years, 2005-2015, were spent working primarily as an occupational therapy educator, my experiences prepared me for my current primary role as researcher in continuing competence by giving me a background in adult education and learning, evidence-based practice, and interprofessional teaming. During my postdoctoral training, I have built on my previous knowledge and skills to lay the groundwork for investigations related to continuing competence assessment and maintenance of occupational therapists. I have recently been awarded funding from the National Board of Certification in Occupational Therapy, Inc. to complete two projects related to continuing competence, beginning in the spring of 2017, and lasting two years. My background in education, research, administration, and occupational therapy practice supports my ability to serve as a faculty member in the future OTD Program at the University of Florida.

B. Work Experience (positions and employment)

Positions and Employment

| | |
|------------|--|
| 1995-2000 | Occupational Therapist, Shands Hospital at the University of Florida, Gainesville, FL |
| 2001-2002 | Occupational Therapist, Morris Child Development Center, Gainesville, FL |
| 2001-2003 | Occupational Therapist, OT 4 Kids, Crystal River, FL |
| 2001-2003 | Instructor, Occupational Therapy Programs, and Coordinator, Distance Learning Master's Program, Department of Occupational Therapy, University of Florida, Gainesville, FL |
| 2003- 2004 | Adjunct Faculty, Department of Occupational Therapy, Eastern Kentucky University, Richmond, KY |
| 2003-2005 | Research Assistant, Human Development Institute, University of Kentucky, Lexington, KY |
| 2005-2007 | Visiting Assistant Professor, Department of Occupational Therapy, Eastern Kentucky University, Richmond, KY |
| 2007-2010 | Assistant Professor, Department of Occupational Therapy, Eastern Kentucky University, Richmond, KY |
| 2010-2015 | Associate Professor, Department of Occupational Science and Occupational Therapy, Eastern Kentucky University, Richmond, KY |
| 2012-2015 | Coordinator, Doctor of Occupational Therapy Program, Department of Occupational Science and Occupational Therapy, Eastern Kentucky University, Richmond, KY |
| 2015- | Research Assistant Professor, Department of Occupational Therapy, University of Florida, Gainesville, FL |

C. Scholarly Contributions (grant support and publications/last five years)

Contracts, Grants and Sponsored Research

1. Schneck, C.M. (Project Director), **Myers, C.T.** (Co-Director through 2015), Effgen, S. (Co-Director), Hubbard, C. (Co-Director), & Lowman, J. (Co-Director). (2013-2018). PREPaRE: *Preparing Related Services Personnel for Rural Employment*. Office of Special Education Programs, U.S. Department of Education, \$1,179,174.
2. Effgen, S. (Project Director), **Myers, C.T.** (Co-Director), & Kleinert, J.O. (Co-Director), (2009 - 2013). *PREPaRE: Preparing Related Services Personnel for Rural Employment*, Office of Special Education Programs, U.S. Department of Education, \$738,559.00.
3. **Myers, C.T.**, (December 1, 2010 - December 31, 2011). *University-Funded Scholarship Grant Program: Faculty Mini-Grant*, Sponsored by Division of Sponsored Programs, Eastern Kentucky University, \$1,699.00.

Refereed Journal Articles

1. Leigers, K.L., **Myers, C.**, & Schneck, C. (2016). Social participation in schools: A survey of occupational therapy practitioners. *American Journal of Occupational Therapy*, 70 7005280010p1-7005280010p9. doi:10.5014/ajot.2016.020768
2. Leigers, K.L. & **Myers, C.** (2015). Effect of duration of peer awareness education on attitudes towards students with disabilities: A systematic review. *Journal of Occupational Therapy, Schools and Early Intervention*, 8(1), 79-96.
3. **Myers, C.T.** & O'Brien, S.P. (2015). Teaching interprofessional collaboration: Using online education across institutions. *Occupational Therapy in Health Care*, 29(2), 178-185.
4. **Myers, C.T.**, Howell, D.M., & Wittman, P. (2014) Inter-professional role perception and communication of preservice students and therapists in schools and early intervention. *Journal of Occupational Therapy, Schools and Early Intervention*, 7, 70-85.
5. Schneck, C.M., Brandenburger-Shasby, S., **Myers, C.T.** & Smith, M.A. (2012). The Effectiveness of the Handwriting Without Tears program in a first grade classroom. *Journal of Occupational Therapy, Schools and Early Intervention*, 5(1), 31-42.
6. **Myers, C.T.**, Schneck, C.M., Effgen, S.K., McCormick, K.M. & Shasby, S.B. (2011). Factors associated with therapists' involvement in children's transition to preschool. *American Journal of Occupational Therapy*, 65, 76-85.

Book Chapters

1. Podvey, M.C. & **Myers, C.T.** (2015). Early childhood transitions. In M. Orentlicher, R. Gibson and S. Scheffkind (Eds). *Transitions Across the Lifespan*. Bethesda, MD: AOTA Press.
2. **Myers, C.T.**, Case-Smith, J., & Cason, J. (2015). Early intervention. In J. Case-Smith and J. O'Brien (Ed.), *Occupational Therapy for Children, 7th ed.*. Maryland Heights, MO: Mosby Elsevier.
3. **Myers, C.** & Podvey, M. (2013). Best practices in transition for preschoolers. In B. Chandler & G. Frolek-Clark, (Eds.), *Best Practices in School Occupational Therapy*. Bethesda, MD: AOTA Press.

Periodicals

1. Dry, S., **Myers, C.T.**, & Thompson, M. (2016). Embracing evidence-based practice through online professional development. *OT Practice* (April 25, 2016), 11-14.
2. **Myers, C.T.**, Michael, S., Nowak, T. & Purcell, M. (2015, December). An interdisciplinary program for children transitioning to preschool. *Early Intervention and School Special Interest Section Quarterly*, 22(4), 1-4.
3. **Myers, C.** & Podvey, M. (2014, March). Occupational therapy practitioners' roles in early childhood transition. *Early Intervention & School Special Interest Section Quarterly*, 21(1), 1-3.

Refereed Presentations

1. **Myers, C.T.** & Cason, J. (2016, April). *How to Advocate for Best Practices in Natural Environments and Telehealth: Early Intervention (IDEA Part C Services)*. Short course presented at the AOTA 2016 Annual Conference & Expo, Chicago, IL.
2. **Myers, C.T.**, Foss, J.J., & Mann, W. (2016, April). *Professional Competence in Healthcare: Implications for Occupational Therapy*. Short course presented at the AOTA 2016 Annual Conference & Expo, Chicago, IL.
3. O'Brien, S. & **Myers, C.** (2016, April). *Building Leadership Capacity in Online Doctoral Courses*. Tech Day presentation at the AOTA 2016 Annual Conference & Expo, Chicago, IL.
4. Howell, D.M. & **Myers, C.T.** (October, 2015). *Student perceptions of occupation-based practice over time in an online occupational therapy doctorate*. Poster presented at the AOTA/OTCAS 2015 Education Summit, Denver, CO.
5. **Myers, C.T.** & Cason, J. (April, 2015). *Best practices, professional issues, and current trends in early intervention (IDEA part C) services*. AOTA 2015 Annual Conference & Expo, Nashville, TN.
6. **Myers, C.T.** (September, 2014). *National trends and issues: Implications for Kentucky*. Kentucky Occupational Therapy Association Annual Conference, Lexington, KY.
7. **Myers, C.T.** (September, 2014). *Supporting children and youth: Overview of AOTA resources*. Kentucky Occupational Therapy Association Annual Conference, Lexington, KY.
8. **Myers, C.T.**, O'Brien, S.P., Effgen, S., & Kleinert, J. (October, 2013). *Teaching interprofessional collaboration: Using online education across institutions*. Poster presented at the AOTA/NBCOT 2013 Education Summit, Atlanta, GA.
9. **Myers, C.T.**, Gaerke, D., Gerteisen, K., Jennings, L., McCloud, K., O'Neal, A., Schmitz, H., Tabor, M., Valentine, K., & Wathen, H. (April, 2012). *Using embedded interventions to support school readiness in the transition to preschool program*. Poster presented at the AOTA 2012 Annual Conference & Expo, Indianapolis, IN.
10. **Myers, C.T.**, Cecil, A., Deitrich, D., Jolly, C., Mize, A., Moore, E., Snider, A.M., & Wolford, L. (April, 2011). *Exploring the use of the Canadian Occupational Performance Measure for a short-term preschool transition program: A pilot study*. Poster presented at the AOTA 2011 Annual Conference & Expo, Philadelphia, PA.

D. Teaching Experience (courses taught & doctoral candidate committees)

at the University of Florida (2015-present)

1. OTH 6709 Issues in OT Practice II
2. OTH 6635 Principles of OT Screening and Evaluation I
3. OTH 6641 Occupational Therapy Interventions I

at Eastern Kentucky University (2003-2015)

1. OTS 341 Level I Fieldwork
2. OTS 515/715 Early Child Sensorimotor Development
3. OTS 730 OT in Early Childhood Programs
4. OTS 822 OBP II: Health Systems
5. OTS 824 OBP II: Health Care Practice
6. OTS 864 Early Childhood Practice
7. OTS 871 Professional Seminar II
8. OTS 896 Research Contribution
9. OTS 901 OTD Leadership Seminar 1
10. OTS 902 OTD Leadership Seminar 2
11. OTS 903 OTD Leadership Seminar 3
12. OTS 904 OTD Leadership Seminar 4
13. OTS 905 Applied Leadership Experience
14. OTS 906 OTD Capstone

at the University of Florida (2001-2003)

1. OTH 3200 Applied Human Development I
2. OTH 3201 Applied Human Development II
3. OTH 4111 Practicum in Therapeutic Activities
4. OTH 4500 Theory and Application in Pediatric Dysfunction I
5. OTH 5002 Foundations of Occupational Therapy
6. OTH 5111 Practicum in Therapeutic Activities
7. OTH 6635 Principles of OT Screening and Evaluation I

Directed Student Learning:

1. Doctoral Advisory Committee, Mentor (Chair), University of Florida, Rehabilitation Science Doctoral Program: Sandra Brown, 2016.
2. Doctoral Capstone Committee, Faculty Mentor (Chair), Eastern Kentucky University, Department of Occupational Science and Occupational Therapy: Shelli Dry. 2014-2015.
3. Doctoral Capstone Committee, Member, Eastern Kentucky University, Department of Occupational Science and Occupational Therapy: Mallory Ratliff. 2014-2015.
4. Doctoral Advisory Committee, Co-chair, University of Kentucky, Department of Rehabilitation Sciences: Catherine Gohrband. 2014 – 2015.
5. Doctoral Advisory Committee, Co-chair, University of Kentucky, Department of Rehabilitation Sciences: Courtney Allison Hatcher. 2014 – 2015.
6. Doctoral Advisory Committee, Chair, University of Kentucky, Department of Rehabilitation Sciences: Kelly Leigers. 2013 – 2015.
7. Doctoral Advisory Committee Member, University of Kentucky, Department of Rehabilitation Sciences: Enrique Smith-Forbes. 2012 – 2015.
8. Doctoral Advisory Committee Member, University of Kentucky, Department of Rehabilitation Sciences: Karen Summers. 2009 – 2013.
9. Thesis Committee Chair, Eastern Kentucky University, Department of Occupational Science and Occupational Therapy: Kim Steele, "Occupational Participation of a Family of Children with Disabilities". 2013.
10. Graduate Capstone Project Advisor for 6 students, "Exploring the Clinical Utility of the COPM as an Outcome Measure for a Short Term Transition to Preschool Program". 2010.

11. Graduate Capstone Project Advisor for 8 students, "Using Individualized Outcome Measures to Evaluate the Transition to Preschool Program ". 2011.
12. Graduate Capstone Project Advisor for 7 students, "Caregiver Concerns and Program Outcomes Related to Preschool Transition". 2012.
13. Graduate Capstone Project Advisor for 6 students, "Pediatric Occupational Therapists' Use of Family Routines and Rituals in Intervention". 2013.

E. Other Relevant Experience (professional service, honors and awards, etc.)

Other Experience and Professional Memberships

| | |
|-----------|--|
| 1993- | Member, American Occupational Therapy Association |
| 1995-1996 | Vice-Chairperson, American Student Committee of the American Occupational Therapy Association |
| 1995-2003 | Member, Florida Occupational Therapy Association |
| 1996- | Florida Licensed Occupational Therapist, Florida Division of Medical Quality Assurance |
| 1996- | Nationally Certified Occupational Therapist, National Board for Certification in Occupational Therapy, Inc. |
| 2004-2015 | Member, Kentucky Occupational Therapy Association |
| 2005-2010 | Expert Panel, National Early Childhood Transition Center |
| 2007-2015 | Member, Occupational Therapy Representative, Comprehensive System of Personnel Development Committee, Kentucky Early Intervention System |
| 2009-2011 | Expert Panel, CONNECT: The Center to Mobilize Early Childhood Knowledge |
| 2009- | Reviewer, American Journal of Occupational Therapy |
| 2010 | Member, Kentucky Workgroup on Integrative Therapy Services |
| 2010-2013 | Chair, Education Committee and Executive Board Member, Kentucky Occupational Therapy Association |
| 2011-2014 | Member, Kentucky's System to Enhance Early Development Committee of the State Interagency Council |
| 2011- | Member, Council for Exceptional Children, Division of Early Childhood |
| 2013-2015 | Kentucky Representative, Representative Assembly of the American Occupational Therapy Association |
| 2013- | Editorial Board, Physical Disabilities: Education and Related Services |
| 2015- | Member, Florida Occupational Therapy Association |
| 2016- | Editor, Education Special Interest Section, SIS Quarterly Practice Connections |
| 2016- | Editorial Board, Journal of Occupational Therapy Education |

Honors

| | |
|------|---|
| 1995 | Jane Slaymaker Leadership Award, University of Florida, Department of Occupational Therapy |
| 1995 | Hollis Sammons Award for Writing, University of Florida, Department of Occupational Therapy |
| 1996 | Service Award, American Occupational Therapy Association |
| 1998 | Occupational Therapist of the Year, Shands Hospital at the University of Florida |
| 2011 | Service Commendation, American Occupational Therapy Association |
| 2016 | Service Award, American Occupational Therapy Association |

BIOGRAPHICAL SKETCH**DO NOT EXCEED FIVE PAGES.**

NAME: Emily S. Pugh

POSITION TITLE: Program Director and Aso. in

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|--|----------------------------------|-------------------------------|------------------------------------|
| University of Florida, Gainesville, FL | Bachelor of Health Science | 12/21/85 | Occupational Therapy |
| Rollins College, Winter Park, FL | Master of Arts | 5/25/91 | Education and Human Development |

A. Personal Statement (Expertise to teach in the OTD Degree Program)

I have the knowledge, leadership, curriculum planning, and instructional experience to teach in the entry-level OTD degree program. As Director for the advanced UF Distance Learning Master of Health Science Program, I have engaged in curriculum development, teaching, and academic and operational oversight. In addition, I have taught multiple courses in the entry-level Bachelor of Health Science and Master of Occupational Therapy programs, originally as adjunct faculty from 1999-2003 and then as full-time faculty from 2003 to the present.

In addition to my academic background, I have served in administration and management in the UFHealth Shands healthcare system and management and clinical practice in the two major hospital systems in Orlando, FL. I have presented throughout my career at the national, regional, and state levels and served in various leadership positions in the American Occupational Therapy Association and the Florida Occupational Therapy Association since 1984. I will be awarded the AOTA Roster of Fellows for "Exemplary Leadership, Education and Facilitating Client Safety" during the national conference in April 2017 in Philadelphia, PA.

Currently, I am engaged in a research project with Dr. George Hack entitled "Safety Education and Safety Culture in a Master of Occupational Therapy Educational Program" that explores changes in students' safety attitudes, safety culture perspectives, and the effectiveness of a distributed-practice teaching methodology in promoting positive changes in safety practice. We will present the safety education program and our preliminary data at the AOTA conference in Philadelphia, PA.

B. Work Experience (positions and Employment)

2003-present Program Director and Associate in, University of Florida, College of Public Health and Health Professions, Department of Occupational Therapy, Gainesville, FL

1999-2003 Adjunct Faculty, University of Florida, College of Health Professions, Department of Occupational Therapy, Gainesville, FL

1998-2003 Director of Quality Management, Shands Rehabilitation Hospital and Shands Vista Behavioral Health Hospital, Gainesville, FL

| | |
|-----------|---|
| 1996-1998 | Associate Director of Rehabilitation Services, Shands HealthCare, Gainesville, FL |
| 1993-1996 | Director of Occupational Therapy, Shands Hospital at the University of Florida, Gainesville, FL |
| 1990-1993 | Associate Director of Physical Medicine and Rehabilitation, Florida Hospital Medical Center, Orlando, FL |
| 1989-1990 | Senior Occupational Therapist, Brain Injury Rehabilitation Center, Orlando Regional Medical Center at Sand Lake Hospital, Orlando, FL |
| 1987-1988 | Director of Program Development, NMS Rehabilitation, Inc., Maitland, FL |
| 1986-1987 | Staff Occupational Therapist, Brain Injury Rehabilitation Center, ORMC at Sand Lake Hospital, Orlando, FL |

C. Scholarly Contributions (grant support and publications)

2015-Present Safety Education and Safety Culture in a Master of Occupational Therapy Educational Program in collaboration with George Hack, PhD.

D. Teaching Experience (courses taught & doctoral candidate committees)

Course coordinator and co-instructor:

- OTH6636 Adult and Seniors Assessment (4 credits; ~45 graduate students each fall semester)
- OTH6642 Adult and Seniors Intervention (6 credits; ~ 45 graduate students each fall semester)

Instructor:

- OTH6539 Occupational Therapy Theory (3 credits; ~ 45 graduate students each summer semester)
- OTH5726 Service Delivery and Occupational Therapy Management (2 credits; ~45 graduate students each spring semester)

Co-instructor:

- OTH 6708 Issues in Occupational Therapy 1 (online course; 2 credits; ~ 45 graduate students each summer semester)
- OTH 6709 Issues in Occupational Therapy 2 (online course; 2 credits; ~45 graduate students each fall semester)
- OTH6707 Leadership and Independent Practice (online 6 credits, average of 15 students, every 5th semester)
- OTH6720 Trends and Issues in Health Care (online 6 credits, average of 15 students, every 5th semester)

Mentor:

- OTH5722 Professional Development (6-8 individual master's student mentees each semester)

E. Other Relevant Experience (professional service, honors and awards, etc.)

1983-present American Occupational Therapy Association

2005-present Representative Assembly

- 2014-present Recorder
- 2011-2014 Agenda Chair
- 2011-present Representative Assembly Leadership Committee
- 2012-2013 Chair, Ad Hoc Committee on Motion Management
- 2009-2011 Member, Agenda Committee
- 2010-2011 Task Group Leader
- 2008-2011 Florida Representative
- 2005-2007 Florida Alternate Representative
- 1994-1996 Member, Commission on Education
- 1984-1985 Student Member, Commission on Education

2009-2016 Proposal reviewer, AOTA annual conferences

Sept. 2007 Participant (expertise: risk management), Driving Experts Meeting, Bethesda, MD

April 1997 Chair, Student Affairs Subcommittee of the Local Conference Committee, AOTA Conference and Expo; Orlando, FL

1983-present Florida Occupational Therapy Association

2005-2011 Member, Executive Board as Florida Representative to the Representative Assembly

- 2009 Chair, Lela Llorens Research Award Ad Hoc Committee
- 2008-2009 Co-chair, Strategic Plan Development Ad Hoc Committee

- 2007-2008 Chair, Local Conference Committee for 2008 Annual FOTA Conference, Gainesville, FL
- 1991-1998 Member, Executive Board
- 1995-1998 Coordinator, Special Interest Sections
 - 1991-1996 Chair, Physical Disabilities Special Interest Section
 - 1995 Member, Ad Hoc Continuing Education Task Force to advise the State of Florida legislative staff charged with developing rules and regulations for continuing education hours for occupational therapy licensure
- 2000-2011 State of Florida Brain and Spinal Cord Injury Program, Tallahassee, FL
- 2003-2011 Member, Research, Data Collection and Evaluation Committee
- 2008-2009 Reviewer, grant applications
- 2000-2004 Member, Inpatient and Outpatient Rehabilitation Committee
- 2000-2004 Administrative site surveyor for program accreditation
- 2008 Invited guest reviewer for Topics in Geriatric Rehabilitation special issue on Public Health, Disability and Aging
- 2001-2003 Member, North Central Florida Community Forum on End of Life issues, Gainesville, FL
- 1989-1993 Hope and Help Center of Central Florida, A not-for-profit AIDS Resource Agency, Orlando, FL
- 1989-1993 Facilitator, weekly support group for individuals with HIV/AIDS
- 1989-1993 Pro bono occupational therapist, home-based services for clients and families
- 1991-1993 Facilitator, biweekly caregivers support group

UNIVERSITY OF FLORIDA SERVICE:

- 2004-present Presidential appointment to the Board of Directors of Oak Hammock Continuing Care Retirement Community at the University of Florida, Gainesville, FL
- 2015-present Vice-Chair
- 2015-present Member, Executive Committee
- 2015-2016 Chair, Search Committee for President and CEO (national search)
- 2016-present Member, Transition Committee for new President and CEO
- 2015-present Chair, Social Responsibility Committee
- 2010-present Member, Health Pavilion Oversight Committee
- 2010-present Member, Compliance Committee
- 2009-2012 Senator, Faculty Senate
- 2004-2012 Member, Distance, Continuing and Executive Education Advisory Committee

COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS SERVICE:

- 2008-2013 Faculty Council, Department of Occupational Therapy Representative
- 2009-2010 Chair
- 2008-2009 Vice-Chair
- 2009 Member, Search Committee for Dean of College
- 2009 Member, College Strategic Planning Committee
- 2004-2008 Appointed by Dean to oversee development of Rehabilitation Services for Oak Hammock Continuing Care Retirement Community at the University of Florida, Gainesville, FL
- 2004 Member and Workshop Facilitator, College Strategic Planning Committee

DEPARTMENT OF OCCUPATIONAL THERAPY SERVICE:

- 2010-present Member, Proposed OTD Program Committee
- 2003-2014 Member, Occupational Therapy Leadership Committee
- 2013-present Member, MOT Program Admissions Committee
- 2013 Member, Search Committee for Clinical Assistant Professor and Academic Fieldwork Coordinator

2004-2009 Chair, Search Committees for contract Occupational Therapists
2008 Coordinator for The Complete Shoulder continuing education course
Feb. 2008 Co-Coordinator, International Conference on Aging, Disability and Independence

PROFESSIONAL CREDENTIALS/ LICENSURE:

1986 to Present State of Florida, Agency for Health Care Administration, Department of Health, Occupational Therapist License #OT0001705
1986 to present National Board for Certification in Occupational Therapy, Certification #AA464008
1983 to present AOTA membership #464008
1983 to present FOTA membership #71008
2000 to 2013 State of Florida, Agency for Health Care Administration, Division of Health Quality Assurance, Health Care Risk Manager License #5502509

HONORS AND RECOGNITIONS:

2016 Notification of selection to receive the AOTA Roster of Fellows for Exemplary Leadership, Education and Facilitating Client Safety in April 2017 at the AOTA Annual conference
2010 David Clark Award of Excellence: For loyal dedication, unwavering commitment, and outstanding contributions to promote excellence in Occupational Therapy. FOTA
2008 Service Commendation Awards (2). AOTA
1997 Award of Service: For longstanding contributions to the promotion of Occupational Therapy in Florida. FOTA
1996 Award of Recognition: For outstanding contributions to Occupational Therapy in Florida and for outstanding service to FOTA

RECENT PEER REVIEWED PRESENTATIONS:

Pugh, E. Teaching Structured Reasoning to Create a Culture of Safety in the Clinic. FOTA, Orlando, FL, November 2016
Crowley, S.J. & Pugh, E. Opportunities to Impact Practice Through AOTA Standards and Policy Development. FOTA Annual Conference, Orlando, FL. November 2016
Pugh, E. & Nonailada, J. How Occupational Therapy Practitioners Can Promote an Environment of Safety in Their Healthcare Facility. AOTA Annual Conference, Nashville, TN. April 2015
Baxter, F, Chisholm, D., Sonnier, D., Pugh, E. & Ikiugu, M. Impact AOTA Policy: Take a Notion and Make it a Motion. AOTA Annual Conference, Baltimore, MD. April 2014
Pugh, E. & Watson, L Gear Up Your Teaching Skills: An evidence-based workshop on best teaching practices. FOTA Annual Conference, Tampa, FL. November 2012
Pugh, E. The AOTA Representative Assembly Motions and Strategic Plan. FOTA Annual Conference, Sarasota, FL. February 2011
Pugh, E. The Role of Occupational Therapy Practitioners in Patient Safety and Medical Error Prevention. AOTA Annual Conference, Orlando, FL. May 2010
Inkel, B. & Pugh, E. Ethics: Exploring a Personal and Professional Journey. FOTA Annual Conference, Orlando, FL. February 2009
Pugh, E. & Gwin, C. Hot Professional Issues Being Addressed by AOTA. FOTA Annual Conference, Orlando, FL. February 2009
Pugh, E. Preventing Medical Errors. FOTA Annual Conference, Ft. Lauderdale, FL. November 2006
Pugh, E. Advanced Medical Error Prevention for OTs and OTAs. FOTA Annual Conference, Gainesville, FL. May 2006
Pugh, E. Is Distance Learning Right for Me? FOTA Annual Conference, Ft. Myers, FL. May 2005
Pugh, E. First Do No Harm: Patient Safety and Medical Errors for PTs and PTAs (State of Florida Board of Physical Therapy required and approved 2-hour Continuing Education for Physical Therapy practitioners). Florida Physical Therapy Association Meeting, Gainesville, FL. May 2002
Pugh, E. First Do No Harm: *Prevention of Medical Errors for OTs and OTAs*. State of Florida Board of Occupational Therapy required and approved 2-hour Continuing Education for Occupational Therapy practitioners. UF Shands Hospitals and Outpatient Clinics, Gainesville, FL. July 2002. Also provided online.

BIOGRAPHICAL SKETCH**DO NOT EXCEED FIVE PAGES.**

NAME: Orit Shechtman, PhD

POSITION TITLE: Associate Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|---|------------------------------|-------------------------------|----------------------|
| Wingate Institute, Israel | BSc. | 1975-1978 | Physical Education |
| Indiana University, Bloomington, IN | MSc. | 1982-1984 | Exercise Science |
| University of Florida, Gainesville, FL. | MHS | 1993-1995 | Occupational Therapy |
| Indiana University, Bloomington, IN | Ph.D. | 1984-1988 | Exercise Physiology |
| University of Florida, Gainesville, FL. | Post-doc | 1988-1992 | Physiology |

A. Personal Statement (Expertise to teach in the OTD Degree Program)

I have the expertise, experience, training, leadership and motivation to successfully teach in the OTD program. I have a broad background in physiology and years of experience of teaching the human body sciences. I have research experience, many publications, and some funding. I have supervised many masters and doctoral students by being chair or member on multiple committees. I have a strong commitment to being an educator, including teaching, supervision, and mentoring of students.

B. Work Experience (positions and Employment)

- 1983 to 1986: Associate Instructor, Physical Education Department, Indiana University, Bloomington, IN.
- 1987 to 1988: Visiting Lecturer, Physical Education Department, Indiana University, Bloomington, IN.
- 1988 to 1990: Post-Doctoral Research Associate, Physiology Department, College of Medicine, University of Florida, Gainesville, FL
- 1990 to 1992: Post-Doctoral Research Associate, Dept. of Pharmacodynamics, College of Pharmacy, University of Florida, Gainesville, FL
- 1992 to 1993: Visiting Associate Scientist, Laboratory of Behavioral Sciences, National Institute on Aging, National Institute of Health, Gerontology Research Center, Baltimore, MD
- 1993-1995: Teaching Assistant and post-baccalaureate student, Department of Occupational Therapy, College of Health-Related Professions, University of Florida, Gainesville, FL
- 1995 to 2003: Assistant Professor, Department of Occupational therapy, College of Health Professions, University of Florida, Gainesville, FL
- 2003 to present: Associate Professor, Department of Occupational therapy, College of Health Professions, University of Florida, Gainesville, FL

C. Scholarly Contributions (grant support and publications)**Research Support:**

1. Clinical and Translational Science Institute (CTSI) Pilot and Collaborative Research Project Funding: "Wheelchair Ergonomic Hand Drive". PI – Mark Tillman. 12/01/09 - 11/30/2010; \$24,756
2. PHHP College Model Program Demonstration Projects Funding: "Identifying Critical Driving Errors from the Florida Traffic Crash Records Database to Inform Occupational Therapy Driving Practice." PI, January 2008-2009, \$20,000.
3. University of Florida's Age Network Multidisciplinary Research Enhancement Funding: "Medications and Older Drivers in Florida." PI - Sherrilene Classen;. April 2007-April 2008; Co-Investigator, \$5,500

4. The American Society of Hand Therapist' Evelyn Mackin Research Grant: "Using the force-time curve to identify maximal versus submaximal efforts in people with cumulative trauma disorders". September 2006 – September 2007; PI, \$5,000.
5. U.S. Department of Transportation Federal Highway Administration (FHWA): "Older Driver Infrastructure Research Project." Project #: DOT DTFH61-03-H-00138. August 2003-September 2005; PI \$280, 000.00
6. MD Systems, Inc, CardioGrip® Products: "Reliability, validity and norms for the DynEx™ electronic hand dynamometer". January, 2003 – January, 2004; PI, \$6,000.
7. The Research Opportunity Fund of The University of Florida "Identifying the level of effort during grip strength testing", May 1, 2002 – April 30, 2003; PI, \$30,000.
8. The Baltimore Therapeutic Equipment Company "Using the torque-velocity test of the BTE-Primus to measure sincerity of effort of elbow flexion". April 2002 - March 2003; PI, \$5,000.
9. The American Hand Therapy Foundation's Annual Research Grant: The 2001 Dr. William Burkhalter Memorial Research Award: "Using the force-velocity test to measure sincerity of effort". January, 2001 – January, 2002; PI, \$3000.00
10. The Shands Hospital Occupational Therapy Small Grants Fund: "Evaluation of the Shands Ergonomics Program". June 1997 - May 1998; Co-PI, \$ 8100.00
11. The Shands Hospital Occupational Therapy Small Grants Fund: "Serial Casting of Digital Flexion Contractures in children with Juvenile Rheumatoid Arthritis". June 1997 - May 1998; PI, \$ 4875.00

Publications:

1. Zukowski, LA, Roper JA, **Shechtman O**, Otzel DM, Hovis P, and Tillman, MD. Using an Ergonomic Hand Drive Mechanism Reduces Wrist Jerk and Angular Wrist Orientations Associated with Carpal Tunnel Syndrome. In press in the Journal of Rehabilitation Research and Development (JRRD).
2. Zukowski LA, Roper J, **Shechtman O**, Otzel DM, Bouwkamp J, Tillman MD. A Comparison of Metabolic Cost, Performance, and Efficiency of Propulsion Using an Ergonomic Hand Drive Mechanism and a Conventional Manual Wheelchair. Archives of Physical Medicine and Rehabilitation, 95:546-551, 2014.
3. **Shechtman, O.**, Sindhu, B.S., Davenport P. Using the "Visual Target Grip Test" to Identify Sincerity of Effort during Grip Strength Testing. Journal of Hand Therapy, 25(3): 320-329, 2012.
4. Sindhu, B.S., **Shechtman, O.**, Veazie, P.J. Identifying Sincerity of Effort Based on the Combined Predictive Ability of Multiple Grip Strength Tests. Journal of Hand Therapy, 25(3): 308-319, 2012.
5. Sindhu, B.S., **Shechtman, O.**, Tuckey, L.E. Validity, Reliability, and Responsiveness of a Digital Version of the Visual Analog Scale. Journal of Hand Therapy, 24(4): 356-363, 2011.
6. Seo, N.J., Sindhu, B.S., **Shechtman, O.** The influence of pain associated with musculoskeletal disorders on grip force timing. Journal of Hand Therapy, 24(4): 335-343, 2011.
7. Lehman, L.A., Woodbury, M., **Shechtman, O.**, Wang, Y-C., Pomeranz, J., Gray, D.B., & Velozo, C.A. Development of an Item Bank for a Computerized Adaptive Test of Upper Extremity Function. Disability and Rehabilitation, 33(21-22), 2092-2104, 2011.
8. **Shechtman, O.** Validation of driving simulators. *Advances in Transportation Studies: an international Journal*; 2010 Special Issue; pages 53-62. Printed July 2011.
9. Sindhu, B., **Shechtman, O.** Using the Force-Time Curve to Determine Sincerity of Effort in People with Upper Extremity Injuries. Journal of Hand Therapy, 24(1): 22-30, 2011.
10. Classen, S., **Shechtman, O.**, Joo, Y Awadzi, K.D., Lanford, D.N. Traffic violations vs. driving errors: Implications for older female drivers. *TRB Conference Proceedings 46: Women's Issues in Transportation, Vol. 1: Conference Summary and Plenary Papers; Vol. 2: Technical Papers Transportation Research Board*, 55-63, 2011.
11. Classen, S., Bewernitz, M., & **Shechtman, O.** Driving Simulator Sickness: An Evidence Based Review of Literature. *American Journal of Occupational Therapy*, 65(2), 179–188, 2011.
12. **Shechtman, O.**, Awadzi, K., Classen, S., Lanford, D., & Joo, Y. Validity and critical driving errors of on-road assessment for older drivers. *American Journal of Occupational Therapy* 64(2): 242:251, 2010.
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41. **Shechtman, O.** The coefficient of variation as a measure of sincerity of effort of grip strength. Part 1: The statistical principle. *The Journal of Hand Therapy*, 14(3):180-187, 2001.
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49. **Shechtman, O.** Is the coefficient of variation a valid measure for detecting sincerity of effort of grip strength? *Work*, 13(2):163-169, 1999.
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53. Fregly, M.J., **Shechtman, O.**, Rowland, N.E. Increased dipsogenic responsiveness to agniotensin II in rats exposed to cold: rate of loss after return to thermoneutral ambient temperature. *Proceedings of the Society for Experimental Biology and Medicine*, 209(1):54-59, 1995.
54. **Shechtman, O.**, Talan, M.I. Effect of exercise on cold tolerance and metabolic heat production in adult and aged C57BL/6J mice. *Journal of Applied Physiology*, 77(5): 2214-2218, 1994.
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62. **Shechtman, O.**, Papanek, P.E. & Fregly, M.J. Reversibility of Cold-Induced Hypertension After Removal of Rats From Cold. *The Canadian Journal of Physiology and Pharmacology*, 68:830-835, 1990.

Book Chapters

1. **Shechtman, O.** The Coefficient of Variation as an Index of Measurement Reliability. In: Doi, S.A.R. & Williams, G.M. (Eds.): *Methods of Clinical Epidemiology*. Springer Series on Epidemiology and Public Health, 2013, pp. 39-49.
2. **Shechtman, O.** and Sindhu, B.S: Grip Strength. In: American Society of Hand Therapists Clinical Assessment Recommendations, Editor: McDermid, J. An Electronic Book Chapter. Retrieved on 9/26/2013 from: <http://www.asht.org/sites/default/files/downloads/2013/asht-13-cabooks-02-grip.pdf>.
3. Katovich, M.J., **Shechtman, O.**, & Hanley, K. Role of calcium in an animal model for the hot flush. In: Lomax & Schonbaum (eds.) *Thermoregulation: The Pathophysiological Basis of Clinical Disorders*, Karger, Basel 1992.

D. Teaching Experience (courses taught & doctoral candidate committees)

1. Musculoskeletal Anatomy (OTH4412): Occupational Therapy (OT) Department and Bachelor of Health Science (BHS) Program, College of Public Health and Health Professions (PHHP), University of Florida (UF), 1993-present.
2. Nervous System and Disorders (OTH4418): OT & BHS, PHHP, UF, 1996-present.
3. Pathophysiology for Rehabilitation (OTH3416): OT & BHS, PHHP, UF, 2003-present.
4. College Classroom Teaching (RSD6900): Rehabilitation Science Doctorate Program (RSD), PHHP, UF, 2009-present.
5. Foundations of Occupational Therapy (OTH5002): OT, PHHP, UF, 2008-present.
6. Musculoskeletal Disorders of the Upper Extremity: RSD, PHHP, UF, 2002-2006.
7. Applied Research in Occupational Therapy: OT, PHHP, UF, 2002-2006
8. Individual Work in Occupational Therapy: OT, PHHP, UF, 1996-2005.
9. Applied Kinesiology, OT, PHHP, UF, 1995-1998.
10. Chaired 2 PhD committees: RSD, PHHP, UF 1998-present
11. Co-chaired 2 PhD committees: RSD, PHHP, UF 1998-present
12. Member on over 20 PhD committees: RSD, PHHP, UF 1998-present

E. Other Relevant Experience (professional service, honors and awards, etc.)

Awards:

1. The 2015-2016 Teacher of the Year Award, College of Public Health and Health Professions, University of Florida
2. The 2005-2006 Teacher of the Year Award, College of Public Health and Health Professions, University of Florida
3. The 2005-2006 Most Outstanding Faculty Member, Bachelor of Health Science Program, College of Public Health and Health Professions, University of Florida
4. The 2005 Golden Apple Award for Excellence in Occupational Therapy Education from the University of Florida's Student Occupational Therapy Association
5. The University of Florida's Health Science Center, 1999-2000 Division Superior Accomplishment Award
6. The 1997-98 Teacher of the Year Award for the University of Florida
7. The 1997-98 Teacher of the Year Award, College of Health Professions, University of Florida

Professional Service:

1. Editorial board of the *Journal of Hand Therapy*, 2002-present
2. Reviewer for multiple journals including the: *American Journal of Occupational Therapy*, *Occupational Therapy Journal of Research*, *Journal of Traffic Injury Prevention*, *Archives of Physical Medicine and Rehabilitation*, *American Journal of Physical Medicine and Rehabilitation*, *Journal of Hand Surgery*.

BIOGRAPHICAL SKETCH

DO NOT EXCEED FIVE PAGES.

NAME: Struckmeyer, Linda R.

POSITION TITLE: Clinical Lecturer

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|--------------------------------------|------------------------------|-------------------------------|----------------------|
| Washington University, St. Louis, MO | BS | 05/1982 | Occupational Therapy |
| Texas Woman's University, Denton, TX | MA | 12/2004 | Occupational Therapy |
| Texas Woman's University, Denton, TX | PhD | 12/2016 | Occupational Therapy |

A. Personal Statement (Expertise to teach in the OTD Degree Program)

I have the expertise, leadership, and knowledge necessary to effectively teach and carry out research with occupational therapy doctoral students. I have over 30 years of clinical occupational therapy practice working with individuals across the life span in a wide variety of settings. This includes mental health, school based practice, out patient, skilled nursing, and home health care. More recently I have research experience as an interventionist on a study with Veterans and as a PI (with guidance from a research mentor) on establishing the validity and reliability of a home environmental assessment for persons with dementia and their caregivers. As a result of my expertise working with dementia patients in the home I have recently been invited to serve as a co-investigator on a multi-disciplinary study, "An Analgesic Trial to reduce pain and behavioral expressions among people with Alzheimer's disease and related dementias" that is being expanded into the home.

All three of my degrees are in occupational therapy. I have a deep knowledge base of occupational therapy history, theories, and practice. As a result of these experiences I am eager to be part of the advance of the field of occupational therapy into the doctoral level.

B. Work Experience (positions and Employment)**CLINICAL LECTURER & ACADEMIC FIELDWORK COORDINATOR**

Department of Occupational Therapy,
College of Public Health and Health Professions
University of Florida,
Gainesville, FL
(Adjunct Lecturer. 2008 – 2013)
August 2013-present

PREVIOUS EXPERIENCE:

Veteran's Administration Research Center, Gainesville, FL. Tailored Activity Program Grant 2012-2016.

Shands Home Health Care, Gainesville, FL. Occupational therapist. 2008-2013

Senior Home Health Care, Gainesville, FL. Occupational therapist. 2009-2011

Special Communications, Gainesville, FL. Alachua County Schools. January-June 2010

Interim Health Care, Gainesville, FL. Home care & wheelchair assessments. 2008-2010

Rehab Therapy Works, Gainesville, FL. Head Start therapist. Sept.2008-Feb. 2009

Copperas Cove ISD, Copperas Cove, TX. School-based therapist. October 1998-June 2008

Bell County Cooperative, Holland, TX. Contract school therapist. Aug. 2006-June 2008

Belton ISD, Belton, TX. Consultant. 2005-2008

RehabWorks & Rehab Choice, Temple, TX. SNF, Staff therapist. Nov.2005-June2008

Girling Home Health Care, Temple, TX 1989-94, 1998-2005

Health South (American Therapy Services, Rehability, Health Focus) Temple, TX. 1989-1999
Company changed names/ownership four times. Outpatient, SNF, & Hospital contracts.

Independent Home Heath contracts, TX 1992-1999
Jackson Home Heath, Heavenly Hearts Therapy Services and Wilkerson Home Heath

Occupational Therapy, Pryor, OK. 1986-1989
Independent contractor; contracts with Grand Valley Hospital, Delaware County Co-op, Oklahoma Occupational Therapy, Inc., and Eastern State Hospital

Pediatric Physical Therapy, St. Louis, MO. 1986

St. Anthony's Hospital, St. Louis, MO. Rehab unit 2 years, psych unit 2 years. 1982-1986

C. Scholarly Contributions

PUBLICATIONS:

Struckmeyer, L., & Pickens, N., Brown, D., & Mitchell, K. (2016). *Use of the Content Validity Index in Occupational Therapy: An example from the HEAP-R*. Manuscript in preparation.

Struckmeyer, L., & Pickens, N., Brown, D., & Mitchell, K. (2016). *Reliability and Validity of the Home Environmental Assessment Protocol Revised*. Manuscript submitted for publication.

Struckmeyer, L., & Pickens, N. (2016). Home modifications for people with Alzheimer's disease: A scoping review. *American Journal of Occupational Therapy*, 70, 7001270020p1-p11. doi:10.5014/ajot.2015.016089

Struckmeyer, L. (2015). Lifelong learning and fieldwork: Who is the student? *FOCUS*. FOTA, Summer 2015.

Struckmeyer, L. & Schultz, S. (2013). Home Safety & Modifications: A Review of the Occupational Therapy Literature. *FOCUS*. FOTA, Winter 2013.

PRESENTATIONS (partial list)

Validity and Administration of the Home Environmental Assessment Protocol- Revised. Florida Occupational Therapy Conference. November, 2016.

Development of the Home Environment Assessment Protocol Revision. (2016) Vanderkooi Community Workshop, Dallas, TX. February, 2016.

Tailored Activity Program Intervention for Managing Dementia. Lead presenter with S. Winter and T. Howell. Florida Occupational Therapy Conference. November, 2015

Occupational Therapy TAPs into Dementia Care. Co-presenter with L. Gitlin, K. Marx, J.Scott, T. Kvedar, D. Stiassny, P. Barnes. AOTA conference, April 2015

Building Community Collaboration with a Fieldwork Advisory Board. Co-presenter with S. Chrisman. AOTA conference, April 2015

Fieldwork Certification Course. Co-presented with S. Lala. January & August, 2015 & August 2016: Florida State College Jacksonville. January: UF Health Rehab Hospital.

Individualized Approaches to Engagement in Activities. Invited presentation, keynote speaker, Altrusa House of Gainesville. June 2014.

Activities for Persons with Dementia and their Caregivers. The Village, Gainesville, FL., May 2014.

Alzheimer's Disease and Occupational Adaptation Theory. Poster Presentation. AOTA conference, April 2014

Evidence Based Home Assessments. UF Health Shands Rehab Continuing Education Evening Seminar. October 2013.

Fall Prevention & Home Modifications. Gainesville Senior Recreation Center. September 2013.

Evaluating Accessibility in the World Around You: Assessment Tools and Approaches for Public Spaces, Home Residences, Products, Information, and Educational Materials. Co-Presenter, AOTA Pre-conference Institute, April 2013.

Lighting for Safety and Independence. Florida Occupational Therapy Conference. November 2011.

Handwriting for the Preschooler: Hand Skills Development and Handwriting without Tears. Abiding Savior Lutheran Preschool. June 2011.

Home Care: A Vital Link in the Continuum of Care. Shands Rehab Continuing Education Evening Seminar. October 2009.

Social Stories for the Autistic Child. Mountain Central Conference. November, 2005.

Today's School Based-Practice: The Impact of Online Learning. Vanderkooi XII Lectureship session. Texas Women's University. 2005.

Handwriting or Word Processing. Mountain Central Conference. November, 2004.

Stress Management for the Injured Worker: An Occupational Therapy Group. Mountain Central Conference. November, 1993.

D. Teaching Experience (courses taught & doctoral candidate committees)

OTD curriculum development committee 2014- current

I am serving on the doctoral curriculum planning committee

Courses taught:

- Foundations of Occupational Therapy
- Occupational Theory: Occupational Adaptation module.
- Professional Development in Occupational Therapy
- Principles of OT screening and Evaluation 1 & 2
- Therapeutic Activities 1: Biomechanics
- Therapeutic Activities 2: Areas of Occupation
- Psychosocial Intervention
- Occupational Therapy Interventions 1 & 2
- Practicum 1 & 2
- Fieldwork 1 & 2
- Specialty Fieldwork
- Special Topics: Fieldwork Remediation

E. Other Relevant Experience (professional service, honors and awards, etc.)

PROFESSIONAL SERVICE ACTIVITIES

| | |
|--|--------------|
| Florida OT Association Region 3 Representative | 2016-present |
| Florida OT Education Consortium Board Member | 2013-present |
| Student Occupational Therapy Association Faculty Advisor | 2013-present |
| Academic Performance Review Committee | 2013-present |
| Graduation Marshall University of Florida | 2013-2016 |
| NBCOT Certification Examination Standard Setting Study | May 2015 |
| NBCOT Item writer | |

Honors & Awards

| | |
|--|-----------|
| Nominated TWU Doctoral Student of the Year | 2016 |
| Golden Key International Honour Society | 2015 |
| Love to Learn Scholarship | 2015 |
| Honor Society of Phi Kappa Phi | 2014-2016 |

L. Struckmeyer, PhD, OTR/L

| | |
|---|-------------|
| Virginia Chandler Van Dykes Scholarship | 2013 & 2015 |
| Monroe County Memorial Scholarship | 2013 |

APPENDIX A

**TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)**

| Source of Students (Non-duplicated headcount in any given year)* | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | HC | FTE**** | HC | FTE | HC | FTE | HC | FTE | HC | FTE |
| Upper-level students who are transferring from other majors within the university** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Florida College System transfers to the upper level*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers to the upper level from other Florida colleges and universities*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers from out of state colleges and universities*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other (Explain)*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

****For assistance with this calculation, check with UF Office of Institutional Research

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

| Source of Students (Non-duplicated headcount in any given year)* | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|--|-----------|-------------|-----------|-------------|------------|---------------|------------|---------------|------------|---------------|
| | HC | FTE**** | HC | FTE | HC | FTE | HC | FTE | HC | FTE |
| Individuals drawn from agencies/industries in your service area (e.g., older returning students) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students who transfer from other graduate programs within the university** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Individuals who have recently graduated from preceding degree programs at this university | 32 | 24 | 62 | 46.5 | 93 | 69.75 | 93 | 69.75 | 93 | 69.75 |
| Individuals who graduated from preceding degree programs at other Florida public universities | 5 | 3.75 | 10 | 7.5 | 15 | 11.25 | 15 | 11.25 | 15 | 11.25 |
| Individuals who graduated from preceding degree programs at non-public Florida institutions | 2 | 1.5 | 4 | 3 | 6 | 4.5 | 6 | 4.5 | 6 | 4.5 |
| Additional in-state residents*** | 1 | 0.75 | 2 | 1.5 | 3 | 2.25 | 3 | 2.25 | 3 | 2.25 |
| Additional out-of-state residents*** | 5 | 3.75 | 10 | 7.5 | 15 | 11.25 | 15 | 11.25 | 15 | 11.25 |
| Additional foreign residents*** | 1 | 0.75 | 2 | 1.5 | 3 | 2.25 | 3 | 2.25 | 3 | 2.25 |
| Other (Explain)*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals | 46 | 34.5 | 90 | 67.5 | 135 | 101.25 | 135 | 101.25 | 135 | 101.25 |

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

****For assistance with this calculation, check with UF Office of Institutional Research

APPENDIX A

**TABLE 2
PROJECTED COSTS AND FUNDING SOURCES**

| Instruction & Research Costs (non-cumulative) | Year 1 | | | | | | | Year 5 | | | | | |
|---|-------------------------|-------------------------|---------------------------|-------------------------|--------------------------|-----------------|----------------------------------|-------------------------|-----------------------------|----------------|--------------------------|-----------------|----------------------------------|
| | Funding Source | | | | | | Subtotal E&G, Auxiliary, and C&G | Funding Source | | | | | Subtotal E&G, Auxiliary, and C&G |
| | Reallocated Base* (E&G) | Enrollment Growth (E&G) | Other New Recurring (E&G) | New Non-Recurring (E&G) | Contracts & Grants (C&G) | Auxiliary Funds | | Continuing Base** (E&G) | New Enrollment Growth (E&G) | Other*** (E&G) | Contracts & Grants (C&G) | Auxiliary Funds | |
| Faculty Salaries and Benefits | 634,424 | 0 | 0 | 0 | 0 | 0 | \$634,424 | 989,527 | 0 | 0 | 0 | 0 | \$989,527 |
| A & P Salaries and Benefits | 158,690 | 0 | 0 | 0 | 0 | 0 | \$158,690 | 238,478 | 0 | 0 | 0 | 0 | \$238,478 |
| USPS Salaries and Benefits | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Other Personal Services | 88,823 | 0 | 0 | 0 | 0 | 0 | \$88,823 | 124,352 | 0 | 0 | 0 | 0 | \$124,352 |
| Assistantships & Fellowships | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Library | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Expenses | 25,530 | 0 | 0 | 0 | 0 | 0 | \$25,530 | 35,742 | 0 | 0 | 0 | 0 | \$35,742 |
| Operating Capital Outlay | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Special Categories | 26,737 | 0 | 0 | 0 | 0 | 0 | \$26,737 | 28,941 | 0 | 0 | 0 | 0 | \$28,941 |
| Total Costs | \$934,204 | \$0 | \$0 | \$0 | \$0 | \$0 | \$934,204 | \$1,417,040 | \$0 | \$0 | \$0 | \$0 | \$1,417,040 |

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

| Total Positions | Year 1 | Year 5 |
|------------------------|--------|--------|
| Faculty (person-years) | 4.6 | 6.1 |
| A & P (FTE) | 3 | 4 |
| USPS (FTE) | 0 | 0 |

Calculated Cost per Student FTE

| | Year 1 | Year 5 |
|--------------------|-----------|-------------|
| Total E&G Funding | \$934,204 | \$1,417,040 |
| Annual Student FTE | 34.5 | 101.25 |
| E&G Cost per FTE | \$27,078 | \$13,995 |

APPENDIX A

**TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS***

| Program and/or E&G account from which current funds will be reallocated during Year 1 | Base before reallocation | Amount to be reallocated | *Base after reallocation |
|--|--------------------------|--------------------------|--------------------------|
| 33030000-101-1100 | 934,204 | 934,204 | \$0 |
| | 0 | 0 | |
| | 0 | 0 | |
| | 0 | 0 | |
| | 0 | 0 | |
| | 0 | 0 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Totals | \$934,204 | \$934,204 | \$0 |

* If not reallocating funds, please submit a zeroed Table 3

*Sunset MOT Degree Program and replace with OTD Degree Program

APPENDIX A

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

| Faculty Code | Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality | Rank | Contract Status | Initial Date for Participation in Program | Mos. Contract Year 1 | FTE Year 1 | % Effort for Prg. Year 1 | PY Year 1 | Mos. Contract Year 5 | FTE Year 5 | % Effort for Prg. Year 5 | PY Year 5 |
|--------------------------------|--|-------------------------------|-----------------|---|----------------------|------------|--------------------------|-------------|----------------------|------------|--------------------------|-------------|
| A | Paul Arthur, PhD Occupational Therapy | Professor Professor | Non-Tenure | Summer 2017 | 12 | 1.00 | 0.20 | 0.20 | 12 | 1.00 | 0.20 | 0.20 |
| A | Joanne Foss, PhD Occupational Therapy | Assoc Prof Associate Chair | Non Tenure | Summer 2017 | 12 | 1.00 | 1.00 | 1.00 | 12 | 1.00 | 1.00 | 1.00 |
| A | Emily Pugh, MA Occupational Therapy | Associate In | Non Tenure | Summer 2017 | 12 | 1.00 | 1.00 | 1.00 | 12 | 1.00 | 1.00 | 1.00 |
| A | Orit Shectman, PhD Occupational Therapy | Assoc Prof | Tenure | Summer 2017 | 12 | 1.00 | 1.00 | 1.00 | 12 | 1.00 | 1.00 | 1.00 |
| A | Linda Struckmeyer, PhD Occupational Therapy | Clinical Lecturer | Non Tenure | Summer 2017 | 12 | 1.00 | 1.00 | 1.00 | 12 | 1.00 | 1.00 | 1.00 |
| B | Sherilenne Classen, PhD Occupational Therapy | Professor Professor | Tenure | Summer 2017 | 12 | 1.00 | 0.20 | 0.20 | 12 | 1.00 | 0.20 | 0.20 |
| A | Christine Myers, PhD Academic Discipline - TBD | Professor | Non Tenure | Summer 2017 | 12 | 1.00 | 0.20 | 0.20 | 12 | 1.00 | 0.20 | 0.20 |
| C | TBD Academic Discipline - TBD | TBD | Non Tenure | Summer 2019 | 12 | 0.00 | 0.00 | 0.00 | 12 | 1.00 | 1.00 | 1.00 |
| C | TBD Academic Discipline - TBD | TBD | Non Tenure | Summer 2020 | 12 | 0.00 | 0.00 | 0.00 | 12 | 1.00 | 0.50 | 0.50 |
| Total Person-Years (PY) | | | | | | | | 4.60 | | | | 6.10 |

| Faculty Code | | Source of Funding | PY Workload by Budget Classification | | | | |
|--------------------|---|-------------------------------------|--------------------------------------|-----------|-----------|--------|-----------|
| | | | Year 1 | | Year 5 | | |
| A | Existing faculty on a regular line | Current Education & General Revenue | 576224.00 | | 780247.00 | | |
| B | New faculty to be hired on a vacant line | Current Education & General Revenue | 58200.00 | | 81480.00 | | |
| C | New faculty to be hired on a new line | New Education & General Revenue | 0.00 | | 127800.00 | | |
| D | Existing faculty hired on contracts/grants | Contracts/Grants | 0.00 | | 0.00 | | |
| E | New faculty to be hired on contracts/grants | Contracts/Grants | 0.00 | | 0.00 | | |
| Overall Totals for | | | Year 1 | 634424.00 | | Year 5 | 989527.00 |

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