

**Bachelor of Science in Community Health
Program Review Report
2009-2010**



Prepared and Submitted by

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Introduction

Self-study is an essential function in higher education, designed to foster continuous quality improvement of programs. The faculty of the Department of Occupational Therapy and Community Health engage in program review activities at regular intervals in order to monitor the performance of programs. This self-study was planned in Spring 2009 and implemented over summer and fall semesters to review the Bachelor of Science in Community Health Program, drawing from past review activities and interventions, and newly-initiated evaluation measures.

Program Description

1. Filling a Demand: A Community Analysis

1.1. Background

Florida Gulf Coast University was established in 1997 as an innovative institution designed to serve the higher education needs of Southwest Florida and to extend higher education access through on-line education. At that time, the Department of Occupational Therapy offered a baccalaureate degree in occupational therapy, its only program. In 2002, the Department was engaged in developing an entry-level master's degree in Occupational Therapy to replace the bachelor's program, and expanding the Department to offer a bachelor's degree in community health, a field that was felt to be most compatible with occupational therapy foundations and values.

The College of Health Professions has offered a bachelor's degree in Health Sciences from the time of the University's opening. This program was developed in response to a state mandate for distance education, and all of its courses are delivered online; the program offers concentrations in Health Services Administration and Health Sciences (with a focus on health professions education). The Community Health program was designed to complement the Health Sciences program, offering courses that had strong elements of community service learning woven into the degree experience, but also drawing from courses offered by the Division of Health Sciences.

The World Health Organization's Classification of Function, Disability, and Health (ICF) presents a view of health in terms of an individual's ability to participate in everyday activities within the community, a view that reflects the essence of the goals of

occupational therapists. Healthy People 2010 delineated ten *leading health indicators* to highlight the importance of health promotion and disease prevention. The intent of these indicators was to facilitate “wide participation in improving health in the next decade” and an increase in the “quality of life and the years of healthy life and on eliminating health disparities—creating healthy people in healthy communities” (2002, p. 25).

For these reasons, the Community Health degree was designed to prepare students to view health from the WHO perspective, and to foster development of community resources that support healthy lifestyles, address health disparities, and distribute health information to community members. The educational preparation was designed: 1) to provide a bachelor’s program for students who wanted to prepare for work as health educators or in various roles in community health agencies, and 2) to prepare students to enter graduate study in a professional field, specifically occupational therapy or public health. With these purposes in mind, a team of faculty was assembled consisting of all members of the Department of Occupational Therapy (Dr. Tina Gelpi, then Chair of the Department, Dr. Linda Martin, Dr. Sue Gregitis, Prof. Morris, and Prof. Mock), Dr. Denise Heinemann, Dean of the College of Health Professions at that time, who has her doctorate in Public Health, and Ms. Mary Kay Hartung, librarian, who has her master’s degree in Public Health.

1.2. Demand & Structure

Initial tasks of the team were to seek input from community health agency administrators regarding their needs for personnel to assist in providing community health services in county or not-for-profit settings such as behavioral health centers; to investigate the credentialing requirements and community demand for health educators; to determine pre-requisite requirements for programs offering occupational therapy and public health degrees; and to collect sample curricula from other schools offering a similar degree.

The Department of Occupational Therapy conducted two focus groups during the summer of 2002 to determine the desired knowledge and skill sets for community health graduates. One focus group consisted of several administrators from the Department of Children and Families, District 8, and representatives from each of the five county mental health centers. The other focus group consisted of representatives from area agencies that provide health or social services to persons in Collier and Lee counties, such as the Director of the Lee County Health Department. The generated lists of desired knowledge and skills guided the selection of existing courses and development of new courses for the Community Health degree.

The Department faculty also investigated existing Community Health programs at that time, and in addition to the one at the University of West Florida, other benchmark programs were identified at Georgia College & State University, George Mason University, SUNY Potsdam, and Western Washington University. Also, other undergraduate degrees with an emphasis or concentration in Community Health or Health Education were available through Florida State University, the University of Florida, the University of North Florida, and the University of West Florida. Of those universities, the University of Florida offered the most extensive curriculum in Health Sciences Education with specializations in community health, health promotion and wellness, health studies, and school health. These benchmark programs were studied to help guide development of the curriculum.

The vision of the Community Health program was to produce health personnel who were fully prepared to promote health and wellness for individuals, groups, and communities, thereby reducing illness and disability in the community that would require higher levels of health care services. Issues such as obesity, diabetes, drug abuse, and disease transmission lend themselves to preventive efforts that could be delivered by the graduates of the Community Health baccalaureate program. Additionally, graduates could pursue further education to become a provider of more specialized care.

Salaries for health educators with a baccalaureate degree, as indicated by the Florida Area Health Education Centers (AHEC) Network at that time, averaged from \$17.00 to \$21.00 per hour (www.flahec.org/hlthcareers/HEALTHED.HTM). Possible places of employment included schools and colleges, public health agencies, voluntary health agencies, community organizations, government agencies, hospitals/clinics, wellness centers, and corporations. The job outlook was considered to be very good and advancement to the positions of director or supervisor of health education and health promotion departments and other health-related agencies was possible. These conditions continue to hold true in 2009.

At the time of the development of this program, FGCU students had inquired about an optimal undergraduate degree to complete in advance of application to the proposed Master of Science in Occupational Therapy. The planned Bachelor of Science in Community Health would offer an efficient (120 hours) option for them. It would also provide a four-year degree option to Certified Occupational Therapy Assistants (COTAs) who were interested in completing an undergraduate degree and applying for admission to a professional education program in occupational therapy.

Our initial investigation of Community Health degree programs and Public Health degree programs revealed little consistency in either requirements for a baccalaureate

degree or pre-requisite requirements for graduate programs in Public Health. In Florida, a set of common prerequisites had been established some years earlier when the University of West Florida established the first Community Health degree program in the state. We were obligated to incorporate these common prerequisites in our initial proposal.

An investigation of Community Health programs at SUNY Potsdam (NY), Western Washington University (WA), University of West Florida (FL), Georgia College & State University (GA), and George Mason University (VA), revealed that there was some commonality in the basic requirements within community health degrees. Most had required courses in Nutrition, Substance Abuse, Human Sexuality, and Statistics; many also required Human Anatomy & Physiology, Chemistry, and Epidemiology. Upper level required courses often involved Program Planning & Evaluation as well as internships or capstone experiences.

Many of the Community Health degree offerings included concentrations. Health Education was a commonly found concentration among these programs, and some also offered “Pre-Health Professions” concentrations, though not often specific pre-professional tracks. Other concentrations included Global Health, Nutrition, Adolescent Health, Gerontology, Therapeutic Recreation, Workplace Wellness, and Environmental Health.

We discovered that many of the schools offering a pre-occupational therapy program included it within Health Sciences degree programs, and many of the degree requirements mirrored those in Community Health; wide variation in what constitutes a Health Sciences degree was evident. We also discovered that graduate programs in Public Health usually did not specify particular prerequisite course requirements, though biostatistics and epidemiology threads run through the programs.

We investigated pre-occupational therapy tracks in Community Health and Health Science degree programs at the University of Florida, Indiana University/Purdue University of Indiana (IN), Florida A & M University, and Mercy College (NY), and found that there was no definitive list of pre-requisite courses, though core courses in the natural and behavioral sciences were standard. Some programs required higher level anatomy courses or pathology courses as prerequisite to the degree program, whereas others simply required these courses as part of the graduate program. Both models had their advantages: Requiring courses as prerequisites could shorten the total length of the graduate OT program, whereas inclusion of the courses in the graduate degree gives more control over content to the program.

From these investigations, three concentrations were developed for the Community Health program which would allow graduates to pursue distinct career paths:

- 1) The **Community Health Services** graduates would be qualified for hire by the represented community agencies (those participating in the planning process) or similar organizations in various mid-level positions, such as case manager, health educator, or administrative assistant. These graduates would also be eligible to apply to graduate programs in various specialty areas, such as health sciences, public health, or health education.
- 2) The **Health Education** graduates would be eligible for employment in the school system or any number of community agencies. These graduates are eligible to pursue certification as health educators from the National Commission for Health Education Credentialing, Inc. (NCHEC), or the Florida Department of Education. In order to be certified by the Florida Department of Education and employed in a public school system, these graduates would need to pursue additional education credentialing beyond the Health Education concentration. In Florida, criteria are outlined for teachers to achieve initial certification or recertification in health education to provide such instruction in K-12 settings (Retrieved May 5, 2003, from www.firn.edu/doe/rules/6a-46.htm). The Health Education concentration addressed these certification requirements.
- 3) The **Human Occupations** graduates would be specifically prepared to enter graduate study to become occupational therapists. The demand for occupational therapists had increased at an above-average rate, and was projected to continue at a steady rise according to the US Department of Labor's *Occupational Outlook Handbook*, (<http://www.bls.gov/OCO>). The accrediting body for occupational therapy education programs determined that the knowledge and skill requirements for practicing therapists were such that transition to the post-baccalaureate level was essential. They instituted a transition plan that would require all accredited entry-level programs to move to the post-baccalaureate level, and announced that students taking the National Certification Examination after December of 2006 would be required to have a post-baccalaureate entry-level degree. An appropriate undergraduate degree was needed to prepare students for application to a post-baccalaureate program in occupational therapy. The concentration provided preparatory coursework to meet prerequisite requirements of FGCU and other programs in occupational therapy.

The Community Health degree was designed to appeal to undergraduate students for the various career and subsequent graduate degree opportunities it

provided. It would also offer a four-year option to current community-based service providers, such as life skill trainers, who had not yet completed an undergraduate degree. The mix of on-campus and distance learning courses was expected to appeal to potential students. Course-based service-learning opportunities and the capstone project were designed to provide students with practical experiences throughout the curriculum's upper level courses. The students would also be introduced to needs assessment, program development and evaluation, and grant writing skills that are in demand in community settings.

The proposed Bachelor of Science in Community Health, with the three concentrations described above, was submitted to the Curriculum Committee in the Fall of 2003; the program was approved and accepted its first students in Fall of 2004. After initial offerings of the program, it was determined that two of the concentrations could not be sustained as such due to small enrollments, so a proposal for curriculum revision was developed and submitted in the Fall of 2007. This revision was approved, and changes were implemented in the Fall of 2008. The new program of study eliminated concentrations, and offered a selection of approved electives from which students, with the advisor's guidance, met their career path needs.

2. Mission and Goals

2.1. University Mission

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Through these efforts, the faculty and University transform students' lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose. (Official Mission Statement as published in the Catalog, 2008-2009).

The mission of the Department of Occupational Therapy and Community Health is to prepare students to enter selected health professions focused on the health and wellness needs of individuals, groups, and communities. The Occupational Therapy and Community Health degree programs support the mission of the University and College of Health Professions through emphasis on academic excellence, diversity in student populations, and the well-being of community members from all segments of society. Faculty and students are committed to an interactive and supportive learning environment and collaborate with community partners to enhance the teaching and learning experiences, provide service to the community, and promote ethical, evidence-based practice. Specific to the Community Health program, the students learn to address the physical, cognitive, spiritual, cultural, and psychosocial health concerns of individuals that impact functional independence in daily life.

2.2. University Goals

Florida Gulf Coast University is committed to the following learning goals and educational outcomes, believing they provide a foundation for lifelong learning and effective citizenship. The specific outcomes involving knowledge, understanding, analysis, evaluation and collaboration provide the basis on which the university and the learner, sharing responsibility, can measure progress toward reaching these goals (<http://itech.fgcu.edu/sacs/documents/cat%20p10-11.pdf>).

The following goals are stipulated by the university:

Goal 1: Aesthetic sensibility. *Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.*

Goal 2: Culturally diverse perspective. *Know and understand the diversity of the local and global communities, including cultural, social, political and economic differences. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation and intellectual/disciplinary approaches. Participate in collaborative projects requiring productive interaction with culturally-diverse people, ideas and values.*

Goal 3: Ecological perspective. *Know the issues related to economic, social and ecological sustainability. Analyze and evaluate ecological issues locally and globally. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.*

Goal 4: Effective communication. Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking and listening skills. Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques. Participate in collaborative projects requiring effective communications among team members.

Goal 5: Ethical responsibility. Know and understand the key ethical issues related to a variety of disciplines and professions. Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts. Participate in collaborative projects requiring ethical analysis and/or decision-making.

Goal 6: Information literacy. Identify and locate multiple sources of information using a variety of methods. Analyze and evaluate information within a variety of disciplinary and professional contexts. Participate in collaborative analysis and/or application of information resources.

Goal 7: Problem-solving abilities. Understand the multidisciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.

Goal 8: Technological literacy. Develop knowledge of modern technology. Process information through the use of technology. Collaborate with others using technology tools.

Goal 9: Community awareness and involvement. Know and understand the important and complex relationships between individuals and the communities in which they live and work. Analyze, evaluate and assess human needs and practices within the context of community structures and traditions. Participate collaboratively in community service projects.

2.3. Academic Learning Compact Program Goals

As part of the University's Academic Learning Compact initiative, core student learning outcomes in the areas of Content/Discipline Knowledge and Skills, Communication Skills, and Critical Thinking Skills were identified in 2005. Goals were articulated for the Community Health Program in each of these categories. These were as follows:

Content/Discipline Knowledge and Skills

1. Describe factors, e.g., nutrition, environment, and lifestyle, that contribute to the health of a community
2. Discuss the health promotion needs of a culturally diverse community
3. Discuss health promotion information with members of a community

4. Using the principles of research and inquiry, investigate problems in the field of community health, offer plausible solutions, and discuss findings

Communication Skills

1. Employ the conventions of standard written English
2. Select a topic and develop it for a specific audience and purpose, with respect for diverse perspectives
3. Select, organize, and relate ideas and information with coherence, clarity, and unity
4. Develop effective and appropriate communication skills in community health

Critical Thinking Skills

1. Select and organize information
2. Identify assumptions and underlying relationships
3. Synthesize information, and draw reasoned inferences
4. Formulate an appropriate problem-solving strategy
5. Evaluate the feasibility of the strategy
6. Assess needs, develop priorities, and implement solutions to problems using discipline-specific and interdisciplinary approaches to community health

2.4. Program Student Learning Outcomes

Consistent with the goals articulated by the university, the Community Health program adopted the following specific student learning outcomes:

Graduates will demonstrate the following entry-level competencies:

1. Articulate the ethical dimensions of promoting community health, advocating for services for constituents, and demonstrating cultural competence in dealing with various members of a diverse community
2. Demonstrate an understanding of health and wellness in the context of human development and occupation
3. Describe major initiatives in the local community, state, nation, and the world directed toward health and wellness through community action
4. Discuss the determinants of health and the community resources, both potential and existing, supporting healthy living.
5. Demonstrate an understanding of the reciprocal interaction of the growing and developing individual and dynamic environmental factors, and the impact on health of this interaction

6. Mobilize individuals and organizations within the community to be advocates for community health
7. Demonstrate skill in assessing health and wellness needs within the community, identifying potential sources for funding initiatives, and writing proposals to meet these needs
8. Design programs, activities, and/or educational materials that will help to improve the health and wellness of the community
9. Utilize information and communication technology resources in accessing information, dissemination of information, and delivery of services to the community
10. Demonstrate problem-solving skills in addressing health and wellness needs of individuals, communities, and populations
11. Communicate effectively, orally and in writing, in the development and presentation of health and wellness information to individuals across the lifespan

3. Program Overview

3.1 Evolution of the Program Since Inception: Program Evaluation Activities and Changes Resulting from those Activities (based on Faculty Meeting Minutes documenting the activities)

The program received approval and was initiated in Fall of 2004 with 14 students declaring the major; by the end of August of that year, there were 20 students in the program (enrollment target had been 18). The Department of Occupational Therapy became the Department of Occupational Therapy and Community Health. Program evaluation efforts began with the implementation of the program, and efforts to complete the Academic Learning Compact (ALC) commenced that year; the ALC was submitted in Fall of 2005. Also in 2005, the Department's Strategic Plan was due for renewal, and specific portions of the new plan were developed to address the needs of the Community Health Program (see Strategic Plan, Appendix A). Recruitment of students was a primary goal for the program at that time; methods to collect program data for evaluation were devised.

Enrollments grew (see Table 1), but we had not differentiated between community health majors and pre-community health majors when the program was initiated; any student could declare the major. This soon resulted in a challenge for CHP advisors because of the lack of sequenced requirements in the major; students were taking advanced courses without having had foundational courses, and avoiding difficult common prerequisites until nearing graduation. In 2006, we experienced a drop in the growth rate of the program, and recognized that we also needed to increase our efforts to recruit and to retain students in the major, and to ensure that students saw

value in the program. Concerted efforts were directed to these ends, primarily through internal recruitment efforts coupled with attention to improvements within courses.

Table 1 Community Health Total Enrollments, Full Majors, Pre-Majors, and Graduates as counted at the beginning of each Fall semester.

Year	All CH Students	Majors	Pre-Majors	Graduates	
				Pre-OT	All Tracks
2004	14				
2005	20				
2006*	27			8	9
2007	62	42	20	20	24
2008	91	29	62	17	19
2009	117	40	77	14	16

*Formal designation as pre-majors and full majors was initiated in 2006, and no Fall data is available for that year.

By Spring of 2006, needed changes to the curriculum had been identified. After thorough review of the program, the faculty developed a curriculum change proposal that included revision of course requirements (merged two courses into one, changed content and description of another, changed course titles; added a new course to replace courses that were no longer offered through the Human Services program). We also proposed a new 2.75 GPA requirement on prerequisite courses before students could be admitted to the major. This effectively limited entry to the major and upper level major courses to students with sufficient academic strengths and preparation to succeed, but maintained the enrollments through a pre-major status. These proposed changes were submitted to the University's Curriculum Team in Fall of 2007 and approved.

The Strategic Plan for the program had stipulated that we were to pursue a faculty position to support the Community Health program, but a projected faculty position for the second year included in the original curriculum proposal, and repeated annual requests, was not approved due to budgetary constraints and low enrollments. We were able to identify two well-qualified adjuncts who supplemented the efforts of

Department faculty: Ms. Mary Kay Hartung, librarian, who has her Master of Science in Family and Community Health, assumed responsibility for our core introductory course, HSC3201 Understanding Healthy Communities; and Ms. Renee MacFarland, a certified health educator currently pursuing her doctorate and serving as Director of the Kleist Health Education Center, assumed responsibility for the core health education course, HSC3208 Health Education Foundations.

Over the next year and half, we became increasingly concerned that the concentrations other than Human Occupations (the pre-OT track) had not been successful in attracting students, and courses offered specifically for those concentrations could not continue to be supported with such low enrollments. At the behest of the Dean, the faculty conducted a second thorough review of curriculum with the goals of improving the viability of the major while preserving the various career paths, reasoning that the less popular career paths might grow more popular over time. The faculty held a retreat in the summer of 2007 and developed a curriculum change proposal to address this issue. The proposal was approved in Fall of 2007 by the Curriculum Team and took effect in Fall 2008. The new curriculum disposed of the concentrations, and reconfigured required courses, deleting non-essential courses (such as an introductory OT course that pre-OT students could elect), and making the degree more central to community health and health promotion for all enrolled students regardless of career path. Specific career path electives (with advisor approval) would provide the divergence that the various career goals required. This allowed us to require the necessary courses for all Community Health majors, while eliminating the need to offer specialized courses that had previously been under-enrolled. We also elected to keep several specialized courses to offer irregularly and to open these up to students other than Community Health majors, particularly Health Science majors (with the approval of the Chair of that Division), thereby filling the courses. We also submitted a petition to the Articulation Coordinating Committee of the Florida Board of Governors to drop a common prerequisite, Introduction to Computers, reasoning that our students had sufficient computer skills to benefit from the program without the course. The University of West Florida Community Health faculty agreed with us, supported the proposal, and the petition was approved—the course was dropped from the common prerequisite list and our program.

Other issues addressed during the 2007-2008 academic year were 1) development of a student handbook for the program, complete with Departmental policies, and 2) the results of evaluation of Community Health graduates' first year performance in the Occupational Therapy Program as compared to graduates from other universities. It had been observed that CH graduates struggled with exams; several students marginally passed their first semester graduate courses and three did not pass. They were stronger in areas such as group project work and knowledge of

occupational concepts, however. Because students needed to perform well on objective tests (GRE to get into graduate programs, and national certification exam at the end of the program to obtain a license to practice), we deduced that more objective examination of content knowledge in the undergraduate program should be implemented.

The handbook was developed (see Appendix B), and faculty members reviewed their specific courses to assess their methods of evaluating content knowledge. Two faculty members subsequently attended Webinars to improve their knowledge regarding test construction. All faculty members participated in reviewing coursework for rigor and evaluation of student learning, and making changes as they deemed appropriate. One additional curriculum change was proposed in 2008 and implemented in 2009: the prerequisite GPA requirement was raised to 3.0 in order to raise the academic standards of the program so that students would be well-prepared to compete for graduate school admission; at that time, 96% of our majors were planning to pursue graduate study (primarily in occupational therapy).

In 2008, the Integrative Program Matrix was developed for the Community Health Program (see Appendix C). This described the programs' efforts to address all nine of the University's goals (see Section V, Student Learning Outcomes, p. 8 of this document), and listed specific courses addressing each goal.

As this self-study was getting under way, the faculty of the College of Health Professions voted to rescind the College's Core Course requirements, while continuing to offer the courses to students. This change will necessitate some catalog adjustments to the curriculum next year; possible impacts (and opportunities) were considered during the self-study process and will influence recommendations for curriculum changes arising from this self-study.

3.2 Current Program

As a result of the development and subsequent refinement of the Community Health degree program, students may pursue their chosen career path in consultation with an advisor, and may complete the degree requirements on a full-time or part-time basis. Service-learning experiences are completed in partnership with community agencies; Community Health majors may complete all University service-learning requirements within the projects and assignments of their coursework.

Admission Requirements

- Submission of a State University System (SUS) common application for admission, and satisfaction of all applicable university admission requirements

- Submission of supplemental application materials for the Community Health major
- A minimum cumulative grade point average of 3.0 on all common prerequisites for Community Health

Course Offerings, Curricula

Degree Requirements

1. FGCU General Education Program (GEP) (36 hrs)

- A. Communication (6 hrs)
- B. Mathematics (6 hrs)
 - 1. Select STA 2023
 - 2. Select MAC 1105
- C. Humanities (9 hrs)
- D. Social Sciences (6-9 hrs)
 - 1. Select PSY 2012
- E. Natural Sciences (6-9 hrs)
 - 1. Select BSC 1085C
 - 2. Select CHM 1045C

2. Common Prerequisites (variable)

- BSC 1085C Human Anatomy and Physiology I w/Lab (GEP)
- BSC 1086C Human Anatomy and Physiology II w/Lab (4)
- CHM 1045C General Chemistry I w/Lab (GEP)
- MCB 2010C Microbiology w/Lab (4)
- MAC 1105 College Algebra (GEP)
- PSY 2012 General Psychology (GEP)
- STA 2023 Statistical Methods (GEP)

3. Interdisciplinary College Core(12 hrs)

- IHS 3101 Shaping Health Care in the 21st Century (3)
- IHS 3203 Management and Leadership in Health Care Organizations (3)
- IHS 4504 Research Methods in Health Care (3)
- IHS 4938 Senior Seminar (3)

4. Required Courses in the Major(33 hrs)

- CLP 3140 Basic Psychopathology (3)
- DEP 2004 Principles of Development (3)
- HSC 2577 Nutrition, Human Health, & Wellness (3)
- HSC 3201 Understanding Healthy Communities (3)
- HSC 3208 Health Education Foundations (3)
- HSC 3243 Teaching & Learning in Health Professions (3)

- HSC 3582 Occupation & Participation (3)
- HSC 4555 Health Conditions (3)
- IHS 3112 Legal & Ethical Principles of Health Care (3)
- OTH 3012C Dynamics of Communication (3)

Select one of the following:

- BSC 2026 Biology of Human Sexuality (3)
- SOP 2770 Introduction to Human Sexuality (3)

5. Electives (advisor approval required) (12 hrs)

- GEY 3001* Introduction to Gerontology (3)
- GEY 3601* Aging and Human Performance (3)
- GEY 4643* Later Life Transitions (3)
- HSA 3111 US Health Care Systems (3)
- HSA 4170 Financial Mgmt in Health Care (3)
- HSA 4222 Long Term Care Administration (3)
- HSC 3131 Health Counseling (3)
- HSC 3531 Medical Terminology (3)
- HSC 4150** Impacts of Substance Abuse (3)
- HSC 4241 Needs Assessment & Program Planning (3)
- HSC 4500 Epidemiology (3)
- HSC 4910 Capstone: Developing Community Health Services (3)
- HSC 4932 Topics in Health Prof Edu (3)
- HUS 4508** Substance Abuse & the Family (3)
- HUS 4525 Issues in Mental Health (3)
- HUS 4683** Substance Abuse Treatment & Resources (3)
- HUS 4932 Issues in Aging (3)
- OTH 3417C Human Gross Anatomy (4)
- OTH 3429C Neuroanatomy & Function (3)
- PHY 2053C College Physics (4)

*Only one of GEY 3001, GEY 3601, or GEY 4643 may be selected.

**Only one of HSC 4150, HUS 4508, or HUS 4683 may be selected.

6. University Requirements (3 hrs)

- IDS 3920 University Colloquium (3)

7. Additional Electives (variable)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree.

TOTAL SEMESTER HOURS REQUIRED 120 HRS

Additional Graduation Requirements

- Students must satisfactorily complete a minimum of 120 credit hours
- At least 48 of the 120 hours must be in the upper division (3000 and higher)
- A cumulative GPA of 2.0 is required for all coursework attempted at FGCU
- A minimum grade of C is required for all completed CHP core courses and courses included in the Community Health major and concentrations for a student to be progressed through the curriculum
- Satisfy CLAST, Gordon Rule writing and computation, and foreign language entrance requirements
- Satisfy Service Learning requirement. See www.fgcu.edu/connect/

This curriculum currently allows for a total of 16 credit hours of free electives.

Program Implementation

1. Benchmarks

Assessment of program quality includes measures of 1) program students and graduates' performance, 2) evaluation of courses and instructors, and 3) program policies and structure. The criteria set in each of these categories is as follows:

A. Students & Graduates

- a. Student performance in curriculum and courses: students must maintain a 2.0 GPA (and are advised that graduate study will typically require 3.0 or higher GPA)
- b. Student performance on community projects: students must satisfy on-site community agency personnel and the associated course instructor in order to pass courses with service-learning requirements
- c. Retention/attrition rates of students in the program, compared with overall FGCU rates
- d. Comparison of CH graduates to other graduates applying for graduate school at FGCU; undergraduate GPA and first semester performance in graduate program
- e. Acceptance rates of applicants to graduate programs; pass rates on the certification exam after completion of the MS in OT (for those who elect this career path)

B. Evaluation of courses and instructors

- a. Periodic review of curriculum and course structure by Department faculty, Chair, and community advisors to ensure all student learning outcomes are addressed; course grades in courses associated with each student learning outcome

- b. Student assessment of instruction, ratings and comments/feedback pertinent to course improvement
- c. Peer evaluation of teaching and/or Chair evaluation of teaching

C. Program Policies and Structure

- a. Alumni feedback regarding effectiveness at meeting student learning outcomes
- b. Employment of graduates (for those who seek direct employment rather than graduate study)
- c. Assessment of student performance by on-site supervisors of community-based learning activities
- d. Enrollment trends

2. Entering students: Background, Description, Profiles

Twenty students enrolled in the Community Health degree program during the first year of its existence (2004-2005). Most students who declared the major had a primary interest in continuing on to a graduate degree in Occupational Therapy. In fact, enrollment numbers in the Health Education and Community Services concentrations were so low that these concentrations could not be sustained. In Fall of 2007, the Department submitted a curriculum revision proposal which dropped the specific concentrations, but still allowed students to opt for different career paths through advisement, utilizing additional existing courses and eliminating the need to offer specific courses to service the low-enrolled concentrations. This change was implemented as of Fall 2008.

Though a dip in enrollments was seen in the number of majors in 2008, numbers of pre-majors remained high (see Table 1, p. 13 of this document), and the program appears to continue on a growth curve. As of November 17, 2009, we had 56 majors and 59 pre-majors in the program; we expect 23 students to graduate from the program during AY 2009-2010.

The current demographic make-up of the Community Health majors and pre-majors is presented in Table 2. Since the early days of the major, the percentage of students **not** pursuing a career in occupational therapy has increased from 4% initially to 21.4%. This is an encouraging trend which, if it continues, will have important implications for staffing and curriculum planning. Growth of the major toward non-occupational therapy career goals is essential for maintaining viability of the degree program.

Table 2 Demographic Make-up of Community Health Students, Fall 2009

	Majors	Pre-Majors	Graduates
Age			
• 18-24	49 (87.5%)	47 (79.7%)	62 (91%)
• Older Adults	7 (12.5%)	8 (13.5%)	6 (9%)
• Not reported		4 (6.8%)	
Race/Ethnicity			
• African American	4 (7%)	1 (1.7%)	9 (13.2%)
• Asian-Pacific	1 (1.8%)	4 (6.8%)	1 (1.4%)
• Hispanic	3 (5.4%)	6 (10.2%)	4 (5.9%)
• White	47 (83.9%)	42 (71.2%)	54 (79.4%)
• Not reported	1 (1.8%)	6 (10.2%)	0
Gender			
• Males	5 (9%)	11 (18.6%)	3 (4.4%)
• Females	51 (91%)	47 (79.7%)	65 (95.6%)
• Not reported		1(1.7%)	
Career Path			
• Pre-OT	44 (78.6%)	as yet undetermined	55 (80.9%)
• HEd or Com Svcs	12 (21.4%)		13 (19.1%)

3. Desired Outcomes

Specific Student Learning Outcomes are listed in section 2.4 (page 11 of this document). Broadly stated, our desired outcomes are

- Students will be successful in the program
- Students will be successful in their chosen career path
- Community agency personnel will be satisfied with our graduates they employ and with students who complete projects at the agency
- Graduates will be satisfied with their educational experience at FGCU

4. Program Faculty

All full-time faculty in the Department are licensed occupational therapists, many with strong community health research interests and experiences which are reflected in the list of faculty publications that can be found at the beginning of Appendix D.

Additional part-time faculty have specialties in the fields of Community Health and Health Education. Faculty currently teaching in the program include:

- Dr. Tina Gelpi, who has an extensive background in occupational therapy and community health, teaches HSC3582 Occupation and Participation and coordinates HSC4910 Capstone Experience; she has also taught HSC4241 Needs Assessment & Program Planning in the past
- Dr. Sue Gregitis, who has credentials in school psychology as well as occupational therapy, teaches OTH3012C Dynamics of Communication and HSC3131 Health Counseling, and has taught HSC 3582, Occupation, Participation, & Health.
- Dr. Douglas Morris, who has credentials in Health Education as well as Occupational Therapy, teaches HSC4555 Health Conditions
- Prof. Mary Kay Hartung, whose degree is in Public Health with a concentration on Family and Community Health, teaches HSC3201 Understanding Healthy Communities
- Prof. Renee MacFarland, who is a practicing Health Educator with appropriate credentials in the field, teaches HSC3208, Health Education Foundations
- Prof. Rosemary Boisvert, MS, OTR/L, CAP, a certified addictions professional, teaches HSC 4150 Impacts of Substance Abuse.
- Dr. Roberto Lopez-Rosado teaches OTH 3417C Human Gross Anatomy and OTH 3429C Functional Neuroanatomy. These are both important courses for the pre-OT students. He has a master's degree in anatomy as well as doctorate in physical therapy (DPT).
- Two core faculty members also teach courses for the CHP Core Curriculum: Dr. Gelpi teaches IHS4938 Senior Seminar, which has a heavy community and service learning focus; and Dr. Morris teaches IHS4505 Research Methods.
- Dr. Linda Martin, who has experience in substance addictions research, is Director of the program but does not teach specific courses within it.

Other required courses are offered through Departments other than the Department of Occupational Therapy and Community Health and are taught by credentialed faculty as assigned by their Department Chairs. These assignments can vary year to year.

Curriculum vitae of all Department faculty members listed by courses taught can be found in Appendix D.

5. Library Resources

The FGCU Library supports graduate programs in nursing, occupational therapy, physical therapy and health science, with an up-to-date collection of books, media, and journals for those disciplines. Additionally there are at least 6800 books, 113 videos, and 657 ejournals that specifically support the undergraduate program in Community Health. Online databases available to students and faculty 24/7 include the *Health & Wellness Resource Center*, *ProQuest Health & Medical*, *CINAHL with full-text*, *CQ Researcher and Public Affairs*, *PAIS International*, *SOCIndex with full-text*, *Lexis Academic*, *Health & Safety Science Abstracts* and *Education Full-text*.

The Health Professions Librarian, who holds a Master of Science in Public Health, utilizes 2 major book vendors for new titles selection and provides research assistance and information literacy instruction to Community Health students. Faculty are able to quickly suggest titles for purchase at any time. The Health Professions Librarian teaches the introductory course, *Healthy Communities*, infusing health information sources and searching into the course. She maintains and continually updates a Web-based Research Guide (“LibGuide”) on Community Health and Health Education for students and faculty: <http://fgcu.libguides.com/commhealth>

Library Collection

Books:

Community health OR public health OR health education Epidemiology (unduplicated)	3090 200
Occupational health OR environmental health	248
Health care – United States	1195
Health AND children (as subjects)	403
Mental health or mental illness (unduplicated)	1154
Maternal health or adolescent health (unduplicated)	63
Substance abuse or drug abuse or alcoholism – prevention	421
Minority health (unduplicated)	89
Health behavior or health promotion (unduplicated)	<u>330</u>

6814 books

Videos:

113 videos

E-Journals:

657 ejournals

- Substance Abuse Disorders (32)
- Adolescent & Adult Public Health (2)
- Aged Public Health (3)

- Communicable Diseases (38)
- Emergency Medical Services (10)
- Environmental Health (17)
- Epidemiology & Epidemics (21)
- Ethnic Minorities & Public Health (6)
- Foodborne Diseases (3)
- Gender Specific Public Health (46)
- Government Health Agencies, U.S. (9)
- Long-Term Care Facilities (11)
- Medical Care Plans (13)
- Medical Economics (30)
- Medical Geography (1)
- Medical Statistics (17)
- Mental Illness Prevention (31)
- Public Health - General (261)
- Regulation of Health Care (4)
- Social Medicine (20)
- Toxicology & Public Health (43)
- Transmission of Disease (6)
- World Health (47)

6. Other Resources

Perhaps the most significant additional resources of the program are the community partnerships that have been established to enhance the educational program. The list of community agencies actively participating each year varies by project and need, but has included the following to date:

- The Lee County Health Department
- The Lee County Coalition for the Homeless
- Collier County Health Department
- Collier County Hunger & Homeless Coalition
- Manatee County Health Department
- Millenium House of Southwest Florida (a senior day center)
- Shady Rest Care Pavilion (now named Page Rehabilitation and Healthcare, Inc.)
- The Royal Palm Exceptional School (an alternative school for children with
 - behavioral disorders)
- The Naples Equestrian Center (therapeutic horseback riding)
- Southwest Florida Addiction Services, Inc., The Vincent Smith Center
 - (adolescent residential treatment)
- P. A. Geraci Childhood Center (preschool)

- FGCU Family Resource Center (day care center)
- Girl Scouts of Gulfcoast Florida
- Island Coast AIDS Network (ICAN)
- United Way of Lee, Hendry, & Glades Counties

The Department also maintains a Resource Library for students in the Department; reference texts, videos, assessment tools and other materials are available for students to check out. The Department budget includes funds for discretionary spending on teaching materials; faculty may request teaching materials to be added to this library at any time. Finally, course fees are calculated to cover all needed supplies to ensure students obtain an optimum learning experience.

7. Student Performance & Accomplishments

a. Enrolled students

The first listed Desired Outcome (see item #3 of this section) is, *Students will be successful in the program*. The retention rate for the Community Health major is 96.6%, one very strong measure of success (out of 120 students who have declared the major in the history of the program, only 4 have exited the program prior to graduation).

Students have benefitted from the program in a number of ways, foremost of which is through the community experiences provided. Department faculty members pursued and established community partnerships for the mutual benefits that might be derived from student involvement at the community health agency sites. Faculty and agency staff worked collaboratively to develop projects or programs that could be implemented by Community Health students. The plan was to utilize course-based projects to solidify students' learning of material, an application of fundamental service-learning concepts. Students were engaged in community projects as service-learning opportunities in roles such as group leaders, mentors, and friends to various populations including adolescents with substance abuse problems who were in residential treatment, and students with behavioral disorders and developmental delays in an alternative school. The students also had opportunities to work with elderly clients both in an adult day stay setting and in skilled nursing facilities, including an Alzheimer's Disease unit, as well as other settings.

The staff at these sites worked with the CH students, modeling professional behaviors, and students were able to learn appropriate behaviors through these interactions. Projects resulted in materials that were presented to activity programs to be utilized in future activity groups at some sites. With the adolescent population, the students also created new projects that provided the teachers and residential staff with ideas for future activities. They were educated about occupations while providing new

resources for residents to utilize in counseling and family interactions. The CH students provided mentoring and role modeling to the adolescents. The agencies benefitted from the programs through the social relationships and mentoring of their clients and the consultation from the FGCU faculty. They have all indicated interest in continuing their involvement with the program.

A focus group consisting of enrolled community health majors was conducted in December of 2009, and statements from the students revealed that these community experiences were so successful that students described these courses as the most powerful in their course of study. Statements from the undergraduate students revealed that they felt that the “best part” of the program was the opportunity to learn in “real settings,” through course-based service-learning experiences. The students indicated that the practice of planning and conducting activities with other students and the residents at a skilled nursing facility or a residential program for youth being treated for alcohol or drug use enhanced their learning and self-confidence and facilitated team building among peers and other community members. These experiences were included in OTH 3012C Dynamics of Communication and HSC 3582 Occupations & Participation, both of which were taught by Dr. Gregitis. The students likened the on-site service-learning opportunities to “scaffolding”, that ready them for real-life practice experiences and applying to graduate school. Developing and presenting health information display boards for a campus-based health fair in HSC 3201 Understanding Healthy Communities was another example of active learning that was appreciated by the students.

Students pursuing Health Education or Community Health Services career paths had opportunities to intern at various local community health agencies as well. Dr. Gelpi works with several community agencies to place students in service areas of their interest. This capstone experience has proven to be one of the strongest aspects of the program for non-pre-OT students. Some of these placements have led to the students’ employment following graduation. In one instance, a student with asthma wanted to pursue health education, and developed an asthma education program for the Girl Scouts (a new badge in asthma awareness) as a course project. Dr. Gelpi was able to place the student with the local Girl Scouts for her HSC4910 Capstone Experience and the student contacted the Lung Association as a source for information; subsequent to this contact, the student was hired by the Lung Association after her graduation. A complete list of collaborating agency partners is provided in the prior section of this document.

b. Graduates

The remaining stated Desired Outcomes (item #3 of this section) were: 1) *Students will be successful in their chosen career path,* 2) *Community agency*

personnel will be satisfied with our graduates they employ and with students who complete projects at the agency, and 3) Graduates will be satisfied with their educational experience at FGCU.

The program has graduated 68 students since its inception in 2004. Of these, 59 were pursuing a career in occupational therapy: 42 applied for admission to the FGCU Master of Science in Occupational Therapy (OT) program, five applied for and accepted admission to another OT program, two changed career path and went on to further education in other health fields (one graduate and one undergraduate), and ten did not apply to FGCU Graduate School— their history following graduation is unknown. Of the 42 students who applied for admission to the FGCU OT program, 37 were accepted and 33 ultimately enrolled; 5 were denied admission.

A focus group interview of community health graduates that applied for, were accepted, and enrolled in the Occupational Therapy Program was conducted in December 2009. As with the currently-enrolled undergraduate students, these graduate students reinforced the stated value of active learning experiences within the community and added that the service-learning opportunities facilitated learning about the areas of occupation and how one should act/react as a health professional in real-life situations. The group indicated appreciation for community-based service-learning projects in Senior Seminar, which is a College of Health Professions (former) Core course completed with interdisciplinary groups of students. They reported interest in gaining research experience within Senior Seminar, such as gathering and interpreting survey data, as a complement to the interdisciplinary Research Core course. This would further prepare them for their Outcomes Research course and project within the MS in Occupational Therapy program. Having an occupational therapy faculty member as the undergraduate research instructor was recommended.

The Community Health alumni now enrolled in the MS in Occupational therapy program also stated that an Introduction to Health Professions or Occupational Therapy course at the undergraduate level would be of benefit to themselves and possibly other students in the College of Health Professions. Increasing the emphasis on human gross anatomy, including muscles and corresponding movements, and systems most relevant to occupational therapists was encouraged. Having the course taught by a therapist to facilitate clinical application also was desired. (This class had the course taught by a one-time adjunct instructor, but the regular, full-time instructor of the course fits this desired description).

Nine students did not pursue a career path in occupational therapy, but chose to pursue health education (4) or community health agency service (5) careers. Of these, six are currently working in community health agencies as health educators or in other

capacities. Specific jobs include employment with WebMD, the local Lung Association, the American Cancer Society (community representative), and the Florida Department of Children and Families. The employment history for three of these graduates is unknown. One of the graduates currently employed by the American Cancer Society is also pursuing a Master of Public Health degree.

We cannot yet assess whether community agency personnel are satisfied with their employees who graduated from this program because there are too few non-OT graduates in the work force to obtain anonymous feedback from employers and a number of the employers are unknown. We have yet to survey all graduates to measure satisfaction with their educational experience, though focus group feedback was quite positive.

SWOT Analysis

1. Strengths

- a. **Program** –The Community Health student learning outcomes and curriculum were developed in response to a review of other related academic programs and current and projected community health practice areas, as supported by input from community stakeholders and a review of best practices in community health. The overall program, individual courses, and student outcomes are reviewed regularly by faculty during bi-weekly faculty meetings and ongoing program evaluation, using data which includes feedback from students through academic advising and course evaluation and other student performance measures. The Community Health program offers students with health career interests a viable option for employment or admission into a related graduate program; emphasis on course-based service-learning experiences allows teaching and learning within naturally-occurring community environments rather than campus-based lab environments; a variety of testing methodologies, such as objective testing and reflection essays or journaling, are accessed to determine whether student learning outcomes have been met.
- b. **Faculty** – The full-time faculty who developed the curriculum for the Community Health undergraduate degree remain the teaching faculty for the program along with part-time adjunct faculty to complement the professional backgrounds of the full-time faculty. Full-time and adjunct

faculty from other Colleges and Departments within the College of Health Professions teach program courses within their professional areas of expertise: The FGCU Librarian who is assigned to the College of Health Professions teaches the introductory Understanding Healthy Communities course (she has an academic background in Public Health), and the FGCU Health Educator, Director of the Kleist Health Education Center on the campus, teaches the Health Education Foundations course. The Community Health programs' commitment to the health of a community supports the University's, College's, and Department's mission to serve the community and provide excellence in education through community-based teaching and learning experiences.

- c. Internal Support** – Within the Department, Wanda Smith, Office Manager, and Collette Krupp, Faculty Assistant, provide extraordinary support to the Community Health faculty and students, including the management of student records and the department's resource library.
- d. External Support** – The Community Health program was developed in response to input from community stakeholders sought through initial focus groups and ongoing faculty and student participation in community agency board or service activity and course-based service-learning or internship experiences. Since the program's inception, the support of community stakeholders from nonprofit and local government sectors has increased exponentially with greater faculty and student involvement in addressing community health interests and needs through service-learning or internship experiences in multiple courses (Dynamics of Communication, Occupation & Participation, Senior Seminar, and Capstone). University-community partnerships resulting in service-learning experiences or internships may be initiated by community agency representatives, faculty, or students.

External funding was obtained by Dr. Tina Gelpi to support her efforts in developing a Ten Year Plan to End Homelessness in Lee County. This support was important in solidifying the partnership between the program and Lee County. Further grant proposals have been generated by Dr. Gelpi to support similar activities with other community partners.

2. Weaknesses

- a. Program** – The availability of innovative required or elective courses within the Department or across Colleges to further prepare Community Health students for best practice employment opportunities or graduate

program admissions are hindered by limited University, College, and Department budgets. Some students enrolling in the Community Health program may have experienced limited success in other health-related academic programs, such as nursing, and seek admission with reduced GPAs. The addition of a pre-major status and ongoing evaluation of admission requirements, academic rigor, and outcome measures of student learning has been required to ensure appropriate academic readiness and achievement of enrolled students.

Performance of students in the major has been of particular concern since the inception of the program. It was noticed by faculty in the Occupational Therapy program that students entering OT from the Community Health program had a higher incidence of academic difficulty than did students coming from other schools. A detailed study of student admission data and program success was undertaken. Tables comparing CH grads to other students in the OT program can be found in Appendix F.

Departmental faculty met to discuss these data and agreed that there was reason for some concern. Data seemed to confirm that significant grade inflation was a problem in the CH program, and faculty were concerned that we were not preparing the students sufficiently for graduate study. Roots of the problem were explored, and several issues were identified: 1) Departmental faculty had little control over grades, since such a high proportion of courses were offered by adjuncts or by faculty in other departments, and 2) Two of three required courses offered by full-time faculty in the Department focus on experiential learning and grade project performance rather than using objective measures of content knowledge. A discussion of improved methods to evaluate student performance and students' acquisition of knowledge ensued.

- b. Faculty** – Currently, all full time faculty members in the Department are also licensed occupational therapists and have their primary teaching load devoted to the Occupational Therapy program. Three of these faculty members also teach one or more courses for community health. With increasing numbers of students in the occupational therapy program, and an increasing need for these doctorally-prepared faculty to take on additional graduate research mentoring responsibilities, the need for a full-time faculty member devoted to the Community Health program is acutely felt.
- c. Internal Support** – A substantially-reduced operating budget for the Department restricts the availability of supplemental teaching and learning materials. These budgetary constraints also hinder the hiring of an

additional full-time faculty member and adjunct faculty to support the current faculty for teaching and mentoring Community Health students and servicing the community.

- d. **External Support** – Additional university-community partnerships are needed to more fully support the course-based service-learning experiences and internships for students.

3. Opportunities

- a. **Program** – With the focus on Community Health, the program faculty and students have a unique opportunity to remain dynamic with its teaching and learning, service, and scholarship, including grant writing and research to address current and projected community health needs, such as prevention of homelessness or community integration for persons with mental health or substance abuse issues. Growth of the major and increasing percentages of students in non-OT career paths presents an opportunity and a challenge to strengthen the major and establish a distinct identity separate from Occupational Therapy through expansion of course offerings specific to the needs of Community Health students. Increased enrollments should support these course offerings.
- b. **Faculty** – With four out of five full-time faculty who are doctorally prepared and have the potential to be or are actively involved with community stakeholders, evidence-based community health issues and solutions can be proposed and integrated within their teaching, service, and scholarship responsibilities. These community projects currently reflect both community health and occupational therapy values and goals.
- c. **Internal Support** – The restructuring of the FGCU Department of Service-Learning may further define and support course-based service-learning. Interdisciplinary collaboration for community-based and course-based service-learning and grant writing experiences with other FGCU faculty, such as faculty from the Department of Social Work, have been initiated and are being further explored. The change in the College of Health Professions Core (dropping of the requirement) also presents an opportunity to modify & strengthen the curriculum.
- d. **External Support** – Many opportunities for further development of university-community partnerships are available. Several faculty are actively involved with and acknowledged for their service to community organizations for program development, implementation, and outcome measurement.

4. Threats

- a. **Program** – Enrollment of Community Health students not seeking a graduate program may become reduced in alignment with the limited job market in the professional area of community health with the current economic downturn. Additionally, with the emergence of the State College system, programs like Community Health may be threatened by competition from that sector.
- b. **Faculty** – The time of three full-time junior faculty members is currently under great pressure due to teaching load. This limits their ability to devote time to conducting and publishing their scholarly work.
- c. **Internal Support** – As previously indicated, the limited financial resources available to the Department through the University hinder the addition or extension of resources, such a full-time faculty member. Limited financial resources also restrict professional development opportunities for faculty, including the attendance at workshops and participation as presenters, and the hiring of teaching or research assistants.
- d. **External Support** – Community agencies addressing community health issues are experiencing restricted operational budgets and downsizing of staff positions which support the Community Health program’s course-based service-learning experiences and internships as well as employment opportunities for Community Health graduates.

Recommendations

There was a consensus among faculty of the Department that careful curriculum review and revision was needed at this time. The faculty needs to decide how to deal with the changed requirement of the College Core; we may keep the courses as required by the Department, or we may replace the courses with other required courses. At any rate, catalog revisions will be necessary. It was agreed that Epidemiology should be required for the major. It was also suggested by students in the focus group that we include more on prevention and intervention methods in our existing Health Conditions course; the faculty agreed with their suggestion. This enriched content could then be utilized readily by students in health education projects and capstone courses. The capstone course has evolved into an internship, and should probably be re-described as such.

The Community Health Student Handbook needs to be edited, improved, and updated. This project will be undertaken in Spring 2010 for distribution to the new Fall 2010 admitted students.

The Department needs a full-time faculty member for the Community Health Program. This additional faculty member is needed to strengthen the Community Health program and give it a more solid disciplinary identity, while reducing the CH teaching demands on current faculty, freeing them to take on the increasing research mentoring responsibilities of the graduate program. This new faculty member needs to have expertise in community-based program development, implementation, and outcomes evaluation, as well as strengths in teaching and scholarship. We believe that this addition will enable us to restructure the curriculum so that more of the teaching responsibility lies within the Department; this will enable us to increase the academic rigor of the program. Other methods of addressing academic rigor have been under discussion, and faculty members are encouraged to objectively evaluate performance of students (rather than effort). Monitoring of academic performance of CH graduates in graduate study will continue as a way to evaluate the effectiveness of actions to improve rigor. Program quality hinges on this effort.

Appendix A
Department of Occupational Therapy and Community Health
Strategic Plan

Florida Gulf Coast University
Department of Occupational Therapy and Community Health
Strategic Plan
2006-2010

Three primary elements of program success have been identified as: Quality of program, Viability of program, and Centrality of program to the Mission of the College and University. Centrality to the College and University mission has been established in that all programs within the Department address important contributions to the community in the education of health care personnel to serve the growing needs of Southwest Florida. Therefore, this strategic plan will primarily address goals and methods to ensure both the quality and viability of these programs.

I. Program Development

Common goal for all programs within the Department:

To continuously improve programs, and maintain them at a level of excellence, as determined by measures stipulated in the program evaluation plan.

Activities:

1. Monitor curriculum and program requirements and modify as needed, in compliance with accreditation or certification standards, and/or in response to program evaluation findings to ensure appropriate professional preparation and employability of graduates.
2. Expand and maintain community partnerships to support on-site education of students in research and practice roles.
3. Optimize use of technology in support of curriculum goals.
4. Obtain additional resources and update existing resources (books, videos, internet, and people resources) to support programs offered by the Department.

Specific Activities for Programs within the Department:

A. Master of Science in Occupational Therapy

1. Refine courses/curriculum, and other programmatic factors (such as admissions requirements or fieldwork expectations) in response to findings of periodic program evaluation, AOTA initiatives, and /or ACOTE Standards.
2. Refine systems/processes necessary for coordinating increasing numbers of students in community-based outcomes research projects to ensure successful completion of projects in a timely manner.
3. Increase numbers of program faculty or restructure program faculty teaching load to accommodate increasing numbers of students in the program and the increasing need for faculty mentors of research projects.
4. Plan and vigorously pursue avenues of faculty development to support current and future program needs.
5. Explore feasibility of replacing the post-professional master of science with an OTD degree.

B. Bachelor of Science in Community Health

1. Review core course requirements and modify, as needed, in accordance with program evaluation findings to ensure appropriate professional preparation of graduates.
2. Identify and recruit highly qualified faculty to help support and grow programs in Health Education and Community Health Services concentrations.
 - a) Hire an adjunct Health Education faculty member to develop and teach Health Education courses (Fall 2006)
 - b) Establish funding for a .5 FTE Health Education faculty position to complement a .5 FTE Health Science faculty position; hire this faculty member.
3. Develop and deliver all concentration courses:
 - a) Health Education – in congruence with Health Education

accreditation standards in preparation for seeking future accreditation.

- b) Community Health Services – in congruence with best practice and job market demands.
- c) Human Occupations – in congruence with the MS in OT prerequisite requirements.

II. Program Evaluation

Common goal for all programs within the Department:

To obtain and examine program information for the purpose of continuous improvement.

Specific Activities for Programs within the Department

A. Master of Science in Occupational Therapy

1. Review/revise program evaluation plan and instruments according to ACOTE, University, and state regulatory body guidelines and/or requirements.
2. Develop a logic model that lays out specific timing and methods of collecting data.
3. Develop and maintain a database with data identified as important to track.
4. Conduct periodic program evaluation elements in a timely fashion as indicated on the logic model.
5. Report program evaluation findings in periodic faculty meetings.
6. Use program evaluation finding to inform decisions regarding revision of curriculum or other programmatic procedures.

B. Bachelor of Science in Community Health

1. Continue development of a program evaluation plan and instruments in accordance with University, State, and SACS requirements.
2. Develop a logic model that indicates specific timing and methods

of collecting program evaluation data.

3. Develop and maintain a database to monitor program evaluation data, including follow-up curriculum information.
4. Conduct periodic program evaluation elements according to the time frame outlined in the logic model.
5. Use program evaluation findings to inform decisions regarding revision of curriculum or other programmatic procedures.

III. Enrollment Management

Common goal for all programs within the Department:

To ensure viability of programs through maximizing enrollments.

Specific goals/activities for programs within the Department:

A. Master of Science in Occupational Therapy

1. Achieve full enrollment of 24 new students per year in the entry-level program.
2. Increase quality and diversity of applicants (see item 7).
3. Increase enrollment in the post-professional program.
4. Develop sources for financial support/assistance for students enrolled in the program; and increase numbers of students receiving financial support.
5. Assist with transition to graduate study for students enrolled in the BS in Community Health program (pre-OT).
6. Maintain updated web pages for prospective students.
7. Identify recruitment opportunities and engage in recruitment activities that have potential for attracting a diverse pool of qualified applicants.
8. Retain students within the program through graduation by implementing appropriate advising systems and responsive student policies.

B. Bachelor of Science in Community Health

1. Establish a seamless advising system involving the SHR advisor

and Department staff and faculty.

2. Identify and implement strategies for retention of students within Department programs.

IV. Faculty Development

1. Increase the number of doctorally-prepared faculty members in the Department. Eighty percent or more of ranked faculty in the graduate program will have doctoral credentials by 2010; newly-hired faculty within all programs will have doctoral credentials.
2. Obtain University support for professional development, including further development of professional practice, teaching (including on-line teaching), and research skills for all faculty within the Department.
3. Increase scholarly productivity among faculty members.

V. Physical Facilities

1. Modify/improve practice center laboratory space & available equipment.
2. Upgrade and maintain computer technology to support teaching and scholarship.

Revised 3/15/06, 6/7/06; Approved by the Faculty, 6/8/06

Appendix B
Community Health Student Handbook



COLLEGE OF HEALTH PROFESSIONS

Department of Occupational Therapy and Community Health



Bachelor of Science in Community Health

Student Guidebook

2008- 2009



Dear Student:

We would like to take this opportunity to welcome you to the Department of Occupational Therapy and Community Health (OTCH), School of Health and Rehabilitation (SHR) of the College of Health Professions (CHP).

As you are aware, you are embarking on an exciting and challenging academic and career path. The Department staff and faculty hope to work with you, so that you can develop the knowledge, skills, and abilities necessary to address the challenges you encounter as a health care professional.

We invite you to develop and maintain communication with the faculty so that they may assist you in your progression through the program. We also encourage you to develop networks with other students in the program, many of whom already work in the health care arena.

We have compiled this Student Guidebook for your convenience. It provides important policies and procedures, as well as general information you will need to know.

Again, we would like to welcome you and wish you success.

Sincerely,

The Faculty and Staff of the Department

Dr. Linda Martin, Professor and Chair

Dr. Tina Gelpi, Assistant Professor

Dr. Sue Gregitis, Assistant Professor

Prof. Karen Mock, Assistant Professor

Dr. Doug Morris, Assistant Professor

Ms. Collette Krupp, Faculty Assistant

Ms. Lorie Hickox, SHR Advisor

Ms. Wanda Smith, Office Manager

FLORIDA GULF COAST UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS

DEPARTMENT OF OCCUPATIONAL THERAPY AND COMMUNITY

HEALTH

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Introduction to the Student Guidebook

This Guidebook contains information pertaining to the Community Health undergraduate program, policies, and procedures. It also contains references, information, and guidelines that would be helpful to your successful progression in the program. The contents of this Guidebook are dynamic, and as such, changes or updates will be shared with enrolled students as they occur.

Each enrolled student is provided a copy of this Student Guidebook through the Department of Occupational Therapy and Community Health ANGEL webpage. All students are expected to read, understand, and comply with the Guidebook policies and procedures. Students are responsible for seeking clarification regarding any items included in the Guidebook from the Chair of the Department of Occupational Therapy and Community Health.

Mission Statement

The mission of the Department of Occupational Therapy and Community Health is to prepare students to enter selected health professions focused on the health and wellness needs of individuals, groups, and communities. The Occupational Therapy and Community Health degree programs support the mission of the University and College of Health Professions through emphasis on academic excellence, diversity in student populations, and the well-being of community members from all segments of society. Faculty and students are committed to an interactive and supportive learning environment and collaborate with community partners to enhance the teaching and learning experiences, provide service to the community, and promote ethical evidence-based practice. Specific to the Community Health program, the students learn to address the physical, mental health, and psychosocial concerns that impact functional independence in daily life.

Bachelor of Science in Community Health Program Description

The Community Health program is designed to prepare students for various careers in servicing the health and wellness needs of individuals, groups and communities. A healthy community, as described by the U.S. Department of Health and Human Services (2001, p. 1), is “one that embraces the belief that health is more than merely an absence of disease; a healthy community includes those elements that enable people to maintain a high quality of life and productivity.” Students may pursue their chosen career path in consultation with an advisor;

they may complete the degree requirements on a full-time or part-time basis. Service learning experiences are completed in partnership with community agencies.

Degrees: Community Health (B.S.)

Concentrations: Health Education, Community Health, Human Occupations

Student Learning Outcomes

Graduates of the Bachelor of Science in Community Health Program are prepared to serve in professional roles within the diverse and dynamic health services delivery system. Graduates will demonstrate the following entry-level competencies:

12. Articulate the ethical dimensions of promoting community health, advocating for services for constituents, and demonstrating cultural competence in dealing with various members of a diverse community.
13. Demonstrate an understanding of health and wellness in the context of human development and occupation.
14. Describe major initiatives in the local community, state, nation, and the world directed toward health and wellness through community action.
15. Discuss the determinants of health and the community resources, both potential and existing, supporting healthy living.
16. Demonstrate an understanding of the reciprocal interaction of the growing and developing individual and dynamic environmental factors, and the impact on health of this interaction.
17. Mobilize individuals and organizations within the community to be advocates for community health.
18. Demonstrate skill in assessing health and wellness needs within the community, identifying potential sources for funding initiatives, and writing proposals to meet these needs.
19. Design programs, activities, and/or educational materials that will help to improve the health and wellness of the community.
20. Utilize information and communication technology resources in accessing information, dissemination of information, and delivery of services to the community.
21. Demonstrate problem-solving skills in addressing health and wellness needs of individuals, communities, and populations.
22. Communicate effectively, orally and in writing, in the development and presentation of health and wellness information to individuals across the lifespan.

Faculty and Administrative Support

Faculty and staff are available to address students' questions or concerns via electronic means or face-to-face meetings. The Department Chair is also available if you have difficulties that you wish to discuss. In addition, faculty office hours and contact information are included in each course syllabus.

<i>Name</i>	Office	Phone	E-mail
Dr. Linda Martin Professor and Chair	Griffin 127	239-590-7556	lmartin@fgcu.edu
Dr. Tina Gelpi Assistant Professor	Griffin 119	239-590-7551	tgelpi@fgcu.edu
Dr. Sue Gregitis Assistant Professor	Griffin 227	239-590-7555	sgregiti@fgcu.edu
Prof. Karen Mock Assistant Professor and Academic Coordinator of Fieldwork Education	Griffin 243	239-590-7552	kmock@fgcu.edu
Dr. Doug Morris Assistant Professor	Griffin 246	239-590-7558	dmorris@fgcu.edu
Ms. Collette Krupp Faculty Assistant	Griffin 252E	239-590-7557	ckrupp@fgcu.edu
Ms. Wanda Smith Office Manager	Griffin 135	239-590-7550	wsmith@fgcu.edu
Lorie Hickox Advisor	Griffin 149	239-590-7456	lhickox@fgcu.edu

Academic Policies and Procedures

University Academic Standards

Departmental academic standards are consistent with University standards. See University catalog at <http://www.fgcu.edu/catalog/> and click on Undergraduate Academic Policies and Procedures; also refer to the University Student Guidebook at <http://studentservices.fgcu.edu/JudicialAffairs/StudentGuidebook08-09.pdf> .

Advising

An academic advisor is assigned to you upon acceptance into the Community Health program and the advisor is responsible for maintaining a curriculum progression list for each student.

Your advisor will counsel you regarding your academic performance, and advise you regarding your academic progress toward graduation. In cases where intervention is required for academic performance, professional behavior, or disciplinary issues, the advisor will be consulted or engaged in the process, as appropriate. If an advisor finds issues sufficient to require assistance, she or he will consult the Chair of the Department.

Faculty members and advisors are sensitive to the need for adequate educational preparation of students. The faculty-student or advisor-student role should not be confused with a therapist-patient relationship, however. Students who experience major personal crises or long term interpersonal problems are encouraged to seek appropriate counselors outside of the Department of Occupational Therapy and Community Health in order to protect student confidentiality and rights. The University provides counseling services for enrolled students through Student Health, Counseling and Psychological Services, 590-7950.

Advisor Review of Registration

1. All students must submit registration requests to their designated advisor for review prior to registration.
2. Students must obtain approval from their advisor to register for courses out of sequence

except in cases when it is necessary to repeat a course in which the student earned a grade of

less than a C. A grade of C minus (C-) is considered less than a C.

3. All requests for adding courses, transfer credit, transient permission, changes in curriculum plan or progression in the program, course extensions, or leaves, must be approved by the student's

advisor and/or Department Chair.

4. In cases where courses are overenrolled, students can be removed from courses for which they have not been approved, OR moved from one section to another when the College needs to equalize numbers in sections or meet needs of graduating seniors.

Transfer of Credit

Enrolled students who wish to take courses from another regionally accredited institution of higher education to fulfill degree requirements of the Bachelor of Science in Community Health program must gain approval through their advisor and Department Chair by completing the Transient Student Form obtained (online) from the Office of Registration and Records. Permission to take courses elsewhere is not automatic; students must provide a compelling reason to obtain this permission.

Students applying to the Community Health program may receive transfer credit for relevant courses taken at another accredited institution with the approval of the advisor and Department Chair. In order to meet transfer requirements, these credits cannot have been applied toward another undergraduate degree, or used to meet general education requirements or lower division electives. The following items address transfer of credits prior to admission into the Bachelor of Science program:

1. The number of credits transferred is limited to the number of credits stated in the current FGCU catalog. Students must complete a minimum of 30 semester hours at FGCU and earn a minimum of 48 hours of upper division coursework (courses numbered 3000 and above).
2. In order to be eligible for credit transfer, the prior courses must have been awarded a grade of "C" (2.0 on a possible 4.0 scale) or higher. Courses completed at another institution must have been completed at a regionally accredited college or university.
3. In order to be eligible for credit transfer, the prior courses must be clearly equivalent to courses listed in the Community Health curriculum.

- Credit transfers will be contingent upon review of appropriate documentation from the student's prior courses, including transcripts and, if further clarification is needed to ascertain the content of a course, a catalog course description and/or course syllabus.

Refer to the current FGCU catalog for details regarding transferring credits earned prior to enrollment in the Bachelor of Science Community Health degree program.

Grading Policy

Grading policies are specified in each course syllabus. Letter grades are assigned using the Department's grading scale as follows:

A = 90-100%	Excellent
B = 80-89%	Above Average
C = 70-79%	Average
D = 60-69%	Below Average
F = <60%	Failure
I = Incomplete	
S = Satisfactory (Practicum only)	
U = Unsatisfactory (Practicum only)	
W = Withdrawal	
WF = Withdrawal/Failure	

Students wishing to appeal final grades must follow the FGCU policy for grade appeals as outlined in the FGCU Student Guidebook at the following URL:

<http://studentservices.fgcu.edu/JudicialAffairs/Studentguidebook.htm>

Grades, Assignments

For each course, the grading criteria will be outlined by the instructor at the beginning of the course. Assignments will be defined and assigned by each instructor.

Assignments on Time

An instructor may ask that an assignment be turned into the Department's Office Manager. When the assignment is handed to the Department Office Manager, the assignment will be initialed and time noted. Each instructor has the option of assessing grade penalties for late assignments.

Withdrawal (W)

Students withdrawing from courses are required to notify the Office of Registration and Records (ORR) prior to the University-established deadlines. Students who withdraw after the deadline will receive a grade of "WF."

Incomplete Grade (I)

A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of "I" for appropriate reasons. A grade of "I" is not computed in the student's GPA.

An incomplete (I) grade cannot be assigned if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university, and cannot be assigned to a student who is failing the course at the time they stop attending. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of "F" in the course.

To initiate consideration for a grade of "I," a student must contact the instructor before grades are reported. The decision to award a grade of "I" is solely the decision of the instructor. Should a professor

decide to assign the grade, the student must complete an Incomplete Grade Assignment Form (Appendix) and submit to the instructor before the grades are due.

The maximum amount of time to complete coursework to remove the grade of "I" is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of "I" will be changed to an "F" if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

Academic Honesty

As stated in the catalog, FGCU is committed to a policy of honesty in academic activities. Conduct that breaches this policy, including cheating, plagiarism, and falsification of university records, shall result in academic and/or disciplinary action which may include dismissal from the program, college, and/or university.

According to the FGCU Code of Conduct, cheating is a violation of student academic behavior standards. Any student who knowingly helps another violate academic honesty standards is also in violation of the standards. The common forms of cheating include:

1. Unauthorized assistance-communication to another through written, visual, or oral means. The presentation of material which has not been studied / learned, but obtained through someone else's efforts and used as part of an examination, course assignment, or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating.
2. Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing.

The Department of Occupational Therapy and Community Health maintains a **zero-tolerance policy** for academic dishonesty. Any student found in violation of academic honesty will earn a grade of "F" for the course and be permanently dismissed from the program. Students suspended or expelled for academic dishonesty from FGCU are permanently dismissed from the Department of Occupational Therapy and Community Health.

In addition to these consequences, students receiving a grade of “F” for cheating will not be eligible for grade forgiveness for that course.

Refer to FGCU student handbook regarding faculty options for academic dishonesty.

Student Progression in the Program

Satisfactory academic progress in the Bachelor of Science in Community Health program requires a minimum cumulative GPA of 2.00, with a grade of C or better earned in each course within the program major. A grade of C minus (C-) is considered less than a C. This includes transfer and elective courses.

If the student receives a grade of less than C in a course taken within the major, the student must repeat the course and earn a grade of C or better. Prerequisites to program courses must also be completed with a C or better. Courses may only be repeated once, and only two courses are allowed to be repeated. Students will be dismissed from the Community Health program because of unsatisfactory academic performance for the following reasons:

- Earns less than a C in 3 courses;
- Earns less than a C twice in the same course; or
- Earns less than a C after utilizing the grade forgiveness option twice.

Students dismissed from the Community Health program and/or FGCU will not be allowed to take program courses as non-degree seeking students. Students dismissed because of unsatisfactory academic performance are ineligible to reapply for admission into the Community Health program for one year.

Time Frame for Completing Course Requirements

Upon admission into the Community Health program, students must meet with the advisor to determine a course schedule. Students are expected to maintain continuous enrollment in order to complete the program requirements within the time frame discussed between the student and the advisor.

If the student cannot meet all of the graduation requirements specified by the University, College, and Program due to decisions and changes in course offerings or program policies, appropriate substitutions will be determined by the faculty advisor and Department Chair.

University and Program policies are subject to change. If the student's graduation requirements are affected by these changes, appropriate arrangements will be made to avoid penalizing the student.

Former Student Returning

A former student returning is any former FGCU degree-seeking undergraduate student who has not earned a degree, who has not been enrolled at FGCU in any of the last three terms, and who wishes to enroll. The former student submits a new FGCU application and officially declares a major in Community Health. A new application fee is not required. To be readmitted, a student must

- be in good standing and eligible to return to the last institution attended, including FGCU; and
- have achieved a grade point average of at least 2.0 on a 4.0 scale on all college-level academic courses attempted.

Former students reapplying to the Community Health program must meet Community Health admission standards as stated in the current FGCU catalog. Students suspended or expelled for academic dishonesty from FGCU are permanently dismissed from the Community Health program and cannot be readmitted.

Course-Based Service-Learning Experiences

1. Students are eligible to enroll in the capstone course after completion of a majority of the required coursework **and** approval from their advisor.
2. Capstone experiences must be scheduled during the first half of the semester **prior to** the semester when the placement actually occurs.
3. Students are offered the opportunity to make preliminary selection of their preferred community sites. However, student pre-selection of preferred sites does not guarantee assignment to those sites.
4. Employment experiences cannot be used or substituted for program internship or practice experiences.
5. Capstone experiences are arranged as follows:
 - a. Students consult with the faculty member supervising the capstone regarding their career goals and related experiences.
 - b. The capstone experiences are approved and arranged by the faculty supervisor in conjunction with the preceptors at the practice sites.

Letters of Reference

A student may request a letter of reference from faculty/staff in the Department of Occupational Therapy and Community Health while they are still enrolled as a student. Faculty/staff then decide whether they can provide such a reference. If the faculty/staff member agrees, it is suggested that the student provide topics or general information that needs to be covered in the letter of reference.

Release of Information

Student information is private by law, except for directory information, unless a student requests such information to be kept confidential. If a student wants specific information to be provided to outside parties including parents, employers, or scholarship-granting organizations, the student needs to provide written consent for the information to be released. A letter must be signed by the student, dated, and must specify what information and to whom the information may be released.

Confidentiality

Information regarding fellow students, FGCU personnel, and/or patient (client) records, communications, and activities are strictly confidential. The confidential information should only be discussed within an educational/professional context and NEVER discussed outside of that context. Do not discuss confidential information with family, friends, or in a public place. It is your responsibility to retain confidential information as confidential.

Conduct

Students are expected to demonstrate high standards of performance and integrity during classroom and community learning experiences. Being a student in Florida Gulf Coast University's Community Health program is different from the typical university or college curriculum. During both casual and academic activities in the Department of Occupational Therapy and Community Health, you will be representing Florida Gulf Coast University and a health profession. Students are required to demonstrate behavior consistent with the professional code of ethics appropriate for the academic or community setting, and to conduct their verbal and e-mail communications with a tone of civility and respect.

Sexual Harassment

Sexual harassment includes any unwelcome sexual behavior and is not limited by the gender of either the alleged victim or perpetrator. Sexual harassment may include physical or verbal conduct. Members of the Department of Occupational Therapy and Community Health and the educational community at FGCU are entitled to an environment that enables them to learn and contribute to their full capacity. When sexual harassment occurs, the learning environment is disrupted. Sexual harassment committed within the community health program or at community sites by a student, faculty or staff member against any student, faculty, staff member or visitor will not be tolerated. Allegations of sexual harassment should be reported to the University Ombudsman, 590-7405.

Illegal Use of Alcohol and Drugs

The unlawful or unauthorized possession, use, consumption, sale or distribution of illicit drugs and/or alcohol by employees and students within the Department of Occupational Therapy and Community Health on FGCU property or at community based educational sites is strictly prohibited.

Class Attendance/Participation

Class attendance and participation is important for academic success. Each faculty member establishes attendance requirements, make-up procedures, and guidelines for excused absences at the beginning of a course. Students are expected to attend all class meetings for courses in which they are enrolled. Each student is responsible for complying with the announced procedures for making up missed work. It is important to note that some classroom or off-campus experiences cannot be reasonably made up; students missing these sessions may lose points off their grade for such absences.

Course Scheduling

The Department of Occupational Therapy and Community Health, College of Health Professions, reserves the right to cancel, postpone, or reschedule any course, course section, or community experience.

Disability Accommodation Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodation to students with documented disabilities. If you need to request accommodation in any class due to a disability, or you suspect that your academic performance is affected by a disability, contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall, room 137. The phone number is 239-590-7956 or TTY 239-590-7930.

Non-Academic Program Requirements

Professional Behaviors

Professional behaviors are those actions by which students and professionals demonstrate the values and beliefs that are commonly held by members of the profession. These behaviors are a manifestation of the individual's personal ethics, and are a reflection of his/her sense of personal integrity, acceptance of opposing points of view, respect for self and others, and commitment to the welfare of others (Fidler, 1996). Professional behaviors are demonstrated through the students' and practitioners' dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, participation in the supervisory process, and verbal and written communication (Kasar & Clark, 2000).

Students entering the Community Health program possess a personal perception of the meaning of these behaviors. The depth of understanding and commitment to the importance of these behaviors in community settings may not be as clear for students as they are for experienced professionals. These behaviors are developed over time as students are mentored and nurtured by faculty within the academic setting. This nurturance is continued by community site personnel and educators who model professional behaviors in practice settings, and students are expected to continue to develop and demonstrate these behaviors in their daily off-campus educational experiences.

Students are expected to maintain respect for themselves and others, and to maintain civility in all classroom and off-campus educational experiences. They are expected to protect patient confidentiality when encountering community health agency clients, and to approach off-campus

experiential learning as an opportunity to observe and model professionalism. Students who fail to meet professional behavior expectations will be counseled by the faculty member and/or their advisor regarding the inappropriate behavior, and will complete a Corrective Action Plan (see Appendix), which will document the specific nature of improvements needed.

Failure to correct or modify behaviors identified in the academic or community settings and described in a formal Corrective Action Plan will result in discipline which may include severe grade penalties or administrative withdrawal of the student from the enrolled course in which the offensive behaviors have occurred.

Fidler, G. S. (1996). Developing a repertoire of professional behaviors. *The American Journal of Occupational Therapy*, 50, 583-587.

Kasar, J., Clark, N., Watson, D., & Pfister, S. (1996). Professional development assessment. In J. Clark & N. Clark (Eds.), *Developing professional behaviors* (pp. 147 – 148). Thorofare, NJ: Slack Incorporated.

Kasar, J., & Clark, N. (Eds.). (2000). *Developing professional behaviors*. Thorofare, NJ: Slack Incorporated.

The American Occupational Therapy Association, Inc. (2002). *Fieldwork performance evaluation for the occupational therapy student* ©. Bethesda, MD: Author.

Professional Dress

Students are expected to dress appropriately for all educational experiences in the Community Health program. Specific dress requirements for community experiences will be enforced: On campus, students may dress more casually, but in all cases must adhere to a ‘business casual’ standard: No midriffs or cleavage, body piercings or buttocks showing; no suggestive T-shirts or spaghetti straps. Individual instructors may also impose dress requirements for their own courses, and will probably have specific dress instructions when conducting particular lab activities. If a student appears at a community agency inappropriately dressed, he or she will be sent home and marked down for lack of participation in the experience.

Legal Issues/Requirements

Students are required to provide proof of each of the following to the Department of Occupational Therapy and Community Health at the start of the first semester of the program. Students will not be permitted to attend off-campus class experiences placements if current proof of each is not on file. Failure to engage in these planned experiences on the designated dates may result in grade penalties; in

I. Immunizations and/or screening tests include:

Positive Rubella (**German Measles**) Titer Test or Immunization.

Positive Rubeola (**Measles**) Titer Test or Immunization.

Positive Varicella (**Chicken Pox, Herpes Zoster**) Titer Test or Immunization or validation of having **Chicken Pox**.

Current Tetanus booster (within 10 years).

Mantoux TB screening test within 1 year of application and yearly thereafter. *A positive Mantoux test result must be followed up with a chest x-ray and verification of inactive status.*

Evidence of Hepatitis B Vaccine series completed or initiated, positive titer or a student signed waiver. Hepatitis B (HB) Vaccine is given as a series of 3 immunizations, with the final 2 given 1 and 6 months following the initial immunization. As a health care worker, you run a greater risk of contracting Hepatitis B than HIV. Hepatitis B is a debilitating disease that can lead to lifelong infection, cirrhosis (scarring) of the liver, liver cancer, liver failure, and death. *A student who does not wish to take or who is unable to take the immunization is required to sign a waiver for the Hepatitis B Vaccine series.*

II. CPR certification, applicable to infants, children and adults, is required. Training is available from the American Heart Association, the Red Cross, and most local hospitals. Online certification is not acceptable.

IV. Health insurance should be maintained by all students. This is especially important as

students are not covered by any worker's compensation program in the event of an injury while

on campus or in a community based learning experience. The cost of emergency and medical

care is always the responsibility of the student. Information regarding the FGCU Student Health

Insurance plan is available at <http://studentservices.fgcu.edu/Healthservices/Insurance.htm>

V. Criminal Background Checks are required before students may go out on community based

learning experiences, which occur throughout the program. Two background checks (providing different information) must be completed during the student's first semester in the program. Students can not participate in any community activity until these are completed. The results of each of these background checks are submitted to the Occupational Therapy Academic Coordinator of Fieldwork Education (ACFE). Any student whose background check yields negative information will be required to meet with the ACFE to review the results. The ACFE will consult with administration to determine what action, if any, is required. The process for completing the background checks is as follows:

- The first is a Level Two Background Check from the Florida Department of Law Enforcement (FDLE) and the FBI. Results of this background check are sent to the ACFE. To complete this:

1. Submit \$40.00 payment (cash, check or credit card) to the FGCU Cashier

Hours of Operation for FGCU Cashier: (located in McTarnaghan Hall – 1st floor)

Monday thru Thursday 8:00 am to 5:30 pm

Friday 8:00 am to 5:00 pm

Inform Cashier that the payment is for FGCU Department of Occupational Therapy and

Community Health Background Check.

2. Take the receipt to the University Police and Safety Department (located in Campus Support Complex) for fingerprinting

Hours of Operation for fingerprinting – University Police and Safety Dept.

Tuesday 11:00 am to 6:00 pm

Wednesday 11:00 am to 6:00 pm

Thursday 11:00 am to 6:00 pm

3. At the University Police and Safety Department submit receipt and inform the Officer that the background check is for the FGCU Department of Occupational Therapy and Community Health. You will be required to sign a waiver form and show identification.
- The second background check is completed on-line. Log onto www.certifiedbackground.com The FGCU package code is LO43 “OT Program”. Students provide the ACFE with their password so that the results of the check can be verified. This checks the student’s social security number, residence history, and the criminal records of all counties outside of FL in which the student has resided during the past 7 years. It also searches the databases of:
 - The Nationwide Sex Offenders & Predatory Registry
 - The Nationwide Health Care Fraud & Abuse Scan
 - The US Patriot ActThis background check costs \$30, with an extra \$13 dollars for each county outside of FL in which the student has resided in the last 7 years.
 - Additional information may be required by some community sites, i.e. drug screening. Students are responsible for complying with the requirements of the agency to which they are assigned.

STUDENT RESOURCES

Department of Occupational Therapy and Community Health Lending Library

In the interest of making additional learning materials available to faculty and students in occupational therapy and related fields (physical therapy, community health, athletic training, & human performance), as well as area clinicians, the Department of Occupational Therapy and Community Health has established a lending library that includes books, audiotapes, videotapes, CD-ROMs, DVDs, and various types of equipment and assessments.

Hours

The Lending Library is accessible **Monday through Friday, 8:00 a.m. to 4:30 p.m.** In order to access the lending library, an individual must contact the Faculty Assistant or Office Manager of the Department of Occupational Therapy and Community Health.

Check-Out Procedure

- Make your selection from the inventory available in the student mail file.
- Assessments and equipment in boxes or cases: sign out in the blue folder.
- Books and audio or video resources: complete the attached card (all required information) and put a paper clip on the card.
- Clinical supervisors of fieldwork and other area clinicians can check out equipment or books for one week. Assessments require approval from the department two weeks before checkout and can be obtained from the Faculty Assistant or Office Manager. These materials are for evaluation by the clinician for potential usefulness, not to be used for generating billable units.

General Books/Items

- Students may check out up to five books or other items at a time.
- Assessments may be borrowed for one week; other items may be borrowed for up to three weeks unless they are on reserve status. Requests to check out assessments must be made to the Faculty Assistant or Office Manager two weeks before checkout.
- Anatomic models may not leave the campus and must be returned before 4:30 PM each day Monday through Friday. Models have a one hour checkout. Exceptions to this procedure will require faculty permission.

Reserve Books/Items

- Books/items on reserve are for student use only.
- Students may check out one reserved book/item at a time. Students must be enrolled in the class for which the resource is reserved.
- Reserved items may not leave the campus and must be returned before 4:30 PM each day Monday through Friday. Exceptions to this rule will require permission of the faculty member who has reserved the resource.
- All books/items must be returned to the Faculty Assistant, not faculty members. If she is not available, then the books/items should be returned to the Office Manager of the Department of Occupational Therapy and Community Health.

- Failure to return items on time or violation of other Resource Library rules may result in forfeiture of borrowing privileges. Repeated violation of the rules *will* result in said forfeiture.
- Borrowing privileges may only be reinstated by the Chair of the Department of Occupational Therapy and Community Health.
- All books/items must be returned by the last day of classes each semester.
- If a book or other item is damaged upon return, the borrower shall be responsible for the cost of having the book/item repaired or replaced. The decision to repair or replace shall be made by the Chair of the Department of Occupational Therapy and Community Health.

Student Government Association (SGA)

Students are encouraged to be active in student government on the FGCU campus since this is an opportunity to develop interdisciplinary activity and leadership. Vote for changes that are important to you and the future of this University.

Student Occupational Therapy Association (SOTA)

All Occupational Therapy students and pre-OT students (Community Health majors) are eligible for membership in SOTA. Organizing meetings are held early in the fall semester.

President: Chris Julian

Faculty Advisor: Karen Mock

SOTA e-mail address: sota@eagle.fgcu.edu

Student Name Tags

Name tags are required for all community site experiences, including class assignments; it is necessary that students wear their name tag in all situations where the student is involved in observation and laboratory education off campus. The name tag is your FGCU ID tag.

Additional Resources

Several resources for time and stress management are available to any FGCU student and you are encouraged to use any of the following support services:

Counseling and Psychological Services, x 7950

Campus Recreation, x 7935

Prevention & Wellness Services, x7733

Student Health Services/Clinic, x7966

Student Support Services, x7834

Graduation Requirements

The following are minimum requirements for awarding the baccalaureate degree:

- Apply for graduation by the deadline indicated in the university calendar.
- Recommendation by appropriate advisor.
- Earn a minimum of 120 semester hours with a cumulative GPA of 2.0 in all coursework attempted at FGCU.
- Satisfy general education requirements (36 hours of required and elective coursework in prescribed areas).
- Satisfy Gordon Rule requirements.
- Satisfactorily complete the CLAST or an approved alternative to CLAST (as designated by the State Board of Education) and the writing and computation course requirements.
- Earn a minimum of 48 hours of upper division coursework (courses numbered 3000 and above).
- Complete all program requirements.
- Complete 30 of the last 60 semester hours at FGCU.
- Complete the University service-learning requirements. Students entering FGCU as freshmen or sophomores must complete a total of 80 approved service-learning hours prior to graduation. A student transferring to FGCU as a junior or senior must complete 40 hours before graduation. For more information, visit the Service-Learning Eagles Connect website: www.fgcu.edu/connect
- Complete the University Colloquium.
- All students entering FGCU with fewer than 60 semester hours of credit are required to earn at least 9 semester hours of credit prior to graduation by attendance during one or more summer terms. The University may waive the application of this rule in cases of unusual hardship.

- Satisfy State of Florida foreign language admission requirements.

Application for Graduation

An Application to Graduate form must be submitted to your advisor in the term of expected graduation by the deadline noted in the academic calendar. By submitting the form, a student initiates the process of verifying degree requirements and ensures that commencement information is sent to the student. **All students eligible to graduate must complete an Application to Graduate regardless of whether they choose to participate in the Commencement ceremony.** The application is used to prepare the graduate's diploma. If an application for graduation is denied, a new application must be submitted by the deadline in the new term. An Application to Graduate can be found at the following URL: <http://enrollment.fgcu.edu/registration/forms/ApplicationToGraduate.doc>

It is the student's responsibility to clear all incomplete (I) grades and to provide official transcripts of all transferred coursework and foreign language requirements needed for graduation prior to the application deadline. A student taking an incomplete (I) in any course during the semester in which they have applied to graduate will be denied graduation for that semester. Grade changes and transfer work received after the degree statement has been posted to the transcript will not be incorporated into the degree.

APPENDIX



College of Health Professions

Department of Occupational Therapy and Community Health

Incomplete Grade Agreement Form

Date: _____

University Identification Number: _____

Student Name: _____

CRN: _____

Course Number & Title: _____

Semester/Term: _____ Year: _____

Course Faculty: _____

This document represents an agreement between the course instructor and student for successful completion of the course described above.

Terms for Completion: _____

Date for outstanding requirements listed above to be submitted: _____
(Date is at the discretion of the faculty, not to exceed one year.)

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____



Department of Occupational Therapy and Community Health

Corrective Action Plan

Date: _____

Student Name
(printed): _____

Faculty Advisor
(printed): _____

Reason for Corrective
Action: _____

Outline of Corrective Action Plan:

Expected Outcome (include date/time frame for completion):

Student Signature: _____ Advisor

Signature: _____

Appendix C
Integrative Program Matrix

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
	Graduates of the College of Health Professions will:	Graduates of the Bachelor of Science in Community Health are prepared for graduate study or direct employment in various careers servicing the health and wellness needs of individuals, groups, and communities. Graduates will demonstrate the following entry level competencies:	<p>All of the courses in the Community Health curriculum have syllabi showing evidence of linkage to the "Program Student Learning Outcomes."</p> <p>Assessments include those of</p> <ol style="list-style-type: none"> 1) program students & graduates, 2) courses and instructors 3) program policies & structure 	<p>During the fall and spring of 2007-2008, extensive program review of the BSCH program was conducted by the Department Faculty. As a result, several changes were made to the program:</p> <ul style="list-style-type: none"> • Concentrations were eliminated from the major due to low enrollments in two of the three listed • Course requirements and some specific courses were restructured to allow multiple career paths without specific concentrations • Review of quality indicators for BSCH students and graduates was performed; discussions were undertaken to identify ways to increase quality within the program; efforts to ensure more student experience with objective testing were undertaken as a
Aesthetic Sensibility: know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.	1. Demonstrate insights into the arts, sciences, and humanities in professional practice and personal life.		<p>1) Students & graduates</p> <p>Student performance in curriculum courses; students must maintain a 2.75 GPA (and higher for graduate</p>	

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Culturally Diverse Perspective: know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values.</p>	<p>2. Be cognizant of “and respect other cultures and their beliefs and customs regarding health care.</p> <p>3. Demonstrate compassionate client-centered and client-directed health care individually and as a team member, with an understanding of the domain of knowledge and practice roles of the chosen profession, and the interrelatedness of knowledge and practice across other health care disciplines.</p>	<p>Articulate the ethical dimensions of promoting community health, advocating for services for constituents, and demonstrating cultural competence in dealing with various members of a diverse community.</p> <p>Demonstrate an understanding of health and wellness in the context of human development.</p> <p>Courses: DEP2004, IHS3101, IHS3112, IHS3203, HSC3131, HSC3582, HSC4555, HSC4910</p>	<p>school admission);</p> <p>Student performance on community projects; students must satisfy on-site community agency personnel and the associated course instructor</p> <p>Retention/attrition rates of students in the program, compared with overall FGCU rates</p> <p>Comparison of CH graduates to other graduates applying from</p>	<p>means of preparing students for GRE or certification exams</p> <ul style="list-style-type: none"> Community practice experiences were cited as particularly valuable for developing employability of graduates

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Ecological Perspective: know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; participate in ecological/ environmental projects</p>	<p>4. Demonstrate attentiveness to synergy between self, environment, and culture, and with respect for others.</p>	<p>Demonstrate an understanding of the reciprocal interaction of the growing and developing individual and dynamic environmental factors, and the impact on health of this interaction.</p> <p>Courses: DEP2004, HSC3201, IDS3920</p>	<p>graduate school at FGCU—UG GPA and first semester performance in graduate program</p> <p>Acceptance rates of applicants to graduate programs; pass rates on Health Education Cert Exam (for those who elect to take it)</p>	

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Effective Communication: know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.</p>	<p>5. Demonstrate effective communication with proficiency in listening, oral and written English; information and communication technology.</p>	<p>Communicate effectively, orally and in writing, in the development and presentation of health and wellness information to individuals across the lifespan.</p> <p>Courses: HSC3201, HSC3208, HSC3243, HSC3531, HSC4555, IHS4504, IHS4938, OTH3012C</p> <p align="center">79</p>	<p>2) Courses and instructors</p> <p>SAIS feedback from students on all courses & instructors</p> <p>Periodic review of curriculum & course structure by Department faculty, Chair, and community advisors to ensure all student learning outcomes are addressed; course grades in courses associated with each SLO</p> <p>3) Program Policies and Structure</p> <p>Alumni surveys incorporating evaluation of effectiveness at meeting Student Learning Objectives</p> <p>Employment placement rates of graduates (for those who seek direct employment rather than graduate study)</p> <p>Assessment of student performance by on-site supervisors of community-based learning activities</p>	

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Ethical Responsibility: know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions.</p>	<p>6. Demonstrate acceptance of and responsibility for ethical decision making with an understanding of the interrelatedness of ethics, the law, and perspectives of the diverse community.</p> <p>3. Demonstrate compassionate client-centered and client-directed health care individually and as a team member, with an understanding of the domain of knowledge and practice roles of the chosen profession, and the interrelatedness of knowledge and practices across other health care disciplines.</p>	<p>Articulate the ethical dimensions of promoting community health, advocating for services for constituents, and demonstrating cultural competence in dealing with various members of a diverse community.</p> <p>Courses: HSC3101, HSC3112, HSC3131, HSC3582, HSC4910</p>		

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Information Literacy: identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information.</p>	<p>7. Demonstrate the ability to analyze, critique, select, communicate, and apply research principles and findings to professional practice.</p> <p>8. Demonstrate commitment to professional and personal development by assuming responsibility for lifelong learning.</p>	<p>Describe major initiatives in the local community, state, nation, and the world directed toward health and wellness through community action.</p> <p>Discuss the determinants of health and the community resources, both potential and existing, supporting healthy living.</p> <p>Courses: HSC3201, HSC3131, IHS3101, IHS4938</p>		

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Problem-Solving Abilities: Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems.</p>	<p>9. Demonstrate critical thinking skills through deductive, reflective, and inferential reasoning to address situations, solve problems, apply knowledge and utilize information in professional practice and life in general.</p> <p>10. Serve as change agents for improvement of the health care delivery system.</p> <p>11. Demonstrate an understanding of professional roles within the context of the U.S. healthcare delivery system.</p>	<p>Demonstrate skill in assessing health and wellness needs within the community, identifying potential sources for funding initiatives, and writing proposals to meet these needs.</p> <p>Demonstrate problem-solving skills in addressing health and wellness needs of individuals, communities, and populations.</p> <p>Courses: BSC2026, CLP3140, HSC3582, HSC3208, HSC2577, HSC4241, HSC4910, IHS3203, IHS4938, SOP2770</p>		
<p>Technological Literacy: Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.</p>	<p>12. Demonstrate technological literacy by effective, ethical, and creative use, management, and application of informatics and technology in the delivery of compassionate health care.</p> <p>5. Demonstrate effective communication with proficiency in information and communication technology.</p>	<p>Utilize information and communication technology resources in accessing information, dissemination of information, and delivery of services to the community.</p> <p>Courses: HSC3208, HSC4910, IHS4504, IHS4938</p>		

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Community Awareness and Involvement: Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects.</p>	<p>13 . Demonstrate civic responsibility through community and university involvement, and participation and leadership in professional activities.</p>	<p>Demonstrate skill in assessing health and wellness needs within the community, identifying potential sources for funding initiatives, and writing proposals to meet these needs.</p> <p>Mobilize individuals and organizations within the community to be advocates for community health.</p> <p><i>Courses: HSC4241, HSC4910, IHS4938</i></p>		

Appendix D

List of Faculty Publications/Presentations Relevant to Community Health

Curriculum Vitae of Program Faculty

Core Faculty:

Tina Gelpi

Sue Gregitis

Linda Martin

Doug Morris

Half-Time Faculty:

Roberto Lopez-Rosado

Adjunct Faculty (1 course per year)

Rosemary Boisvert

Mary Kay Hartung

Renee McFarland

Faculty Publications Relevant to Community Health

Boisvert, R., Martin, L., Grosek, M., & Clarie, A. J. (2008). Effectiveness of a peer support community in addiction recovery: Participation as intervention. *Occupational Therapy International, 15* (4) 205-220.

Gelpi, T., & Lynne, D. (2009). *Lee's investment for everyone (L.I.F.E.): Ten year plan to end homelessness*, Lee County Community Human Services Council.

Gregitis, S. (2003). *An examination of the effect of work-related role identification and performance skills on the delinquent behaviors of youth with learning disabilities*. Doctoral Dissertation. Chicago: UMI Company.

Gregitis, S. (in press). Comparing working role values of employed and unemployed Clubhouse members". *WORK: A Journal of Prevention, Assessment, and Rehabilitation*.

Gregitis, S., & Gelpi, T. (in press). Self-determination skills of adolescents enrolled in special education: An analysis of four cases. *Occupational Therapy in Mental Health*.

Hartung, M. K. (2009). Selected Internet resources on Alzheimer's disease for healthcare professionals and caregivers. *Alzheimer's Care Today, 9* (4) 253-262.

Herzberg, G. L., Finlayson, M. L., Gelpi, T., Honeyman, E., Russell, A., & Kornblau, B. L. (2000). Work and the underserved: Homelessness and work. In B. L. Kornblau, and K. Jacobs (Eds). *Work: Principles and practice*. Bethesda, MD: American Occupational Therapy Association.

Kruse, B., Ruder, S., & Martin, L. (2007). Spirituality and coping at the end of life. *Journal of Hospice and Palliative Nursing, 9* (6) (296-304).

Lee, William E. III, Albergo, Nicholas & Hartung, Mary Kay. Online databases are key to finding unknown chemicals. *Florida Environments*, June 1991, 23, 32.

Martin, L. (1987). Wheelchair accessibility of public buildings in Utica, New York. *American Journal of Occupational Therapy, 41*, 217-221.

Martin, L., Bliven, M., & Boisvert, R. (2008). Occupational performance, self-esteem, and quality of life in substance addictions recovery. *Occupational Therapy Journal of Research, 28* (4), 81-87.

Martin, L., Miranda, B., & Bean, M. (2007). An exploration of spousal separation and adaptation to long term disability: Six elderly couples engaged in a horticultural programme. *Occupational Therapy International*, 15 (1), 45-55.

Faculty Presentations Relevant to Community Health

“Addressing Community Agency and Curriculum Objectives through Active Learning.” Poster co-presented by Drs. Gelpi, Gregitis, & Martin for the American Occupational Therapy Association annual conference, Charlotte, NC, April, 2006.

“Another piece of the puzzle: Development of a peer supported community.” Paper co-presented with Rosemary Boisvery (a community clinician) at the 2nd Joint Statewide Conference of the Florida Supportive Housing Coalition, Florida Coalition for the Homeless & Florida Department of Children and Families, Orlando FL, October 7, 2008.

“Fostering Community Building through Networking with a Community Agency,” presented by Gelpi, T., & Salvation Army colleagues, Florida Occupational Therapy Association Annual Conference, Ft. Lauderdale, FL, April, 2000.

“Measuring Outcomes of Interventions: A Program for Homeless Adults with Substance Abuse and other Mental Health Issues,” poster co-presented by Martin, L., Gelpi, T., & Boisvert, R., American Occupational Therapy Association Annual Conference, Washington, DC, June, 2003.

“Networking to Develop Transition-to-Work Experiences,” presented by Gelpi, T., Salvation Army, and Nova Southeastern University, Florida Occupational Therapy Association Annual Conference, Ft. Lauderdale, FL, April, 2000.

“Occupational Therapy Interventions in a Homeless Shelter,” co-presented by Gelpi, T., & Boisvert, R., Southwest Florida Coalition for the Homeless Annual Conference, Fort Myers, FL, May, 2002.

“Successful Community Collaboration: Planting the Seeds of Occupation,” co-presented by Miller, R., Martin, L., Gelpi, T., Morris, D., & Mock, K. at the American Occupational Therapy Association Annual Conference in Minneapolis, MN, May, 2004.

"Wheelchair Accessibility: The Law and the Trends" Paper presented to the New York State Occupational Therapy Association conference, New York City, October 25, 1986.

"Wheelchair Accessibility in Utica: Results of 1985 study," given at the meeting of the Handicapped Persons of Mohawk Valley, October 1986.

CURRICULUM VITAE
Tina Marie Gelpi, OTD, OTR/L
Personal Data

21160 Palese Drive
Work – 239-590-7551
E-mail – tgelpi@fgcu.edu
Estero, FL 33928

Home – 239-992-7744
Cell – 239-565-2503

Education

- 2003 OTD, Doctor of Occupational Therapy, Nova Southeastern University,
Ft. Lauderdale, FL
- 1987 MS in Education, with emphasis in Physical Education for the Exceptional Child and Kinesiology,
University of Kansas, Lawrence, KS
- 1981 BS in Occupational Therapy, University of Kansas, Lawrence, KS

Professional - Related Experience

Florida Gulf Coast University, Fort Myers, FL

- 2007 – present Assistant Professor
Department of Occupational Therapy and Community Health
- 2001 – 2007 Assistant Professor and Chair
Department of Occupational Therapy and Community Health

Nova Southeastern University, Ft. Lauderdale, FL

- 1999 – 2001 Graduate Teaching Assistant, The Salvation Army Homeless Shelter

Rockhurst University, Kansas City, MO

- 1995 – 1999 Academic Fieldwork Coordinator and Assistant Professor,
Occupational Therapy Education Program
- 1995 – 1997 Occupational Therapy Consultant, rural school districts in
Northwest Missouri – private practice

University of Kansas Medical Center, Kansas City, KS

- 1987 – 1995 Coordinator of Training in Occupational Therapy, Child
Development Unit – University Affiliated Program (UAP)
- 1987 – 1992 Instructor, Occupational Therapy Education Department
- 1991 – 1995 Occupational Therapy Consultant, rural school districts in
Northwest Missouri

Lakemary Center, Inc., Paola, KS

- 1984 – 1987 Coordinator, Occupational Therapy
- 1985 – 1987 Coordinator, Special Olympics Program

University of Kansas, Lawrence, KS

- 1984 Graduate Teaching Assistant, Occupational Therapy Education Department
- 1983 – 1984 Coordinator/Evaluator, Perceptual-Motor Clinic, Department of
Health, Physical Education, and Recreation
- 1982 – 1983 Supervisor, Perceptual-Motor Clinic

Methodist Medical Center, St. Joseph, MO

1981 – 1982 Staff Occupational Therapist

Professional Organization Memberships (Current)

American Occupational Therapy Association, Member, 1977-present

Lee County Homeless Coalition, Individual Member, 2009-present

Society for the Study of Occupation, Member, 2008-present

Professional Organization Activity

Lee County Community Reintegration Council – Co-Chair, 2009-present

Lee County Homeless Coalition – Board Member, 2009-present

Lee County Community Human Services Council – Secretary, 2009-present;
Appointed Member, 2007-Present

Page Rehabilitation & Health Care Center, Fort Myers, FL – Board Secretary,
2008-present; Chair, Risk Management/Quality Assurance Committee, 2008-
present; Board Member, 2005-present

American Occupational Therapy Association – Education Special Interest Section,
Fieldwork Subsection Coordinator, 2004-2007; Fieldwork Resources Ad Hoc
Committee, Member, 2005-07

Florida Occupational Therapy Association – Treasurer, 2003-2004

Kansas Occupational Therapy Association – Treasurer, 1997-1999; Treasurer-
Elect, 1996-1997; Nominations Chairperson, 1993-95; Vice President, 1989-
93

Kansas City Pediatric Alliance – President, 1990-1999; Education Coordinator,
1986-89

*Kansas State Department of Education, Special Education Advisory Council
Member, 1998-1999; CSPD State Committee Member, 1995-1998*

Awards

Emerging Scholars Program from Florida Campus Compact, 2009-2010

Service Team Excellence Award from Florida Gulf Coast University, 2009

Service Commendations from the American Occupational Therapy Association –
Fieldwork Subsection Coordinator, Education Special Interest Section, 2004-07, and Member,
Fieldwork and Member, Fieldwork Resources Ad Hoc Committee, 2005-07

Outstanding Poster Presentation, Faculty Poster for Service-Learning Courses,
Florida Gulf Coast University, April, 2006

Grants (with T. Gelpi as Principal Investigator)

Gelpi, T., & Lynne, D. (2007). *Ten year plan to end homelessness in Lee County*.
Lee County Department of Human Services, \$44,981.57

Gelpi, T. (2007). *Camp Abilities 2007*. Florida Division of Blind Services, \$80,000

Gelpi, T., & Lang, S. (2003). *Occupation-based mental health services:
Development of a needs assessment and training program*. Florida Gulf
Coast University Internal Grant, \$5,000

Professional Publications

Gelpi, T., & Lynne, D. (2009). *Lee's investment for everyone (L.I.F.E.): Ten
year plan to end homelessness*, Lee County Community Human Services Council.

Gregitis, S., & Gelpi, T. (in press). Self-determination skills of adolescents enrolled in special education:
An analysis of four cases. *Occupational Therapy in Mental Health*.

- Gupta, J., Gelpi, T., & Sain, S. (2005). Reasonable accommodations and essential job functions in Academic and practice settings. *OT Practice*, 10(15), CE-1-CE-8.
- Herzberg, G. L., Finlayson, M. L., Gelpi, T., Honeyman, E., Russell, A., & Kornblau, B. L. (2000). Work and the underserved: Homelessness and work. In B. L. Kornblau, and K. Jacobs (Eds). *Work: Principles and practice*. Bethesda, MD: American Occupational Therapy Association.

Books Reviewed

- Fazio, L. (2008). *Developing occupation-centered programs for the community*, 2nd ed. Upper Saddle

Selected Presentations

- Gregitis, S., & Gelpi, T. "Ready, Set, Go: An Occupation Based Self-Determination Program for Adolescents with Substance Abuse History," 3-hour workshop co-presentation, American Occupational Therapy Association Annual Conference, Long Beach, CA, 4/13/08.
- Gregitis, S., & Gelpi, T. "An Occupation-Based Self-Determination Program for Adolescents with Behavioral Problems," short course co-presentation, American Occupational Therapy Association annual conference, St. Louis, MO, April, 2007.
- Gelpi, T., & Lindner, B. "Sensory Integration Interventions and Therapeutic Horseback Riding: A "Whinnying" Combination," poster co-presentation, American Occupational Therapy Association annual conference, St. Louis, MO, April, 2007.
- Gregitis, S., Gelpi, T., & Dees, M. "Occupation-Based Self-Determination Program: Outcomes of Four Adolescents with Behavioral Problems," poster co-presentation, American Occupational Therapy Association annual conference, St. Louis, MO, April, 2007.
- Gelpi, T. "Education Special Interest Section Fieldwork Forum: Professional Behavioral Development of Occupational Therapy Students in Classroom/Fieldwork Settings," American Occupational Therapy Association annual conference, St. Louis, MO, April 2007.
- Gelpi, T., Gregitis, S., & Martin, L. "Addressing Community Agency & Curriculum Objectives through Active Learning," poster co-presentation, American Occupational Therapy Association annual conference, Charlotte, NC, April, 2006.
- Gelpi, T., & Mock, K. "Education Special Interest Section Fieldwork Forum," American Occupational Therapy Association annual conference, Charlotte, NC, April, 2006.
- Gelpi, T., Gregitis, S., Martin, L., & Morris, D. "Service-Learning Partnerships – Achieving Community Agency & Academic Curriculum Objectives," Florida Gulf Coast University Service-Learning Day, April, 2006.
- Gelpi, T., "Integrating Occupation into Service Delivery in Mental Health Settings," American Occupational Therapy Association Annual Conference, Long Beach, CA, May, 2005.
- Gelpi, T., & Mock, K. "Education Special Interest Section Fieldwork Forum: Linking Educational and Practice Expectations in Fieldwork Experiences," American Occupational Therapy Association annual conference, Long Beach, CA, May, 2005.
- Gelpi, T., Miller, R., Martin, L., et al. "Successful Community Collaborations: Planting the Seeds of Occupation," American Occupational Therapy Association Annual Conference, Minneapolis, MN, May, 2004.
- "Enhancing Interventions with Occupational Therapy," co-presentation, Partners in

Planning Coalition – Healthy Lifestyles Conference, Fort Myers, FL, June, 2003.

“Measuring Outcomes of Interventions: A Program for Homeless Adults with Substance Abuse and other Mental Health Issues,” co-presentation of poster session, American Occupational Therapy Association Annual Conference, Washington, DC, June, 2003.

“Occupational Therapy Interventions in a Homeless Shelter,” co-presentation, Southwest Florida Coalition for the Homeless Annual Conference, Fort Myers, FL, May, 2002.

“New Partnerships for Occupational Therapists: Importance, Implementation, and Impact of an Interdisciplinary Training Grant,” co-presentation, Florida Occupational Therapy Association Annual Conference, Ft. Lauderdale, FL, March, 2001.

“Fostering Community Building through Networking with a Community Agency,” co-presentation, Florida Occupational Therapy Association Annual Conference, Ft. Lauderdale, FL, April, 2000.

“Networking to Develop Transition-to-Work Experiences,” co-presentation, Florida Occupational Therapy Association Annual Conference, Ft. Lauderdale, FL, April, 2000.

Selected Continuing Education – Attended

“Getting Kids in Synch – Online: A Sensory Processing Approach to Challenges Associated with Autism, ADHD, Learning, and Behavioral Disorders,” SensoryTools.net, 11/09.

“Livin' La Vida Local – Hands-on Local Engagement for Global Understanding,” Florida Campus Compact Service-Learning Institute, Fort Myers, FL, 10/30/09-10/31/09.

“Changing Times: Creative Vision for Housing & Services,” Third Annual Florida Homeless and Supportive Housing Conference, Clearwater, FL, 10/26/09-10/27/09.

“Community Service Directors’ Retreat,” Florida Campus Compact, Miami, FL, 10/14/09-10/15/09.

“Supportive Housing Program & Shelter Plus Care Training,” Miami Field Office of the U.S. Department of Housing & Human Development, Fort Myers, FL, 9/25/09.

“Designing Graduate Courses for Transformative Learning: Theory, Research, Implementation, & Assessments,” Center for Occupational Therapy Education at Colorado State University, Fort Collins, CO, 6/12/09-6/15/09.

“Occupations Under the Sun: Expand Your Scholarly Horizons,” Society for the Study of Occupation: USA Seventh Annual Research Conference, Fort Lauderdale, FL, 10/24/08-10/25/08.

“A Home For All: Bringing the Pieces Together,” Second Annual Florida Homeless and Supportive Housing Conference, Orlando, FL, 10/6/08-10/7/08.

“Motivational Interviewing and General Ways to Improve Conversations with Offenders,” American Association of Community Justice Professionals Pre-Conference Institute, Miami, FL, 5/31/08-6/1/08.

“Academic Writing in Occupational Therapy,” American Occupational Therapy Association Pre-Conference Institute, 4/9/08, and American Occupational Therapy Annual Conference, Long Beach, CA, 4/10/08-4/13/08.

“Applying Research to End Homelessness,” Camillus House Institute of Homeless Studies Symposium, Miami, FL, 2/4/08-2/5/08.

“Beyond the Cutting Edge,” National Positive Aging Conference,” St. Petersburg, FL, 12/7/07-12/08/07.

“Common Vision: Housing Solutions for All,” Florida Supportive Housing and Florida Coalition for the Homeless Annual Conference, St. Petersburg, FL, 10/25/07-10/26/07.

International Research Conference on Service-Learning and Community Engagement, Tampa, FL, 10/5/07-10/6/07, including a pre-conference institute on "Integrating Reflection and Assessment to Enhance Student Learning and Advance Service-Learning Scholarship."

“Community-based Participatory Research: A Pathway to Sustainable Partnerships,” Tougaloo College, Jackson, MS, 6/26/07-6/29/07.

“Institute for the Scholarship of Teaching and Learning in Occupational Therapy,” American Occupational Therapy Association Pre-Conference Institute, St. Louis, MO, 4/19/07.

“Transformational Education: Teaching What You Know and Knowing What You Teach,” Nova Southeastern University, 1/2/07-1/3/07.

“Scholarship of Engagement,” Florida Gulf Coast University, Fort Myers, FL, 12/8/06.

“Applying Case Study Research to Evidence-Based Practice in Mental Health,” American Occupational Therapy Association Pre-Conference Institute, Charlotte NC, 4/26/06.

“Service Learning: Meaningful, Community-Centered Professional Skill Development,” American Occupational Therapy Association Pre-Conference Institute, Long Beach, CA, 5/11/05.

“Occupational Adaptation Symposium 2004,” Texas Women’s University, Houston, TX, 3/12/04-3/13/04.

“Enabling Occupational Performance and Participation: Education and Implementation,” American Occupational Therapy Association Pre-Conference Institute, Minneapolis, MN, 5/19/04.

“Environmental Interventions and Beyond to Universal Design,” Florida Gulf Coast University, Fort Myers, FL, 4/2/04.

“NBCOT Institute: Results of the 2003 Practice Analysis of Occupational Therapy Practice,” National Board for Certification in Occupational Therapy, Orlando, FL, 4/23/04-4/24/04.

“Moving Theory into Practice: The Model of Human Occupation,” Florida Gulf Coast University, Fort Myers, FL, 10/3/03-10/4/03.

“The Out-of-Synch Child Has Fun: Activities for Kids with Sensory Integration Dysfunction,” Florida Gulf Coast University, Fort Myers, FL, 9/20/03.

“Accreditation Evaluation Workshop”, Accreditation Council of Occupational Therapy Education of the American Occupational Therapy Association, Bethesda, MD, 7/12/03-7/14/03.

“An Introduction to the Concept of Participation in Occupational Therapy Research,” American Occupational Therapy Pre-Conference Institute, Washington, DC, 6/5/03.

“Grantsmanship Training Program,” The Grantsmanship Training Center, Naples, FL, 4/7/03-4/11/03.

“Enriching Your Professional Practice: Understanding and Applying the Occupational Therapy Practice Framework: Domain and Process,” Florida Gulf Coast University, Fort Myers, FL, 2/22/03.

“Occupational Therapy Graduate Curriculum Design Workshop,” Florida Gulf Coast University, Fort Myers, FL, 5/6/02-5/7/02.

“Occupational Therapy Graduate Curriculum Design Workshop,” Florida Gulf Coast University, Fort Myers, FL, 12/17/01-12/18/01.

“Second Annual Jubilee: Conference on Practice,” University of Kansas Medical Center, Kansas City, KS, 6/2/01.

Leadership Workshops Attended:

First Annual Leadership Conference, Southwest Florida Leadership Foundation, Fort Myers, FL, 11/2/07- 11/3/07.

Institute for Academic Leadership, Part II, Howie-in-the-Hills, FL, 5/06.

Coalition for Allied Health Leadership Program, Washington, DC, Spring and Fall, 2005.

Leadership Lee County Program, Fort Myers, FL, Fall, 2003.

Institute for Academic Leadership, Part I, Palm Coast, FL, 6/16/02-6/19/02.

Susan Gregitis

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Education

American International College, Springfield, MA 2003
Doctorate, Educational Psychology

American International College, Springfield, MA 1996
C.A.G.S., Educational Psychology

American International College, Springfield, MA 1995
Masters, School Psychology

Boston University, Boston, MA 1975
B.S., Occupational Therapy

Central Connecticut State University, New Britain, CT 1971-73
Elementary Education

Summary of Experience

Dedicated and enthusiastic thirteen-year educator, with a demonstrated interest in students' academic and personal development. Belief in the significance of education to prepare entry-level master occupational therapy students and undergraduate community health students for professional practice. Areas of expertise include pediatric and psychosocial occupational therapy. Experience as an occupational therapist includes direct and indirect services in school systems, community programs, homecare, and clinical facilities.

Employment History

Florida Gulf Coast University, Fort Myers, FL 2004 to Present

Assistant Professor - Department of Occupational Therapy & Community Health

Teaching in the College of Health Professions undergraduate and graduate programs of study with a concentration in Occupational Therapy and Community Health. Specialty areas of practice include Pediatric and Psychosocial Occupational Therapy. Extensive community work to establish university-community partnerships and promote sites for experiential learning activities for students. Supervision of students in various service-learning courses each semester including psychosocial courses across the life span, pediatrics, and dynamics of communication. Mentoring Outcomes Research, projects with OT graduate students and assisting with other student projects. Worked on the OT Masters Program and Curriculum for Re-accreditation with the Accreditation Council for Occupational Therapy Education. Working with a transdisciplinary team to promote the success of the College of Health Professions and the Department of Occupational Therapy and Community Health included participation on college and university committees, and University Faculty Senate. Academic Advisor for Master OT and Community Health students. Attend OT faculty meetings, recruitment expos, and participate in OT applicant interviews.

American International College, Springfield, MA 1996 to 2004

Assistant Professor - Division of Occupational Therapy

Teaching in an Entry Level Master's Occupational Therapy Program with specialty in Psychosocial and Pediatric Occupational Therapy with 8 years of classroom experience. Highly accomplished professor with strong commitment to developing innovative, creative, and professional learning environments in and outside the classroom. Supervised a Master's research project with graduate students in a Community Mental Health Program. Team-oriented with a special talent for establishing rapport with people from diverse backgrounds and cultures. Recognized for creating stimulating and interactive learning environments. Development and supervision of Level I Fieldwork in community-based programs each semester corresponding to courses taught including pediatric, adolescent, and geriatric populations. Worked on the initial development and accreditation of the Occupational Therapy Program. Assisted in the program re-accreditation process five years later by the Accreditation Council for Occupational Therapy. Faculty Advisor for the Student Occupational Therapy Association including mentoring numerous SOTA community service projects.

Chicopee Public Schools, Chicopee, MA 1986 to 1996
Pediatric Occupational Therapist

Employed by the school system to provide comprehensive occupational therapy services with students ages 2 to 21. Gained diverse experience with developmental and/or behavioral disorders. Planned, implemented, and assessed occupational therapy needs with emphasis on developmentally appropriate activities and curriculums. Prepared student objectives following the guidelines and requirements of the state and school. Supervised COTA's and performed various administrative duties for the department.

Heritage Early Childhood Intervention Program, Chicopee, MA 1995 to 1996
Pediatric Occupational Therapist

Pediatric occupational therapist employed in early intervention with children ages 0 to 3. Direct occupational therapy services were provided in the clinic and at home with a multidisciplinary team. Indirect services were provided to family and caregivers according to federal and state guidelines.

West Springfield Public Schools, West Springfield, MA 1995 to 1996
Pediatric Occupational Therapist

Direct part-time service provider for the Department of Education for Students with Special Needs. This included consultation, evaluation, intervention, program planning, and supervision of a COTA.

Life Care Center of Wilbraham, Wilbraham, MA 1996 to 1996
Occupational Therapist

Employed per diem as an occupational therapist to provide direct and indirect rehabilitative occupational therapy services for elders in a residential facility.

Stewart Therapy, Inc., West Hartford, CT 1978 to 1986
Pediatric Occupational Therapist

Employed by a private therapy company to provide direct and indirect occupational therapy services to contracted public school systems in Connecticut and Massachusetts, educational collaboratives, clinics, and homes. Attained recognition for the company by working as the only OTR in the school system and progressing to employment of ten therapists and opening a pediatric clinic. Assisted in the development of the pediatric clinic, which provided both occupational, and physical therapy services to children.

Wing Memorial Hospital, Palmer, MA 1977 to 1978
Occupational Therapist

Employed to provide direct and indirect occupational therapy services to a sixty-bed acute care hospital offering mental health and physical disability services to the community.

Cervený Nursing Home Corporation, Springfield, MA 1976 to 1977

Occupational Therapist

Occupational Therapy consultant to three skilled nursing facilities in three cities.

Florida Community Sites Used for Student Experiential Learning

Faculty consultant for course-based service and experiential learning at the following facilities:

Fall, 2009 – Page Rehabilitation and Healthcare, Inc. (Activity Program including the Alzheimer's Disease Unit)

Summer, 2009 - Southwest Florida Addiction Services Inc., Vince Smith Residential Center for Adolescents; Millennium House of Southwest Florida, Inc.; Royal Palm Exceptional School Career Lab Summer Program

Spring, 2009 - Southwest Florida Addiction Services Inc., Vince Smith Residential Center for Adolescents; Millennium House of Southwest Florida, Inc.

Fall, 2008 – Shady Rest Care Pavilion (Activity Program and the Alzheimer's Unit)

Summer, 2008 – Southwest Florida Addiction Services Inc., Vince Smith Residential Center for Adolescents; Millennium House of Southwest Florida, Inc.; Royal Palm Exceptional School Career Lab Summer Program

Spring, 2008 – Southwest Florida Addiction Services Inc., Youth Outpatient Services; Southwest Florida Addiction Services Inc., Vince Smith Residential Center for Adolescents, Millennium House of Southwest Florida, Inc.; Shady Rest Care Pavilion; Millennium House of Southwest Florida, Inc.

Fall, 2007 - Shady Rest Care Pavilion; Millennium House of Southwest Florida, Inc.

Summer, 2007 - Millennium House of Southwest Florida, Inc.

Spring, 2007 - Royal Palm Exceptional School; Southwest Florida Addiction Services Inc., Vince Smith Residential Center for Adolescents; Millennium House of Southwest Florida, Inc.

Fall, 2006 – Shady Rest Care Pavilion (Activity Program and the Alzheimer's Unit); Millennium House of Southwest Florida, Inc.

Summer, 2006 - Abuse Counseling and Treatment Center, Millennium House of Southwest Florida, Inc., and Southwest Florida Addiction Services Inc.

Spring 2006 - Southwest Florida Addiction Services Inc., Vince Smith Residential Center for Adolescents, Millennium House of Southwest Florida, Inc.

Fall, 2005 - Shady Rest Care Pavilion (Alzheimer's Unit)

Summer, 2005 - Island Coast AIDS Network

Spring, 2005 - Southwest Florida Addiction Services Inc., Vince Smith Residential Center

Fall, 2004 - Southwest Florida Addiction Services Inc., Vince Smith Center, P.A. Geraci Childhood Center,

Senior Seminar Community Partnerships - (2005) Lee County Health Department, Moorings Park Care Facility, Island Coast AIDS Network, Abuse Treatment and Counseling Center, and Quality Life Care Center of Southwest Florida; (2006) Hope Hospice and Palliative Care of Lee County, Families First of Southwest Florida, and Senior Friendship Centers of Fort Myers and FGCU Communications Department.

Massachusetts and Connecticut Community Sites for Student Experiential Learning

Faculty consultant with facilities and students in the following areas:

Pediatrics - Springfield Head Start, AIC Partners After School Program, Stepping Stones Early Learning Center, Jewish Community Center

Adolescents - Springfield Boys and Girls Club Family Center, Springfield Outreach Partnership Center, Westfield Youth Detention Center

Adult - Forum House, Hamden County House of Corrections - Educational Unit, Berkshire Hill Music Academy - School for students with William Syndrome and other cognitive delays

Geriatric - Mercy Adult Day Health of Westfield, Mason-Wright Retirement Community, Robin Reed Day Treatment Center, Park View Hospital - Adult long-term care and an Alzheimer's Unit

Fieldwork Experiences

West Springfield Public Schools, West Springfield, MA 1995 to 1996

School Psychology Intern

Six-month school psychology internship in the public school system working with students in grade kindergarten through high school. Responsibilities included evaluation, intervention planning, and consultation.

Brightside for Children and Families, West Springfield, MA 1995

School Psychology and Counselor Intern

Three-month clinical internship working with youths who were sexual offenders placed in a closed unit in a residential facility for rehabilitation and psychological intervention.

Kennedy Memorial Hospital for Children, Brighton, MA 1976

Occupational Therapy Student

Twelve-month pediatric clinical internship at the hospital and area school systems.

Day Hospital, Framingham, MA 1975

Occupational Therapy Student

Three-month clinical internship working with clients with a diagnosed mental illness in a community mental health facility.

Rehabilitation Center of Worcester, Worcester, MA 1975

Occupational Therapy Student

Three-month clinical internship working with children and adults in a rehabilitation center addressing the areas of physical disabilities and developmental delays.

Publications

"Comparing Working Role Values of Employed and Unemployed Clubhouse Members". *WORK: A Journal of Prevention, Assessment, and Rehabilitation*. 2009 – *In press*.

"Self-Determination Skills of Adolescents Enrolled in Special Education: An Analysis of Four Cases". *Occupational Therapy in Mental Health Journal*. 2009 - *In press*.

"An Examination of the Effect of Work-Related Role Identification and Performance Skills on the Delinquent Behaviors of Youth With Learning Disabilities". Doctoral Dissertation. UMI Company, June 2003.

"Ready, Set, Go: An Occupation-Based Self-Determination Program for Adolescents in Residential Treatment for Substance Abuse". *Journal of Alcohol and Drug Education*. November, 2009 - Accepted for review.

Projects in progress: Manuscripts for future submission:

"An Occupation-Based Self-Determination Theoretical Program with Young Adults with Substance Abuse Problems in a Community Drug Rehabilitation Program". (*In progress*)

"An Occupation-Based Self-Determination Program-BRIEF for Young Adults in a Community Library Setting" (*In progress*)

Projects and Activities

Mentoring Graduate OT Student Outcomes Research Projects for Professional Development and Research, Fall, 2004 to present.

Research is focusing on a new model and treatment program entitled Occupation-Based Self-Determination (OBSD). The research began with adolescents with substance abuse problems and students with behavioral problems. Work was completed at the Royal Palm Exceptional School and Southwest Florida Addiction Services, Inc. (SWFAS), Vince Smith Residential Center for Adolescents in Fort Myers. A 10-week self-determination project entitled: Ready, Set, Go: An Occupation-Based Self-

Determination Project, was carried out in 2006 and 2007. During the summer of 2008, research continued with the SWFAS program for adolescents living in the community receiving outpatient services. The focus of this research was resilience, internal and external locus of control, and quality of life. During the summer of 2009, an OBSD Program entitled OBSD-BRIEF was piloted using an open group model at the Fort Myers-Lee County Library in partnership with the Youth Services Librarians. This research will continue to provide material for dissemination to other professionals through professional presentations and articles for publication in professional journals.

Participate in College & University Committees, 2005 to Present – College of Health Professions Graduate/Undergraduate Curriculum Committee; College of Health Professions Student Affairs; Department of OT and Community Health Disciplinary Committee; *Summer 2008 to Present* – University Service Learning Committee

Florida Gulf Coast University, Faculty Senator – Served as a Permanent Alternate for the Academic Year 2005-2006; Elected Senator for the School of Health Professions – Academic Year 2006-2008

Crossing Curricula with Service Learning Projects Poster by Dr. Tina Gelpi and Dr. Sue Gregitis.

Presented at a Service Learning Conference by Dr. Gelpi in Tampa, FL, October, 2007.

AOTA Short Course Presentation Accepted for the AOTA Annual Conference in April, 2010. Short Course 112: Occupation-Based Self-Determination: A New Pathway To Resiliency and Quality of Life for Adolescents with Substance Abuse Problems.

AOTA Workshop with Dr. Tina Gelpi for the AOTA Annual Conference in April, 2008. Workshop 408: Ready, Set, Go! – An Occupation-Based Self-Determination Program for Adolescents with Substance Abuse History.

AOTA Short Course Presentation with Dr. Tina Gelpi for the AOTA Annual Conference in April, 2007. Short Course 301: An Occupation-Based Self-Determination Program for Adolescents with Behavioral Problems.

AOTA Poster Presentation with Dr. Tina Gelpi for the National Conference, April, 2007. Occupation-Based Self-Determination Program: Outcomes of Four Adolescents With Behavioral Problems.

Awarded a Professional Development FGCU Grant for AOTA Conference in April, 2007.

Assisted in a week long Sensory Integration Summer Camp/Outcomes Research Project with the Naples Equestrian Center and Therapeutic Integration Services, Inc., July, 2006.

Mentored an entry-level OTR/L to supervise FGCU OT and Community Health Students at experiential learning sites for the Academic Year 2005-2006.

AOTA Poster Presentation with Dr. Tina Gelpi & Dr. Linda Martin for the National Conference, April, 2006. Addressing Community Agency and Curriculum Objectives through Active Learning.

FGCU Research Day and Service Learning Poster Presentation on April 20, 2006 with Dr. Tina Gelpi, Dr. Linda Martin, and Professor Doug Morris. Poster entitled: Service Learning Partnerships: Addressing Community Agency and Academic Curricula Objectives. Received a Faculty Poster Presentation Award. South West Florida Addiction Services, Vince Smith Center - Supervised two Level II OT students and mentored a pilot study of a Steps to Self-Determination Program, Summer, 2005.

Participation in Migrant Summer Institute – Career Exploration. July, 2005.

Textbook review for Prentice Hall entitled, Developing Occupation-Centered Programs for the Community. June, 2005

AOTA Poster Presentation for the Annual Conference in May, 2005. Community-University Partners: Developing Occupation-Based Interventions for Adolescents with Substance Abuse Problems. Poster presentation on community projects with adolescents who have problems with substance abuse.

In-service Presentations to Fieldwork Sites and Student Sites. The Role of Occupational Therapy in Specific Settings; What is Occupational Therapy?

Professional Membership & Licenses

American Occupational Therapy Association, 1973 to Present

National Board for Certification in Occupational Therapy, 1973 to Present

Florida Occupational Therapy Association, 2004 to Present

Network of Occupational Therapy Educators, Professional Association for Development, 1998 to 2004

Licenses and Certifications

American Occupational Therapy Association Certification, 1976 to Present
Occupational Therapist Registered, National Board Certification, 1977 to Present
Occupational Therapist License, Florida, 2004 to Present
Occupational Therapy License, Connecticut, 1977 to 2003; 2005 to Present
Occupational Therapist License, Massachusetts, 1977 to Present
Educator's Certificate-School Psychologist - Provisional with Advanced Standing, Massachusetts Department of Education, 1996 to Present
Professional Educator's Certificate - School Psychologist/ (Prekindergarten - Grade 12), State of Florida Department of Education, 2004 to 2011

Training Seminars Attended

CPR, American Heart Association, 2003 to 2005; 2009 to 2011
NIH Office of Human Research Subjects Review Computer-Based Training Course for NIH RIB Members, 2005
Dialectic Behavior Therapy, The Behavioral Technology Transfer Group - Marsha Linehan, Ph.D., 1999
Use of Allen's Cognitive Levels In Rehab, Psych, Geriatrics, and Physical Disabilities, Allen Conferences Inc., Claudia Allen, MA, OTR, FAOTA, 1998
Certification in the Southern California Sensory Integration Tests, Center for the Study of Sensory Integration Dysfunction, 1984

Professional Development Seminars Attended

APA Workshop. FGCU Library. November, 2009
Livin' La Vida Loca Institute. Strengthening Academic and Civic Engagement Through Campus-Community Partnerships. Florida Campus Compacts. Featuring Patti Clayton, Ph.D. October, 2009
ANGEL Grade book Workshop. November, 2008
FGCU IT Department: Turn-it-in Training. October, 2008
Short Courses, AOTA National Conference, 2008. Boredom in Recovery for Adults with Substance Use Disorder and HIV/AIDS Attending an Urban Day Treatment Program; Occupational Justice: Three-Tiered Empowerment Model for Disability Policy in Post-War Afghanistan
Workshop. AOTA National Conference, 2008. New Frontiers in Qualitative Research
Paper, AOTA National Conference, 2008. Relationship Between Clinical Reasoning Skills and Certification Exam Performance in OT Candidates
Poster Presentations, National Conference, 2008
Eleanor Clarke Slagle Lecture. AOTA National Conference, 2008. Embracing Ambiguity: Facing the Challenges of Measurement
NASPA & ASJA Webinar: Responding to Troubled and At-Risk Students, October 2007
Scholarship/Promotion Think Tank. Faculty Council Retreat. FGCU College of Health Professions. October, 2007
Microsoft Office 2007 Training. May, 2007
Short Course AOTA National Conference, 2007. Assessing Wellness: Useful Tools for a Population at Risk
Workshop. AOTA National Conference, 2007. Mental Health Annual Program: Supported Education-Programs and Outcomes for Individuals Diagnosed With Mental Illness
Poster Presentations. AOTA National Conference, 2007
Education Courses, Professional Development Resources. January, 2007. *Preventing Medical Errors and HIV/AIDS*
Departmental and Disciplinary Models of Engagement, Sherril Gelmon, December, 2006
Florida Gulf Coast University (FGCU) Leadership Academy Fall, 2005 – Present
Pre-Conference Institute, AOTA National Conference, 2006. Applying Case Study Research to Evidence-Based Practice in Mental Health. Short Course. AOTA National Conference, 2006.

Workshop. AOTA National Conference, 2006. The New Freedom Initiative: Transforming Mental Health Care – Will Occupational Therapy Be At The Table?

Short Course. AOTA National Conference, 2006. Outcomes of a Supported Education Program for Individuals With Chronic Mental Illness

Paper, AOTA National Conference, 2006. Sensory Dysfunction and Adaptive Behavior in Autism, How to Jump Start Learning for Children with Sensory Dysfunction, Jean Shinnors, MSN, RN,CCRN, November, 2005

Team Building, The John Scott Dailey Florida Institute of Government, Joanne Hartke, 2005

FGCU Research Seminar, Dr. Judith Spross, March, 2005

Florida OT Association Fall Conference, 2005. Attended: The Laws and Rules of OT Practice in Florida; Establishing Inter-Reliability for the Livability and Build Ease Assessments; Hats Off to You Kid: Increasing Participation Through Cranial Remolding; Shaping a Centennial Vision for OT; Plenary Session: Debbie Wasserman-Schulz.D-FL; Poster Presentations

Pre-Conference Institute, AOTA National Conference, 2005. Anatomy of a Scholar: Identity, Teaching, and Research

Workshop. AOTA National Conference, 2005. Applying the Multicontext Cognitive Framework to School-age Children

Short Course. AOTA National Conference, 2005. Teaching Effectively In Less Time

Handheld Computers as Assistive Technology for Individuals With Cognitive Disability

Florida OT Association Fall Conference, 2004; CST & OT: Using Cranio-sacral therapy to facilitate achievement of OT goals; Documentation Requirements and Its Impact on Reimbursement

Create Fall Course in Angel: Part 1 & 2, Nancy Edwards, 2005

Rape Aggression Defense, FGCU University Police, 2005

Short Courses, AOTA National Conference, 2004. The OT Practice Framework: Experiences From the Field

Baccalaureate Programs in Occupational Science: The Evolution of a New Degree

Plenary Session, AOTA Annual Conference, 2004. Lauren Manning: A Story of Perseverance and Success

Paper, AOTA Annual Conference, 2004. Outcome of the 2003 NBCOT Entry-Level Practice Analysis

Workshop, AOTA Annual Conference, 2004. Psychosocial Rehabilitation and Occupational Therapy

FGCU ANGEL Introduction Course Series, Nancy Edwards, 2004

Assessing and Treating Young Children With Regulatory and Sensory Integration Problems, Georgia De Gangi, Ph.D., OTR, FAOTA, 2003

Understanding Asperger's Syndrome, Tony Atwood, Ph.D., 2002

Strengthening the Emotional and Intellectual Growth of Infants and Young Children Including Children With Developmental and Emotional Challenges, Stanley Greenspan, M.D., 2003

Functional Assessment of Children in Elementary Schools (K - 6), Wendy Coster, Ph.D., OTR/L, FAOTA, 2002

Diagnosing and Developing An Educational Plan For Students With Nonverbal Learning Disabilities, Sue Thompson, M.A., C.E.T., 2001

Institute, AOTA National Conference, 2001. Identifying and Managing Visual Deficits in School-Age Children

Workshop, AOTA National Conference, 2001. School-Based Practice: Assessment, Goal Development, and Implementation

The Art of Successful Aging, Florence Clark, Ph.D., 2001

Faculty Colloquium, 2001

What You Need To Know About the Medications Prescribed for Common Psychiatric Disorders in Children and Adolescents From ADHD to Mood Disorders, Dr. Jefferson Prince & Dr. Jeff Bostic

Maralynne Mitcham, Ph.D., OTR/L, 2000. Instructional Processes for Health Professions Faculty

Penny Moyers, Ed.D., OTR, FAOTA, 2000. Promoting Practice and the Profession: Integrating the Guide to OT Practice

Third Annual Conference, Network of OT Educators, Professional Association for Development, 2000

Autism Spectrum Disorders: Enhancing Communication and Socioemotional Competence, Barry Prizant, 2000
 Understanding and Managing Visual Deficits: Theory, Screening, Procedures, and Intervention Techniques, Mitchell Scheiman, O.D., FCOVD, 2000
 Explosive/Noncompliance Children & Adolescence: A New Conceptual and Practical Approach, Ross Green, Ph.D., 1999
 Beyond Prozac: Depression, Stress, Diet, and Drugs, Institute For Natural Resources, 1999
 Mistake-Free Grammar and Proofreading, Fred Pryor Seminars, 1999
 First Annual Conference, New England Occupational Therapy Teachers, 1998
 Institute, AOTA National Conference, 1998. Using Computers In Cognitive Rehabilitation With Psychiatric Patients
 Short Courses, AOTA National Conference, 1998. Designing Competency-Based Curricula IN OT
 Making the Move: Mental Health Home Care
 Cutting Edge Responses To Systems Change
 Skills For Surviving and Thriving In Long Term Care Practice
 Alternative Physical Restraint Concepts, TEAM Rehabilitation, Inc., 1995
 Dancing With Wolves: How To Communicate Effectively With Challenging People, 1994
 Update on Attention Deficit Disorder, 1993
 AIDS Education & Prevention, 1993
 Neuroscience Foundations of Human Performance, 1992. Thirty-Six Hour Course
 Static Splinting Techniques, 1991
 Assessing Functional Therapeutic Services for Children & Families, 1991
 Motivation for Success, 1991
 Assessing Functional Therapeutic Services for Children and Families, Cindy Oullette, M.Ed., RPT, 1991
 Intervention Principles, 1990
 Neonatal Children At Risk, 1990
 Neurology Series, 1989
 Fitness For the Physically Challenged, University of Connecticut Health Center, 1989
 Public Law 99-457 - Cognitive Development and Therapy in the Classroom, 1989
 Mary Fiorentino's Commemorative Symposium, 1987 – Feeding the Medically Compromised Child, Current Perspectives on Assessment Procedures, and Cognitive Development and Therapy In the Classroom
 An Oral Motor Approach to Treatment of Pre-Speech, Feeding. and Articulatory Dysfunction, Continuing Education Opportunities, 1986
 Dialogues in Contemporary Rehabilitation - Mary Fiorentino, OTR, FAOTA, 1986 – Movement as a Basis for the Treatment of Children Handling the Infant/Child with Neuromuscular Disorders, Positioning and Adapted Equipment for the Client With CNS Dysfunction, and Positioning and Seating Equipment for the Adolescent and Adult Client With Severe and Multiple Disabilities
 Sensory Integration: Its Relationship to Human Development, Advanced Rehabilitation Institute Virginia Scardina, M.Ed., OTR, FAOTA, 1985
 Assessment_of Infants & Toddlers, Dr. Beery Brazelton, 1984
 Introduction to Neurodevelopmental Therapy Techniques, five-day course, 1982
 Introduction to Statistics, Asnuntuck Community College, 1982
 Miller Assessment for Preschoolers - Introductory Seminar, Foundation for Knowledge in Development
 Spinal Screening for Children, Shriner's Hospital for Children, 1980
 Interdisciplinary Pediatric Lecture Series, Massachusetts Association for Occupational Therapy, 1979. Eighteen Hours
 Sensory Integration, Lorna Jean King Conference, 1977
 Connecticut Conference on Arthritis, 1977
 Massachusetts Association Mini-Conferences, 1976

Professional References

Available upon request

CURRICULUM VITA

Linda M. Martin

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Fort Myers, Florida 33913
Telephone: Work:(239) 590-7556
Home:(239) 368-1363
e-mail: lmartin@fgcu.edu

Education: Syracuse University, Syracuse, NY
Ph. D., Higher Education, 1998
Dissertation Title: Developmental Change in College
Students: A Study Based on Chickering's Model
of Student Development

Syracuse University, Syracuse, NY
M.S., Instructional Technology, 1978

University of Florida
Gainesville, FL
B.S., Occupational Therapy, 1971 (cum laude)

Chipola Junior College
Mariana, Florida
A.A., Liberal Arts, 1968

Licensure Information/Registration Number:

Member, American Occupational Therapy Association (AOTA),
January 1972- present, #215178

Certified by National Board for Certification of Occupational
Therapists (NBCOT), AA215178

New York State License #885 (1976-1996)

Kentucky license #K1509 (1996 - 2002)

Florida license # OT10251 (2001-present)

Employment History:

- Florida Gulf Coast University, Fort Myers, Florida
- Chair, Department of Occupational Therapy and Community Health, 8/2007--present
 - Occupational Therapy Program Director, 10/2005—present
 - Professor, Department of Occupational Therapy and Community Health, 8/2001-present.

Occupational Therapist specializing in Hand Rehabilitation, Integrated Health Plus,
Lexington, Kentucky (The Kentucky Hand Center). PRN, March-July, 2001.

Eastern Kentucky University, Richmond, Kentucky, 1996-2001.

- Professor of Occupational Therapy
- Chair, Occupational Therapy Program, July 1996- June 1998

Utica College of Syracuse University, Utica, NY, 1976-1996

- Associate Dean for Health Sciences Division, 7/1991-7/1996.
Duties included administrative oversight of all program business in the Health Sciences Division, (Nursing, Occupational Therapy, Physical Therapy, Therapeutic Recreation); was also chiefly responsible for the development of new programs in Physical Therapy and a Weekend Program in Occupational Therapy; chief author of supporting documents for initial program approval and accreditation application.
- Professor of Occupational Therapy, 1988-1996
- Associate Professor of Occupational Therapy, 1982-1988
- Assistant Professor of Occupational Therapy, 1979-1982
- Instructor of Occupational Therapy, 1976-1979

Private consultant specializing in hand therapy (as needed)
Rehabilitation Associates, Business Park Court, Utica, NY
1979-1996

Consultant OTR
Home Health Service
Oneida County Health Department
Utica, NY
July 1981-December 1986

Consultant OTR (temporary) Summer, 1980
Rome Nursing Home
Rome, NY

Consultant occupational therapist for staff and program development (temporary position while hospital was recruiting for chief therapist) St. Elizabeth Hospital, Utica, NY, 10/78-2/79

Occupational Therapy Consultant at Faxton-Sunset-St. Luke's Nursing Home (part time), Trinity Consulting Service
Utica, NY, November 1977-Summer 1979

University of Arizona Medical Center, Tucson, Arizona
August 1973-August 1976
Chief Occupational Therapist, June 1974-August 1976
Staff Occupational Therapist, general medicine and surgery/rehabilitation patients), August 1973-June 1974

Staff Occupational Therapist
Rockland Children's Psychiatric Hospital
Orangeburg, NY
January 1972-August 1973

Student Affiliation in Child Psychiatry
Human Development Center
Children's Mental Health Unit
University of Florida, Gainesville, Florida
October-December 1971

Student Affiliate in Rehabilitation
New York State Rehabilitation Hospital (now Helen Hayes Hospital),
West Haverstraw, NY, July-September 1971

Student Therapy Assistant
Florida State Hospital
Chattahoochee, FL
May-August 1967; May-December, 1968

Publications:
(Articles)

Boisvert, R., Martin, L., Grosek, M., & Clarie, A. J. (2008). Effectiveness of a peer support community in addiction recovery: Participation as intervention. *Occupational Therapy International*, 15(4), 205-220.

Martin, L., Bliven, M., & Boisvert, R. (2008). Occupational performance, self-esteem, and quality of life in substance addictions recovery. *Occupational Therapy Journal of Research*, 28(4), 81-87.

Martin, L., Miranda, B., & Bean, M. (2007). An exploration of spousal separation and adaptation to long term disability: Six elderly couples engaged in a horticultural programme. *Occupational Therapy International*, 15(1), 45-55.

Kruse, B., Ruder, S., & Martin, L. (2007). Spirituality and coping at the end of life. *Journal of Hospice and Palliative Nursing*, 9(6) (296-304).

Martin, L. and Klecker, B. (2003). Faculty predictions of fieldwork performance. *Education Special Interest Section Quarterly*, 13(3). American Occupational Therapy Association, on line publication.

Martin, L. (2000). Teaching research to undergraduates. *Education Special Interest Section Quarterly*, 10(4). American Occupational Therapy Association.

Martin, L. (2000). The relationship of college experiences to psychosocial outcomes in students. *Journal of College Student Development*, 41, 292-301.

Martin, L. (1987). Wheelchair accessibility of public buildings in Utica, New York. *American Journal of Occupational Therapy*, 41, 217-221.

Martin, L. (1990, Summer). "Report on Directions for the Future Symposium." *NYSOTA Newsletter*.

Book Chapters

Martin, L. (2007). Assessments of social and interaction skills, in Asher, I. E. (Ed), *Occupational Therapy Assessment Tools, An Annotated Index*, 3rd edition. Bethesda, MD: American Occupational Therapy Association Press.

Martin, L. (2007). Assessments of social participation and quality of life, in Asher, I. E. (Ed), *Occupational Therapy Assessment Tools, An Annotated Index*, 3rd edition. Bethesda, MD: American Occupational Therapy Association Press.

Martin, L. (2007). Research. In *ASHT Exam Prep CD ROM*. Chicago: American Society of Hand Therapists.

(Dissertation)

Martin, L. (1998). Developmental change in college students: A study based on Chickering's model of student development. Dissertation Abstracts International, 59 (07A), 2388. (University Microfilms No. AAG9842409).

Martin, L. (1998). Developmental change in college students: A study based on Chickering's model of student development. Unpublished dissertation, Syracuse University.

(Reviews)

Clinical Mechanics of the Hand by Paul W. Brand. American Journal of Occupational Therapy, 42, 199.

FDR's Splendid Deception by Hugh Gregory Gallaghen. American Journal of Occupational Therapy, 41, 59.

The Hand: Fundamentals of Therapy by Judith Boscheinen-Morrin, Victoria Davey and W. Bruce Conolly. American Journal of Occupational Therapy, 41, 478.

Joint Structure and Function: A Comprehensive Analysis, by Cynthia Norokin. American Journal of Occupational Therapy, 37, (1983) 420-421.

Evaluation of Sensibility and Re-Education of Sensation in the Hand by A. Lee Dellon. American Journal of Occupational Therapy, 36, (1982), 55.

Manuscript currently under review for publication:

Martin, L, Smith, M., Rogers, J., Wallen, T., & Boisvert, R. Mothers in Recovery: An Occupational Perspective (submitted to the American Journal of Occupational Therapy).

Scientific and Professional Presentations:

"Another piece of the puzzle: Development of a peer supported community." Paper co-presented with Rosemary Boisvery (a community clinician) at the 2nd Joint Statewide Conference of the Florida Supportive Housing Coalition, Florida Coalition for the Homeless & Florida Department of Children and Families, Orlando FL, October 7, 2008.

“A Predictive Model for Evidence-based Practice in Occupational Therapy,” A research report co-presented with Drs. Weissman-Berman and Miller at the annual conference of the American Occupational Therapy Association in Long Beach, CA, April, 2008.

“Outcomes of an Occupational Therapy Assisted Development of a Peer-Support Community for Addiction Recovery,” a short course co-presented with a clinical colleague, R. Boisvert, at the annual conference of the American Occupational Therapy Association in Long Beach, CA, April, 2008.

“The Road to Research: Keys to Successful IRB Review” co-presented with colleagues Joan Rogers and Margo Holm (University of Pittsburgh), half day workshop, presented on April 21st, 2007, at the annual conference of the American Occupational Therapy Association, in St. Louis Missouri.

“Pathways to Recovery: Occupational Therapy Performance Patterns of Persons Recovering from Substance Addictions. Poster presentation at the World Federation of Occupational Therapy, World Congress, Sydney, Australia, July 25, 2006.

“Occupational Therapy Outcomes for Persons with Substance Addictions,” Poster presentation at the American Occupational Therapy Association Annual Conference in Long Beach, CA, June, 2005.

“Occupational Therapy: Can It Be The Missing Link in Substance Abuse Treatment?” Paper (2 hr), Co-presented with Rosemary Boisvert at the Florida Occupational Therapy Association Annual Conference, Fort Myers, FL, December 4, 2004.

“Successful Community Collaboration: Planting the Seeds of Occupation,” co-presented with FGCU faculty colleagues at the American Occupational Therapy Association Annual Conference in Minneapolis, MN, May, 2004.

“Outcomes Assessment for the Busy Clinician,” half-day workshop presented at the Florida Occupational Therapy Association Annual Conference in Ft. Lauderdale FL, October, 2003.

“Measuring Outcomes of Interventions: A Program for Adults with Substance Addictions who are Homeless,” a poster presentation with colleagues T. Gelpi and R. Boisvert. American Occupational Therapy Conference, Washington D. C., June 2003.

“Measuring Outcomes of Interventions: A Program for Adults who are Homeless with Substance Addictions and other Mental Health Issues,” a workshop presented with colleagues T. Gelpi and R. Boisvert at the Florida Occupational Therapy Association annual conference, Jacksonville FL, November, 2002.

“Dynamic Splinting,” a one-day continuing education workshop given to community therapists, June 22, 2002, FGCU.

“Surface Anatomy of the Forearm and Hand,” a half-day continuing education workshop given to community therapists, February 9, 2002, FGCU.

"Faculty Predictions of Fieldwork Performance--Descriptors of Fieldwork Students", Great Southern Occupational Therapy Conference, Charleston, WV, October 2000.

"Faculty Predictions of Fieldwork Performance," presented at the annual conference of the American Occupational Therapy Association, Seattle WA, April 2000.

"Research Roundtable: Research Progress and Prospects," convened at the Growth and Research Organization for Women Conference, Richmond KY, February 2000, (invited).

Research Roundtable, Co-presenter with Beverly Klecker, "Hot Topics Discussion: Can Faculty Predict Successful Field Performance from Student's Classroom and Laboratory Work?" at the Midwest Educational Research Association, Annual Conference, Chicago IL, October, 1999.

"Occupational Performance in the Recovery of Hand Function," a paper \ co-presented with Greg Pitts at the Kentucky Occupational Therapy Association annual conference, October, 1999, Richmond, Kentucky.

"Tendon Injuries and Interventions," a half-day workshop presented at the Kentucky Occupational Therapy Association's annual conference, Louisville, Kentucky, September 19, 1998

"Developmental Change in College Students," presented at the annual Dean's Research Day, Eastern Michigan University, Ypsilanti Michigan, March 14, 1998.

"Developmental Change in College Students," presented at the annual Grow Conference, hosted by Eastern Kentucky University, February 27, 1998.

"Preventing and Treating Physical Stresses of the Craftsperson," Presented to the Kentucky Art and Craft Foundation with co-presenter, Dr. Morton Kasdan. 3/22/97

"Directions for the Future," panel discussion, October, 1990, New York State Occupational Therapy Association Conference, New York City.

"Wheelchair Accessibility: The Law and the Trends" Paper presented to the New York State Occupational Therapy Association conference, New York City, October 25, 1986.

"Wheelchair Accessibility in Utica: Results of 1985 study," given at the meeting of the Handicapped Persons of Mohawk Valley, October 1986.

"Wheelchair Accessibility in Greater Utica: Compliance with the Law?" Nexus presentation, Utica College, November 1, 1985.

News interview, WUTR, regarding wheelchair accessibility topic of Nexus presentation, November 1, 1985.

"Wheelchair Accessibility: Upcoming study of public buildings in Utica," given as guest speaker to a meeting of the Handicapped Persons of Mohawk Valley, April, 1985. Questions and answer session regarding the law on accessibility.

"Private Practice Forum," Guest speaker, Occupational Therapy Society (student organization) April, 1985.

"Item Development Workshop," given on behalf of the AOTA Certification Committee in conjunction with two other committee members at the national AOTA conference in Philadelphia, May, 1982.

"Harmful Effects of Immobilization," presented to Home Health Agency of Oneida County Health Department, Utica, New York , May, 1981.

"Item Development Workshop," given on behalf of the AOTA Certification Committee in conjunction with other committee members at the national AOTA conferences in San Antonio (1981), Denver (1980), and Detroit (1979).

"The Certification Exam," given before the Commission on Education of the AOTA at the national conference, Detroit, October, 1979.

"Occupational Therapy for Patients with Chronic Renal Disease," Paper presented at national AOTA conference, Milwaukee, Wisconsin, 1975.

"New Training System for OTRs and COTAs," Short paper presented at the national AOTA conference with two other co-presenters, Los Angeles, 1972.

Miscellaneous inservices throughout the years on various OT general topics, and on Hand Rehab. In year 2001-2002, a ½ day workshop on Surface Anatomy, a one day workshop on basic splinting; and a one day workshop on dynamic splinting—provided to practicing occupational therapists for CEU credit through FGCU.

Grant Activity:

FGCU Internal Grant Award (\$5,000) for the project, "Differential effects of three treatment regimens using buprenorphine for opiate detoxification," summer 2008, in collaboration with Dr. Linda McCash and Southwest Florida Addiction Services Detoxification Unit.

PI on proposal for research assistantship for the Department of Occupational Therapy and Community Health, awarded 2006, 2007, 2008.

Author of HRSA grant, "Health Careers Education and Service," submitted January 2005. Approved but not funded.

Co-author of the SAMSHA Grant Project, "Growing Homes..." submitted by Southwest Florida Addiction Services, June 2004, not funded.

Invited reviewer of HRSA Allied Health Project Grants, April 2003, 2004.

Author, HRSA Allied Health Project Grant, "Community-University Partners in Service to the Elderly." Project approved, funded 9/1/02 (\$410,000 (plus indirects) over 3 years).

Project Director for 1 Federal and 1 State grant, Eastern Kentucky University, 1996-97; 1 State grant 1997-1998.

NYC School Board Grant for the training of occupational and physical therapists; funded for 1995-1998 academic years; full tuition scholarships; amount variable depending on budget and number of applicants.

Participated in writing Title III Grant proposals 1991 and 1992 for support of Health Science Programs, Utica College of Syracuse University - not funded.

Utica College Summer Grant to study wheelchair accessibility in Utica, 1985

Utica Mutual Insurance Company, small grant for project, "Dynamic Glove," \$1,000, 1982.

Membership in Scientific/Professional Organizations:

Member, American Occupational Therapy Association (AOTA), 1972-present
Member of the Professional Program Directors Education Council, 1996-1998; 2007-present.

Appointed to the AOTA Roster of Accreditation Evaluators, February, 1996 (term beginning July, 1996). Served as paper reviewer as well as site evaluator for this body until June 1999.

Participated (invited) "Directions for the Future," workshop, January 1990

Served on the Certification Committee of AOTA 1978-1982; this work involved extensive commitment of time and effort. Six two-day meetings a year in Washington, DC, and one per year at national conference (various cities). Over the years, I wrote many items for the national certification examination which are or have been in use on the exam.

Member, World Federation of Occupational Therapists (WFOT), 1979-present

Member, Florida Occupational Therapy Association (FLOTA), 2001-present

Member, Kentucky Occupational Therapy Association, (KOTA),
1996 - 2001
Member, Finance Committee Spring 2000-2001
Chair, Education Committee, Spring 2000-2001

Member, American Association for Higher Education, (AAHE), 1991-1996

Member, New York State Occupational Therapy Association (NYSOTA), 1972-73; 1976-1996
NYSOTA Scholarship Committee chairman, 1978-1983
Central District New York State Occupational Therapy Association, 1976-
1996, Vice Chairman in charge of program, 1977, Chairman, 1978

Community Activities:

Judge for Edison Festival of Lights Regional Science Fair, Fort Myers FL, 2002,
2003, 2004, 2006.

Proctor for regional Math Team Competition, FMHS, Spring 2003.

Costume Committee for FMHS production of Oklahoma!, Spring 2003; Anything
Goes, 2004.

Official for the KAAC Academic Team competitions, 1998-2001; district, regional,
and state levels, Kentucky.

Board Member for the TRAC Project, Easter Seals Society, Utica NY 1986-1988

Board Member, Sauquoit Valley Day Care Center, 1980-1985

Executive Board Member, Tucson Chapter Muscular Dystrophy Association of
America (MDAA), Tucson, AZ, 1976

Other:

Mentored two graduate student groups to conduct research, submit a proposal, and present research
posters at the Florida Occupational Therapy Association Annual Conference in Orlando FL Feb 6-7,
2009. The Posters were "Functional Outcomes of Upper Extremity Rehabilitation" by students Julie
O'Leary and Jennifer Occipinti; and "Mothers in Recovery" by students Jenna Rogers, Tyler Wallen,
and Melissa Smith—this poster won first place in the poster competition.

Reviewer for the **Journal of Allied Health**, Summer 2005-present.

Book reviewer for the **American Journal of Occupational Therapy**, 1982-1987.

Have reviewed various book chapters for publishers and official documents for the AOTA as well.

Honors and Awards:

Fellow of the American Occupational Therapy Association, awarded May, 2004, at the AOTA annual
conference in Minneapolis, Minnesota, for "Leadership and Mentoring in Professional and Continuing
Education."

Eta Rho Pi - Honorary fraternity for health professions

Service Award, AOTA, 1999.

Current Research Activity:

One project is currently under way in collaboration with Southwest Florida Addiction Services, Fort Myers, Florida; two other projects are in the planning stages, one with SWFAS and the other with Dr. Sandra Collins at Orthopedic Centers of Florida.

Continuing Education:

Various presentations and discussions on topics pertinent to occupational therapy education and practice including Professional Behaviors, Clinical Assessments, Ethics in Practice, Guide to Occupational Therapy Practice, Occupation-Centered Practice, Post-Baccalaureate Entry Level into the Profession, Doctoral Programs in Occupational Therapy, through AOTA National Conferences, State Conferences, and University sponsored programs annually (too numerous to catalog—reported regularly to licensing board).

Various small workshops and sessions related to administrative duties presented on the FGCU campus, 2007-present.

Major Workshops:

Two three-day workshops for Chairs of Departments sponsored by the Institute for Academic leadership, Florida State University, held in Howey-in-the-Hills, FL, October 2007 and June 2008.

1 day Institute: “Current Trends in Upper Extremity Rehabilitation,” at the AOTA National Conference in Minneapolis, MN, May, 2004.

1 day Institute: “Teaching Evidence-Based Practice in the Entry Curriculum” by Wendy Coster, at the AOTA National Conference in Washington, D.C., June, 2003.

1 day Institute: “Partnering with Industry: From Job Descriptions to Post Offer Testing,” by Paul Fontana and Scott Guidry, Fontana Center for Work Rehabilitation, Inc., Lafayette, Louisiana. Session held in Miami, Florida, May 1, 2002

Conference, “Commitment to Ethical Research: Advancing the Mission of Human Research Protection Programs, sponsored by Public Responsibility in Medicine and Research (PRIM&R), Boston University School of Medicine. November, 15-18, 2006.

Conference sponsored by BHP on HRSA programs for all grantees, held in Washington, D.C. in 2005.

Hand Symposium, Presented by the Hand Center at Florida Hospital, October, 2001 and 2002.

Sitting Solutions, a workshop held at Cardinal Hill Rehabilitation Hospital in summer of 2000.

Workshop on Human Subjects Protection given by Ada Sue Selwitz, nationally recognized expert on federal regulations regarding research on human subjects. Stratton Bldg, ECU, April 1999.

Confluent Education: The Reclamation of Selves, by Suzanne Peloquin,
Eastern Michigan University, Ypsilanti, Michigan, March 13, 1998

Various presentations and meetings on topics including Ethics,
Biomechanical Research on Common Hand Tasks, and Grantwriting,
March 14, 1998 Dean's Research Day, Eastern Michigan University,
Ypsilanti, Michigan

Study of Occupational Therapy Practice and New Certification Exam
presented by the NBCOT, Winnie Dunn and Elizabeth Cada,
presentors. Kansas City, January 23-24, 1998.

Blueprint,

Managed Care: Trends and Implications for Clinical Education, Eastern
Kentucky University Continuing Education Department, October 10,
1997.

Successful Communication Skills for Women, a Fred Pryor Seminar,
3/12/97.

Accreditation Evaluator Workshop given by AOTA, July 18, 1996 --July
21, 1996

Fundamentals of Physical Agent Modalities, April 1996, sponsored by the
Rochester District, New York State Occupational Therapy
Association, in Rochester, NY.

Various meetings, workshops given by the American Association for
Higher Education, Washington, D.C., 1991-1995, related to Higher
Education issues.

Workshop given by the American Society of Hand Therapists on CHT
preparation for Occupational Therapists (Physical Agent Modalities).
Spring 1988, Hartford, Conn.

Workshop in Joint Mobilization, given by Anita Simons, MS, OTR, ASHT,
Professor of Occupational Therapy New York University. New York
City, October, 1986.

Hand Symposium, sponsored by the Hand Rehabilitation Foundation and
the Section on Hand Surgery, Dept. of Orthopedic Surgery,
Jefferson Medical College, Thomas Jefferson University,
Philadelphia. A four-day symposium featuring speakers renowned
worldwide in fields of hand surgery, physical and occupational
therapy; March, 1982.

Rehabilitation of Traumatic Hand Injuries, given by Irene Hollis, nationally
recognized expert on hand therapy, September 21-22, 1978.

Advanced Treatment Workshop on Sensory Integrative Dysfunction, given
by Mary Silberzahn, April. 1978, Utica, NY.

Workshop on Writing Behavioral Objectives, sponsored by Utica College

and Barbara Stanford, Ph.D., September, 1976.

Approach to Treatment of the Adult with Central Nervous System Dysfunction, Workshop by Renee Okoye, 2 days. Sponsored by Central District, NYSOTA, March, 1977.

Grant Writing workshop presented by Syracuse University, October/November, 1976 (not used as part of MS degree requirements).

Management Training Workshop Series, University of Arizona, November, 1974 through February, 1975 (one day per week)

Hand Conference - Weekly for the duration of employment in Arizona (1973-1976). John Madden, hand surgeon, coordinated and taught the hand conferences, as well as invited lecturers from around the world who are prominent in the field.

Refresher course in Rehabilitation techniques with the spinal cord injured. Rancho Los Amigos Hospital, Los Angeles, California, October, 1974.

Services to the University/College/School on Committees/Councils/Commissions:

Florida Gulf Coast University, Fort Myers, FL
Labor Management Committee, member, Fall 2008--present
Institutional Review Board, Alternate Member, 2002-2004; Member, 2004-present
Faculty Senator 2002-2006; Senate Alternate, 2001-2002
University Faculty Affairs Team, 2003—2005
University Graduate Affairs Team, 2005-2006 (curriculum subcommittee);
University Graduate Curriculum Team, 2005-2007; Chair, 2006-2007
Peer Review Committee Member, College of Health Professions, 2001-2007

Eastern Kentucky University, Richmond, KY
Department Committees:
Search Committee, 1999-2000; Chair, Fall 2000
Human Subjects Committee, 1998-2000; Chair 1999-2000
Graduate Admissions Committee, 1998-2001; Chair, 2001
Faculty Development Committee, 1998-2000
Curriculum Committee, 1996-1998
Promotion and Tenure Committee, 1996-1998
Academic Practices Committee, Chair, 1996-1998
Non-Tenure Evaluation Committee, Chair, 1996-1998; member 2000-2001
Admissions Committee, 1996-1998; 2000-2001
Graduate Advisory Committee, 1996-1998
Search Committee, 1999-2000; Chair 2000 (fall)

College Committees:

Curriculum Committee, 1997- 2000
Administrative Council, 1996-1998

University Committees:

Grievance Committee Alternate Representative of CHS, 1998-2001
Library Committee, 2000-2001

Utica College of Syracuse University, Utica, NY

Space Allocation & Needs Committee (for renovation project), Chair
1992-1993

Physical Therapy Advisory Board, 1991-1996

Academic Standards Committee, Term beginning 1987

CQAL (Committee for the Quality of Academic Life), 1985-1988.

Chair, Subcommittee on Curriculum, 1986-1988;

Chair, Subcommittee on Mission, 1986-1987

Faculty Affairs Committee, 1985-1987

Curriculum Committee, 1981-1985; Chair, 1983-1985

Nominations Committee, 1978-1982; Chair, 1982-1982

AAUP Board, 1979-1980

Lunch Hour Series, 1979-1980

Woodrow Wilson Committee, 1979-1980

Executive Committee, 1978-1980

Anne Diemel Scholarship Committee, Chair, 1978

Numerous search committees over the years

Rev. 10/

Douglas N. Morris, Ph.D., OTR/L

8868 Staghorn Way
Fort Myers, Florida 33908
Voice: (239) 243-5208 Fax: (239) 590-7474
E-mail: dmorris@fgcu.edu

OBJECTIVE

Occupational therapy faculty position in progressive multi-disciplinary academic setting while continuing to develop strong clinical and leadership skills

EMPLOYMENT

Assistant Professor (graduate faculty appointment)

May 1999 - Present

FLORIDA GULF COAST UNIVERSITY

FORT MYERS, FLORIDA

Perform instructional and scholarly activities in support of undergraduate community health degree and graduate occupational therapy program. Instruct courses as assigned in the College of Health Professions core curriculum for all undergraduate degree programs. Assist with ongoing processes necessary for occupational therapy program evaluation, development and subsequent re-accreditation by ACOTE. Perform service projects to benefit the local community while furthering the mission of Florida Gulf Coast University. Represent the occupational therapy department on College of Health Professions or University committees as appointed. Complete other projects as assigned by the department chair.

Occupational Therapist

November 1997–May 1999

LEE MEMORIAL HEALTH SYSTEM

FORT MYERS, FLORIDA

Functioned as senior occupational therapist in large sub-acute (90%) and long-term (10%) inpatient facility. Responsible for evaluation, care-planning, and treatment of primarily geriatric population including acute neurological, orthopedic, cardiac, and pulmonary clients. Also conducted home/community safety evaluations to insure effective and meaningful community reintegration of clients. Responsible for extensive family and caregiver training to maximize independence and overall wellness of clients and staff.

Occupational Therapist/ Case Manager

February 1997 - November 1997

ALLEGHENY GENERAL HOSPITAL

PITTSBURGH, PENNSYLVANIA

Served as only full-time occupational therapist for large Home Care department. Screened consults and assigned patients to part-time staff. Treated and managed home care caseload of approximately fifteen patients on an ongoing basis. Communicated daily with local area physicians and managed care case managers to provide updates on patient progress and education regarding appropriate occupational therapy referrals.

Adjunct Faculty Member

January 1996 -November 1997

DUQUESNE UNIVERSITY

PITTSBURGH, PENNSYLVANIA

Appointed as member of occupational therapy department adjunct faculty. Instructed undergraduate and graduate students in computer and Internet applications for occupational therapy. Authored curriculum for self-paced learning booklet for non-traditional students to complete course requirements via distance learning. Sat on university curriculum advisory committee.

EMPLOYMENT, continued

Staff Occupational Therapist September 1996 - January 1997

SUNDANCE REHABILITATION CORPORATION, PITTSBURGH, PENNSYLVANIA

Responsible for screening, evaluation, treatment planning, and treatment in a 120-bed nursing and sub-acute rehabilitation facility. Patient caseload was evenly divided between sub-acute and long-term residents. Responsible for implementation of restorative treatment programs and nursing education regarding rehabilitation protocols. Supervised one full-time certified occupational therapy assistant.

Spina Bifida Center Occupational Therapist January, 1995 - September 1996

ALLEGHENY GENERAL HOSPITAL, PITTSBURGH, PENNSYLVANIA

Served as member of treatment team in large regional trauma unit. Also performed as therapist on neuro rehabilitation floor, where diagnoses included acute CVA, head injury, and brain tumors. Responsible for the occupational therapy needs of five hundred patients of all ages at one of the largest spina bifida clinics in the nation. Conducted ongoing evaluations of ADL status, upper extremity function, cognitive and visual perceptual skills. Strong emphasis on assistive technology application, seating, positioning, and mobility evaluations. Assisted the Office of Vocational Rehabilitation in assessment of school, home and workplace environments to maximize individual performance. Performed occupational therapy consultation to The Spina Bifida Association of Western Pennsylvania both in their independent living facility and at their summer camp. Served as member of a multi-disciplinary treatment team.

Retail Manager, April 1988 - January 1991

TANDY CORPORATION, PITTSBURGH, PENNSYLVANIA

Initially hired as a manager trainee and promoted to store manager in seven months. Responsible for recruiting, hiring, training, scheduling, and motivating employees. Managed four to six individuals, depending on the season. Other responsibilities included inventory control, merchandise ordering, and payroll. Resigned position to attend college on a full time basis.

Computer Technician, May 1984 - March 1988

UNITED STATES ARMY

EL PASO, TEXAS

Completed one year of training in guided missile system computer and radar repair. Managed six junior soldiers and more than one million dollars worth of computer and radar equipment while serving three years as maintenance section chief.

EDUCATION

Doctor of Philosophy in Health Science 2007

TOURO UNIVERSITY, CYPRESS, CALIFORNIA

Masters of Occupational Therapy 1994

DUQUESNE UNIVERSITY, PITTSBURGH, PENNSYLVANIA

Bachelor of Science in Health Science (Cum Laude), 1993

DUQUESNE UNIVERSITY, PITTSBURGH, PENNSYLVANIA

Graduated as President of Senior Class, 1981

DALAT HIGH SCHOOL, PENANG, MALAYSIA

HONORS/AWARDS

- 4/87 Department of the Army, The Army Achievement Medal
- 5/87 Department of the Army, The Good Conduct Medal
- 3/88 Department of the Army, The Army Commendation Medal
- 1/93 Recipient, Allegheny Health, Education, and Research Foundation Scholarship
- 5/93 Awarded degree with honors (Cum Laude)
- 7/00 Awarded FGCU Faculty Development Grant
- 5/02 Finalist, FGCU Student-selected "Last Lecture" Award for excellence in teaching
- 11/05 Awarded FGCU Faculty Development Grant
- 7/06 Awarded FGCU Faculty Grant-in-Aid for Educational Leave
- 1/08 Awarded Duquesne University OT Department "Teacher/Scholar" Award

PROFESSIONAL ACTIVITIES

- Member, ACOTE Roster of Accreditation Evaluators
- Member, American Occupational Therapy Association
- Member, Dalat International School Foundation Board of Directors
- Faculty Advisor, FGCU IVCF Club

RECENT PRESENTATIONS

- 12/03 International Conference on Aging, Disability & Independence
- 5/04 American Occupational Therapy National Conference
- 6/04 Southwest Florida Conference on Aging
- 4/07 Poster, American Occupational Therapy National Conference
- 4/07 Short Course, American Occupational Therapy National Conference

CONTINUING EDUCATION

- 6/98 Clinical Issues Across the Lifespan
- 7/98 How to Handle Difficult People with Tact and Skill
- 10/98 The Prospective Payment System: PPS-MDS-RUGS
- 8/99 District 8 Homeless Coalition Symposium
- 8/99 Team Building, The Florida Institute of Government
- 9/99 ADULT HEMIPLEGIA: Introduction to NDT Management
- 8/00 RESNA 2000
- 12/01 Occupational Therapy Graduate Curriculum Design Workshop (Part 1)
- 4/02 Framework for Functional Assessment of the Elderly
- 5/02 Environmental Design for the Elderly
- 5/02 Developing Community – Campus Partnerships
- 5/02 Occupational Therapy Graduate Curriculum Design Workshop (Part 2)
- 2/03 Preventing Medical Errors

2/03 End-of-Life Care: Yesterday and Today
5/03 AOTA Annual Conference and Expo
12/03 International Conference on Aging, Disability & Independence
5/04 AOTA Annual Conference and Expo
6/04 RESNA 2004
5/05 AOTA Annual Conference and Expo
5/06 AOTA Annual Conference and Expo
4/07 AOTA Annual Conference and Expo

CURRICULUM VITA

Roberto López-Rosado, D.P.T, M.S.P.T., M.A.

520 NE 20th Street, Apt. #404, Wilton Manors, Florida, 33334

Cell: (954)591-5557 * Office: (239) 590-7553

E-mail: rlrosado@yahoo.com, rllopez@fgcu.edu

PROFESSIONAL PROFILE

- *Strong academic background as an instructor and course coordinator in Human Anatomy, Neuroscience/ Neuroanatomy, Movement Science and General Biology.*
- *2 years' experience as a Department Chair.*
- *Able to serve as a participant, facilitator and leader of both large and small groups.*
- *Proven communication, organizational, management and problem solving skills.*
- *Energetic, dynamic and technology oriented approach to teaching.*
- *Research oriented. Vast experience in Anatomy laboratory settings and dissection.*

EDUCATION

Doctorate in Physical Therapy, The Sage Colleges, Troy, New York. December, 2008.

Master of Science, Physical Therapy, Florida Gulf Coast University, Fort Myers, FL, 2005 - 2007

Master of Arts, Biomedical Sciences, Human Anatomy, Magna Cum Laude, Universidad Central del Caribe, Bayamón, PR 1997 - 1999

Medical Studies, University of Puerto Rico, Medical Sciences Campus, San Juan, PR, 1993- 1995

Bachelors Degree in General Sciences, Major in Biology, Cum Laude, University of Puerto Rico, Río Piedras Campus, San Juan, PR, 1989- 1993

ACADEMIC/TEACHING EXPERIENCE

Instructor, College of Health Professions, Department of Physical Therapy & Human Performance; Department of Occupational Therapy and Community Health, Florida Gulf Coast University, Fort Myers, FL, 2002 – Present

- Teach undergraduate and graduate students.
- Supervise and guide master's students' thesis/ independent study work
- Instructor, Neuroscience & Gross Human Anatomy; Movement Science Instructor
- In charge of cadaver dissection and Virtual Labs

Adjunct Faculty, College of Arts and Sciences, Edison Community College, Fort Myers, Florida, 2002

Chairman and Instructor, San Juan Bautista School of Medicine, Department of Anatomy, Caguas, PR, 1999 – 2001

- Supervise job performance of four instructors and one department staff member
- Conduct and lead departmental meetings
- Manage departmental yearly budget, which includes salary, equipment, supplies, and miscellaneous expenses
- Participate in hiring professionals
- Interview candidates for the MD program
- Instructor, Neuroscience, Histology, Embryology & Gross Human Anatomy; Movement Science Instructor. In charge of Cadaver and Virtual Labs

Adjunct Faculty, Colegio Universitario del Este, Department of Science and Technology, Carolina, PR, 1999 – 2001

Adjunct Faculty, National College of Business & Technology, Department of Biology, Bayamón, PR, 1998 – 1999

Adjunct Faculty, Universidad del Sagrado Corazón, Department of Biology, Santurce, PR, 1998

Adjunct Faculty, Universidad Central del Caribe, Department of Anatomy, Bayamón, PR, 1997 – 1998

COURSES TAUGHT

Undergraduate Level Courses

- College Algebra
- General Chemistry Laboratory
- General Biology I & II
- Human Systems
- Anatomy and Physiology I & II
- Gross Anatomy (OT)
- Neuroscience (OT)

Graduate Level Courses

- Gross Anatomy for Medical Students
- Neuroscience for Medical Students
- Histology/ Embryology for Medical Students
- Neuroscience for Physical Therapy Students
- Gross Anatomy for Physical Therapy Students
- Movement Science Foundations I, II and III for Physical Therapy Students

COURSES DEVELOPED

- Co-developed course series 'Movement Science Foundations I, II and III' for graduate Physical Therapy students. The effort involved proposing an integrated course of Anatomy, Histology, Embryology, Physiology and Pathology by systems, based on discussion groups, laboratories, virtual sessions and other assessment activities.
- Designed and developed undergraduate course in Neuroanatomy for Occupational Therapy students with emphasis in Neuropathology. These courses have been offered on both on campus and online formats.

CLINICAL EXPERIENCE

Staff Physical Therapist, Holy Cross Hospital, Outpatient Clinic, Fort Lauderdale, FL. Mostly orthopedic, vestibular, and acute care management of patients. *July 2008 – Present*

Staff Physical Therapist, CORA Rehabilitation Services, Plantation, FL. . Mostly orthopedic, vestibular, and acute care management of patients *October 2007 – July 2008*.

LABORATORY & TECHNICAL EXPERIENCE

Anatomy/ Neuroanatomy Instructor, Florida Gulf Coast University, San Juan Bautista School of Medicine and University of Puerto Rico, Medical Sciences Campus and Universidad Central del Caribe, 1997- present

- Dissection of cadavers for Gross Anatomy and Neuroanatomy Labs

- Preparing prosections for demonstrations
- Assist graduate students in cadaver dissection for their independent studies and laboratory work
- Preserve human tissues and monitor general laboratory safety

Laboratory Researcher/ Assistant, University of Puerto Rico, Institute of Neurobiology, San Juan, Puerto Rico, 1989-1993

- Preparation of chemical solutions
- Enzymology assays
- Protein isolation techniques
- Western blot/ Agarose gels for molecular weight
- Handling of spectrophotometer, centrifuges and ultracentrifuges
- Slicing, staining and preserving mammalian and invertebrate tissues

ACADEMIC HONORS AND AWARDS

- **Outstanding Faculty Member of the Year**, San Juan Bautista School of Medicine, 2000.
- **Outstanding Graduate Student of the Biomedical Sciences Program**, Universidad Central del Caribe, PR, 1999.

RECENT CONTINUING EDUCATION WORKSHOPS ATTENDED

- **Combined Sections Meeting**, Nashville, TN, March 2008
- **World Physical Therapy Conference**, Vancouver, BC, June, 2007
- **Combined Sections Meeting**, San Diego, FL, March, 2006
- **The Human Anatomy and Physiology Society**, 17th Annual Conference, Philadelphia, PA, June, 2003
- **American Association of Anatomists**, Annual Meeting, Orlando, FL, April, 2001

PEER REVIEWED PRESENTATIONS

- **World Physical Therapy Conference**, Vancouver, BC, June, 2007. Poster Presenter: *Self-Efficacy in Patients with Parkinson's Disease*
- **High Risk Infant Conference, Clearwater**, FL, January, 2005. Poster presenter: *Neonatal Exposure to Environmental Toxins: A Review.*
- **Learning Human Anatomy**, Book Manuscript review, Prentice Hall, 2003
- **Nanosopic Anatomy**, Neuroimmunogenetics Symposium, San Juan Bautista Medical Center, Caguas, PR, August, 2001
- International Association of Medical Sciences Educators. **Design of an integrated evaluative strategy for basic sciences courses**, United States, July 2001. Rochester, MN: Mayo Clinic.
- Specht SC; López- Rosado R; Santos- Berríos, C; Figueroa- Nieves R. **An ouabain- sensitive Na⁺, K⁺- ATPase in tentacles of the sea anemone *Stichodactyla helianthus***. Comparative Biochemistry and Physiology. Part B, Biochemistry & Molecular Biology. 1995 Mar; 110(3):555-63

FOREIGN LANGUAGE ABILITIES/ SKILLS

- Proficiency in both English and Spanish
- Basic, Intermediate and Advanced courses in American Sign Language (ASL)

RESEARCH INTERESTS

- Parkinson's Disease: Quality of Life issues and Self- Efficacy
- Virtual Anatomy Instruction
- Virtual Learning/ International Collaboration in Scholarship

PROFESSIONAL AFFILIATIONS

- **Member**, *American Physical Therapy Association, 2005- Present*
- **Member**, *Neurology Section, APTA, 2005- Present*
- **Member**, *Human Anatomy & Physiology Society, 2003- Present*
- **Member**, *American Association of Anatomy, 2000- Present*
- **Member**, *Board of Anatomical Donations of Puerto Rico, 1999-2001*
- **Member**, *Federation of American Societies for Experimental Biology, 1998- Present*

Rosemary Boisvert, MS, OTR/L, CAP

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FBoisvert@aol.com or r_boisvert@swfas.org

SUMMARY OF EXPERIENCE

Through my current and past work experiences I have repeatedly demonstrated my abilities as a qualified certified addiction professional, occupational therapist and most recently, since July 2005, I effectively and efficiently direct and manage the Transitional Living Center, an adult intensive services facility that currently serves up to 76 residential patients on any given day and recently applied for and received grant funding to increase capacity to 80. In the past several years I have also demonstrated my abilities to create and teach a curriculum to adults in higher education situations. I possess a thorough understanding and knowledge for the various theoretical approaches and frames of reference that may be necessary for patients and students to reach their full potential. Also possess the ability to work with clients on an individual basis and in group settings. I have demonstrated an ability to work independently and as part of a therapeutic treatment team. Performed need assessments for both organizations and individuals and successfully developed and initiated programs specific to those needs.

EXPERIENCE

Southwest Florida Addiction Services, Inc., Fort Myers, Florida

Managing Director, Transitional Living Center 7/2005 – current

Manage and direct day to day activities and oversee a budget of over \$1.9 million for this adult intensive services program that includes residential and day treatment, men's and women's halfway houses and permanent supportive housing and continuing care programming. Manage a staff of 22 full time and 12 part time employees, including clinical and support staff. Manage a variety of Federal, State and County contracts. Write and manage grants and annual progress reports. Comply with CARF, HUD, county and city programming and housing regulations.

Florida Gulf Coast University, Fort Myers, Florida

Adjunct Professor, 1/2009-Current

Created curriculum and instruct a 3 credit distance-learning course to instruct undergraduates in the college of health sciences and community health about the many and varied impacts of substance abuse and dependence

Florida Addictions Institute, Cape Coral, Florida

Instructor, 9/2007-current

Created curriculum and instruct students in basic individual and family counseling skills to facilitate their preparation to work in the field of addiction treatment

Southwest Florida Addiction Services, Inc., Fort Myers, Florida

Resident Life Enhancement Coordinator/Clinician, 1/2001 - 2005

Research, develop, and implement a life skills program for patients in the recovery process from substance use disorder, homelessness, and co-occurring disorders. The program has been designed to focus on life skills to assist the clients in regaining self confidence, for participating in personally meaningful and socially valued occupations and for reducing the barriers to the client's success in employment, career opportunities, educational pursuits, and in life. In short assist patients develop skills for the job of living.

Southwest Florida Regional Medical Center/ Gulf Coast Hospital, Fort Myers, FL and Moorings Park Chateau, Naples, FL

Occupational Therapist Registered, 2001-2002

PRN occupational therapist working primarily in a transitional care setting, providing skilled services primarily to an older adult population. Also providing services in acute care including orthopedics and neurology.

Additional Experience and Background

Detroit Receiving Hospital (Full-time) and Saratoga General Hospital (Part-time), Detroit, MI

Registered Diagnostic Medical Sonographer (RDMS), 1986-1997

Registered in abdominal, obstetrical and gynecological sonography. Performed abdomen, ob/gyn, vascular as well as small parts ultrasound examinations with proficiency and professionalism

ASSOCIATIONS

- American Occupational Therapy Association
- Lee County Coalition for the Homeless-Chair of prevention task force
- Florida Coalition for the Homeless
- Florida Alcohol and Drug Abuse Association

LICENSES AND CERTIFICATION

- Certified Addictions Professional
- Occupational Therapist Registered (1055590) - National Board for the Certification of Occupational Therapists
- Florida License (OT 10196)

EDUCATION

Florida Gulf Coast University, Fort Myers, Florida

- MS, Occupational Therapy, 2007
- Coursework toward Certified Addictions Professional 2002-2006
- BS, Occupational Therapy, 2001

1998-1999 Associates of Arts, Edison Community College

1984-1986 Associates of Science, Oakland Community College

PRESENTATIONS

- Florida Occupational Therapy Association, 10/2001, Ft. Lauderdale; 11/2002 in Jacksonville, FL.; 10/2003, Ft. Lauderdale; 11/2005 Fort Myers
- Florida Addictions Institute, 7th Annual Conference on Addictive Disorders, Ft Myers, FL, June 2008, 8th Annual Conference, Ft. Myers, FL May, 2009
- Southwest Florida Coalition for the Homeless, Fort Myers, Florida, 5/2002, 5/2003 and 5/2004
- Florida Coalition for the Homeless, 10/2002 and 10/2003, Kissimmee, Florida; 10/2006 Tampa, FL
- Florida Coalition for the Homeless and Affordable Housing Joint Conference, 10/2007, Tampa FL and October, 2008, Orlando, FL
- Veterans Administration, Gainesville, FL 1/2003
- American Occupational Therapy Assoc. Annual Conference, Washington, D.C. 6/2003, Long, Beach, CA April 2008, scheduled to present May, 2010, Orlando, FL
- Healthy Lifestyles Conference: Interventions in Addiction Views and Values, FGCU, Fort Myers, FL, 6/2003
- Guest lecturer for department of occupational therapy at Florida Gulf Coast University on numerous occasions: Topics; adult substance use disorders, older adult substance use disorder, using the Model of Human Occupation in treatment of adults with substance use disorder

PUBLICATIONS

- *Enhancing Substance Dependence Intervention*; OT Practice, May 2004
- *Utilizing the Model of Human Occupation in a Substance Dependence Treatment Community*; Occupational Therapy Journal of Research, Spring, 2008
- *Effectiveness of a peer-support community in addiction recovery: participation as intervention*; Occupational Therapy International, October 2008.
- *Women and addictions*; Occupational Therapy International, Currently in peer review

AWARDS

Promising Best Practice, Florida Alcohol and Drug Abuse Association, 2004
Best Practice awarded jointly by Florida department of Children and families and Florida Alcohol and Drug Abuse Association, August 2008

REFERENCES

Excellent references upon request

Mary Kay Hartung, M.A., M.S.P.H.

3640 Stone Way ♦ Estero, Florida 33928 ♦ h. (941) 495-9393 w. 590-7651
mhartung@fgcu.edu

EDUCATIONAL BACKGROUND

Master of Science in Public Health. University of South Florida, College of Public Health. 2002. (Social and Behavioral Sciences Applied to Health/Community and Family Health)

Thesis: *The Use Of Recent Scholarly And Empirically Supported Theory In Hospice Bereavement Programs: A Preliminary Investigation.*

Degree program included courses in Biostatistics, Research Methods, Statistical Analysis, Epidemiology, Environmental & Occupational Health, Social Marketing, and Health Program Change

Master of Arts in Library Sciences. University of South Florida. College of Education.

Bachelor of Arts. French. University of South Florida.

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2 courses in the Online Instructional Development Certificate Program at Florida State University: **Fall 2006** - "Theories of Learning and Cognition in Instruction"  
**Spring 2007** - "Development of Computer Courseware."

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### EMPLOYMENT HISTORY

**2007 – Adjunct Instructor, College of Health Professions.  
Florida Gulf Coast University**

Online and face-to-face instruction, teaching "Research Methods in Health Care", and "Healthy Communities," i.e. an introduction to community health. Research and writing assistance and collaboration with other College faculty.

**August 1997 - Health Professions/ Social Sciences Librarian  
Florida Gulf Coast University**

**Teaching and Instructional Services.** Provide instruction on research methodologies and techniques to graduate and undergraduate students and faculty in classrooms and individually, via face to face, telephone, or e-mail. Develop Web-based tutorials, instruction guides and pathfinders. Development of research related learning objects made available through the University's course management system. Participated in the development of the Library's Information Literacy Plan.

Created Web-based tutorials for the College Of Health Professions: "CINAHL Tutorial" ([http://library.fgcu.edu/Instruction/CINAHL/CINAHL\\_tutorial\\_viewlet\\_swf.html](http://library.fgcu.edu/Instruction/CINAHL/CINAHL_tutorial_viewlet_swf.html)), "Evidence Based Nursing" (<http://library.fgcu.edu/Guides/HealthProfessions/Nursing/EBN1.htm>), "Identifying Peer-reviewed Articles" (<http://library.fgcu.edu/Instruction/peerrev/peer%20reviewed.htm>).

**Reference Services.** Primary information service provider for all Health Professions and Social Work faculty and students. Provide regular direct reference services to university and community clientele. Provide individual research consultation to FGCU faculty and students, including through distance education. Planning for State University System distance learning programs. Training and instruction for over 300 web-based information sources. Training reference librarians and LTA's in academic services goals, methods, and standards.

**Collection Development.** Library liaison to the College of Health Professions and the Division of Social Work, (Graduate programs in Health Services Administration, Nursing, Physical Therapy, Occupational Therapy, and Social Work.)

Faculty Governance and Service Activities. Graduate Affairs Team member 2008-2010. Graduate Curriculum Team member 2003- 2008, Chairperson 2005/05-2005/06. Faculty Affairs Team 2004/05 – 2005/06, 2008-2010. Faculty Senate 1999-2003. Senate Library Team 2001-2003. Taskforce on Cross-disciplinary curricula and scholarship at FGCU. (Spring – Summer 2005). Provost Search Committee, 2000. FGCU Faculty's Technology Team, 1998-2000.

November 1995 - Collections Librarian (until additional librarians were hired)  
**July 1997** (Title: **Social Sciences Librarian**)  
Florida Gulf Coast University

**Library and University Planning.** Served on University planning committees: Ad Hoc Curriculum Committee, General Education Curriculum Committee, Associate Deans Group, Faculty Affairs Committee.

Served on Search Committees: FGCU Distance Learning Director Search, Technical Services Librarian Search, Arts & Sciences, Education, and Business Librarians Search, Library Technical Assistant Searches.

Member of ongoing faculty governance bodies: Undergraduate Curriculum Team, Graduate Curriculum Team, and Faculty Affairs Team.

**Collection Development.** Analysis of the USF Ft. Myers Library legacy collection and of ECC Library Services to USF Ft. Myers. Supervision of acquisitions, cataloging and physical processing of USF Ft. Myers and new FGCU library resources

**Public and Reference Services.** Library instruction and reference services to USF and FGCU faculty and USF Ft. Myers students. Professional FGCU liaison to ECC library services for USF-Ft. Myers and FGCU faculty and students.

**June 1992- University Librarian, Reference**  
**October 1995** University of South Florida - Tampa Campus Library

**Instruction.** Instruction to undergraduates and graduate students in library and electronic resources through extensive library lecture program. Faculty outreach coordinator responsible for university faculty awareness and training for all electronic databases and services, via development of a 14-seminar series and individualized instruction.

**Reference.** Reference service to 28,000 students, 1500 faculty and the Tampa Bay Area community. Provided assistance and training for over 400 electronic databases. Subject specialties: social sciences, health and medicine, languages, engineering, biology. Online mediated searches for university community via Dialog, Datatimes, and BRS.

**Collection Development.** Collection development for public health and sociology.

**Leadership.** Participation or leadership in departmental planning committees. Served three years on both the University Faculty Senate and University Academic Computing Committee, advisory to the Provost.

**September 1987 - University Librarian**  
**June 1992** **Interlibrary Loan/Reference**  
University of South Florida - Tampa Campus Library

**Supervisor.** Supervision of Interlibrary Loan/Document Delivery Operation: 3 FTE support staff, 3 - 5 librarians' ILL work, 100 hrs student assistants per week. Additional Reference Assignment: Online bibliographic retrieval for mediated patron searches, and full text document retrieval. Bibliographic lectures to classes in all areas of the curriculum with specialization in health policy, international studies, and romance languages and literatures. General reference/research assistance to faculty, students, and the community at large. Member of the Library Administrative Group; report writing and committee assignments.

**September 1982 - Associate Librarian**  
**August 1987** **Reference**  
University of South Florida - Tampa Campus Library

**Supervisor.** Supervisor of Interlibrary Loan (30%-50% assignment) Online bibliographic retrieval for faculty and students via Dialog and BRS. General reference/research assistance to faculty, students and the community. Report writing and committee assignments. Reference collection development.

**November 1978 - Assistant Librarian**  
**August 1982 Reference**  
 University of South Florida - Tampa Campus Library  
**Supervisor.** Supervision of Interlibrary Loan. Online bibliographic retrieval in all subjects. Bibliographic lectures and teaching a formal two-credit course in library research. General reference/research assistance. Serials review (for purchase); local newspaper indexing; committee work.  
**July 1978 - Resource Specialist**  
**October 1978 Hillsborough Community College - Ybor Campus**  
 Tampa, Florida  
**Reference Service.** Reference Service; setting up a reference department in a new library facility.  
**1977 - 1978 Librarian**  
 Out of Print Acquisitions Librarian (temporary position)  
 University of South Florida - Tampa Campus

## PUBLICATIONS

- Hartung, Mary Kay. Selected Internet resources on Alzheimer's disease for healthcare professionals and caregivers. *Alzheimer's Care Today*, 2009, 9,4, 253-262.
- Renard, M., Rogers, H., Hartung, M.K., St. Hill, H., Heinemann, D. et al. (2007). *Collective Bargaining Agreement. 2007-2010*. Ft. Myers, FL: Florida Gulf Coast University & United Faculty of Florida.
- Hartung, Mary Kay, joint author. "Sewell Fund Facilitates Professional Growth at 2004 APHA Meeting." *Medical Library Association, Public Health/Health Administration Section, PH/HA News, Spring 2005, Retrieved January 2006,*  
<http://www.phha.mlanet.org/archives/newsletter/spring2005.pdf>.
- Lee, William E. III, Albergo, Nicholas and Hartung, Mary Kay. Online databases are key to finding unknown chemicals. *Florida Environments*, June 1991, 23, 32.
- Reviews:**
- Hartung, M.K. Review of *Medical illness and positive life change: can crisis lead to personal transformation*, by Crystal L. Park et al., American Psychological Association, *Choice*, April, 2009.
- Hartung, M.K. Review of *Encyclopedia of Epidemiology* ed. by Sarah Boslaugh, Sage Publications, *Choice*, Aug. 2008.
- \_\_\_\_\_. Review of *Encyclopedia of Stress 2<sup>nd</sup> ed.*, ed. by George Fink, Elsevier/Academic Press, *Choice*, April 2008.
- \_\_\_\_\_. Review of *Mental Health in America; A Reference Handbook* by Donna R. Kemp, ABC-CLIO, *Choice*, Dec. 2007.
- \_\_\_\_\_. Review of *Quackwatch* <http://www.quackwatch.com/>. *Choice*, Sept. 2007.
- \_\_\_\_\_. Review of *Mental Illness*, by Marie L. Thompson. Greenwood Press. *Choice*, August 2007.
- \_\_\_\_\_. Review of *Sleep disorders and sleep deprivation : an unmet public health problem* , by Harvey R. Colten and Bruce M. Altevogt. *Choice*, June 2007.

\_\_\_\_\_. Review of *Dr. John Grohol's psych central*. Internet Resource. *Choice*, June 2006.

\_\_\_\_\_. Review of *National Center for Posttraumatic Stress Disorder*, Internet Resources. <http://www.ncptsd.va.gov/>. *Choice*. 2006 Supplement.

\_\_\_\_\_. Review of *National Institute of Mental Health*. Internet Resource. *Choice*, Jan. 2006.

\_\_\_\_\_. Review of *Handbook of preventive interventions for adults*, ed. by Catherine N. Dulmus and Lisa A. Rapp-Paglicci. Wiley, 2005. *Choice*, Jan. 2006.

\_\_\_\_\_. Review of *Popular psychology: an encyclopedia*, by Luis A. Cordón. Greenwood, 2005. *Choice*, July 2005.

\_\_\_\_\_. Review of *Psychology basics: v.1: Abnormality; v.2: Logic and reasoning*; ed. Nancy A. Piotrowski. *Choice*, May 2005.

\_\_\_\_\_. Review of *Handbook of international psychology*, ed. by Michael J. Stevens and Danny Wedding. Brunner-Routledge, 2004. *Choice*, Feb. 2005.

\_\_\_\_\_. Review of *Encyclopedia of health & behavior*, ed. by Norman B. Anderson. Sage Publications, CA, 2004. *Choice*, July 2004.

\_\_\_\_\_. Review of Kahn, Ada. P. (2004) *The Encyclopedia of Work-related Illnesses, Injuries, and Health Issues*. *Choice*, June 2004.

\_\_\_\_\_. Review of Bryant, Clifton D Ed. (2003), *Handbook of Death & Dying*, 2 vols. *Choice*, April 2004.

\_\_\_\_\_. Review of Kastenbaum, Robert, Ed. (2003) *Macmillan Encyclopedia of Death and Dying*, *Choice*, February 2003.

\_\_\_\_\_. Review of Ahia, C., *Legal and Ethical Dictionary for Mental Health Professionals* (2003) *Choice*, October 2003.

\_\_\_\_\_. Review of Evans, Glen. *The Encyclopedia of Suicide* (2003), *Choice*, October 2003.

\_\_\_\_\_. Review of *Encyclopedia of Death and Dying*, *Choice*, March 2002.

\_\_\_\_\_. Review of "The Morgue" database, Internet Resource. *Choice*, March or April 2002.

Lee, William E. III, Albergo, Nicholas and Hartung, Mary Kay. Online databases are key to finding unknown chemicals. *Florida Environments*, June 1991, 23, 32.

Hartung, Mary Kay. Case Commentary, Treating Seriously Ill Children. *Human Values Report*, 1984, Winter, 5.

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## PROFESSIONAL ACTIVITIES HIGHLIGHTS

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**Association of College and Research Libraries.** Seattle, WA, March 2009.

**Association of College and Research Libraries.** Baltimore, MD. March 2007.

**Medical Library Association. Annual conference.** Phoenix. May 19-24, 2006.

Medical Library Association. **Teleconference: “Partnering for Public Health: Information, Librarians, and the Public Health Workforce” March 9, 2005.**

**American Library Association. Midwinter Meeting.** Boston, January 13-16, 2005. Presentation and facilitation of a discussion session on evidence-based practice in social work for the Social Work Subcommittee of the Education/Social and Behavioral Sciences Committee. (ACRL).

American Public Health Association. (APHA) Annual Conference. **November 6 -10, 2004. Sewell Stipend Award recipient.**

**ACRL Roundtable Discussion Leader. “Information Literacy for Faculty.” Association of College and Research Libraries Biennial Conference,** Charleston, SC, April 2003.

**Information Strategies 2001 conference by the State Universities of Florida** November 14 –16, 2001 in Ft. Myers. Presented a session **“Peer Teaching as a Model for Faculty Seminars on Library Resources,”** November 15.

**American Library Association. Annual Conference.** June 15 –20, 2001 in San Francisco.

**Medical Library Association Annual Conference** in Orlando, May 26-30, 2001.

**Florida Health Sciences Library Association,** Orlando, May 29, 2001.

**2<sup>nd</sup> Annual Digital Reference Conference** (the "Virtual Reference Desk" Conference) on October 16-17, 2000 in Seattle.

**Information Strategies for the 21<sup>st</sup> Century, by the State Universities of Florida.** Conference attendance. March 2000, Ft. Myers, FL.

**Conference presentation “Breaking Ground: Outsourcing Technical Services from Day One”.** CAPCON, May 30, 1997 in Maryland.

**American Library Association. Annual Conference.** New York, July 1996.

Fourth Annual Conference. Social Marketing in Public Health, **Clearwater, FL, May 12-14, 1994**

**Politics and Processes of Scholarly Publishing Conference,** St. Petersburg, FL, March 12-14, 1994

**Hastings Center, Society for Human Values in Medicine.**  
**Member 1982 - 1988.**

**PRESENTATION OF  
QUALIFICATIONS**

***RENEE L. MCFARLAND, M.Ed.***

10076 Poppy Hill Drive  
**Fort Myers, FL 33966**  
(610)-703-8626

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In the interest of exploring career opportunities within your educational environment, my resume is enclosed. I have experience and a special interest in the area of health and physical education program development and delivery. I am confident that my qualifications and experience with children and special needs students will help provide innovative programs for your staff and students.

During my years as a health and physical education professional, I have worked with strategic planning committees to implement outcome-based education curriculum. I was head coach for a girl's high school basketball team, and had the opportunity to advance my team to the district and state championship. Additionally, I have gained experience in a high school intensive scheduling setting, and assisted in the rewriting of a physical education curriculum. Lastly, I have experience in the areas of marketing, grant writing, teacher supervision and health and physical education program development, implementation, and assessment at various levels within public school systems. Presently I am completing my Ed.S. Degree at FGCU.

I am energetic, team-minded and highly motivated to secure a firm foundation in the field of health and physical education. I feel my educational experiences, positive relationships with school and college administrators, managerial and organizational skills can benefit your students and your district. I feel that your educational environment offers the professional growth that I am seeking. I welcome the chance to discuss your needs and concerns.

Sincerely,

Renee L. McFarland

## OBJECTIVE

*To obtain a full time faculty position in the College of Health Professions within the Florida Gulf Coast University environment; To complete the Ed.S. degree (2011)*

## PROFESSIONAL PROFILE

M.Ed. with 13 years of teaching and coaching experience in the public school, kindergarten through grade 12 and university instruction at the undergraduate level.

- **Strong authentic assessment**, outcome based education, student portfolio, and curriculum knowledge base. Productive in critical, high pressure environments.
- **Skilled communicator**, motivator and effective with special needs and multi-cultural student populations.
- **Director of informal education** and health educator with in a health education center environment.
- **Enthusiastic and energetic professional**, willing to give 100% in meeting school district/ university objectives.
- **Knowledge of exercise physiology**, biomechanics, sport law, administration, pedagogy and supervision.
- **Use of various computer software** packages into curriculum and presentations.
- **Presenter at state and local conferences** on topics including teaching strategies & alternative assessment methods.
- **Development of athletic educational programming** within the school environment.

## EDUCATION AND AFFILIATIONS

EAST STROUDSBURG UNIVERSITY, E. Stroudsburg, PA

**M.Ed. Physical Education and Health Education, 1995**

**B.S. Physical Education, 1993 Cum Laude**

### Honors:

- PSAHPERD Outstanding Senior Award, 1993
- Women's Lacrosse 2 year letter recipient
- Memberships: Omicron Delta Kappa, Epsilon Kappa
- AAHPERD / PSAHPERD Convention Representative
- President, Phys. Ed/Health Education Majors Club

### PA Certifications:

- Physical Education/Health Certification II, K-12
- S.A.P. Certification (Student Assistance Program)
- Certified CPR Instructor, American Heart Association

## EXPERIENCE ABSTRACT

*KLEIST HEALTH EDUCATION CENTER, Fort Myers, FL.*

Spring 2006-Present

### **Executive Director of the Kleist Health Education Center**

Manage and teach public school and university level programs

- Manage all health education center programming and development
- Assist with grant writing and secure funding
- Supervise and assist health education staff

WELLER HEALTH EDUCATION CENTER, Easton, PA Fall 2001-2006

**Director of Informal Education, Health Education Instructor**

Manage and teach formal and informal education programs K-12.

- Plan and conduct lessons, perform employee and student evaluations
- Employ manipulative and learning games to facilitate student participation.
- Instrumental in writing and rewriting health education programming.

PARKLAND SCHOOL DISTRICT, Allentown, PA Fall 1999- 2001

**Physical Education Instructor Grades K-5**

Taught 600 students as one of two physical education teachers in a co-educational, culturally diverse environment.

- Added educational games and movement education to the curriculum, focused on the implementation of kindergarten field days.
- Incorporated cultural awareness into lesson content to address pertinent social issues.
- Supervised various physical education field days and presentations K-5.

BANGOR AREA HIGH SCHOOL, Bangor, PA Fall 1996-1998

**Physical Education and Health, 10-12**

Managed and taught both health and physical education classes.

- Planned and conducted lessons, performed student evaluations, created individual educational goals for students and groups
- Augmented student locomotor skill development through group and individual activities in Physical Education.
- Intensive scheduling experience.
- Member of Portfolio Assessment Committee.
- Participated in the rewriting and implementation of Physical Education Curriculum.

PLEASANT VALLEY MIDDLE SCHOOL, Brodheadsville, PA Fall-1995-1996

**Physical Education and Health, 7-9**

Implemented an adaptive physical education program for non-participating individuals and special populations, various grade levels.

- Set-up weight programs, aerobic fitness/target heart rate training, and non-competitive, cooperative games to motivate and promote skill acquisition and development.
- Development of short – term IEP's.
- Planned and instructed thematic units encompassing physiology and CV health, joining Health and Physical Education.
- Supervised after school intramural programs, various grade levels.

EAST STROUDSBURG UNIVERSITY, East Stroudsburg, PA Fall 1994-1995

**Substitute Instructor**

Taught Physical Education, Sports Psychology and Introduction to Physical Education to freshman students. Assisted professors and administrators with various managerial tasks.

**RELEVANT EXPERIENCE**

Member of the NAHEC Accreditation Committee

Chair of the Kleist HEC Educational Advisory Committee

Member of the NAHEC Conference committee

Spring 2007-Present

Fall 2007-Present

Fall 2004-Present

## **Appendix E**

### **Community Health Graduates' Performance in the Occupational Therapy Program**

**Table 3, Comparison of Community Health Graduates with Other Graduates Admitted to the FGCU MS in Occupational Therapy Program in Years 2004-2008**

| Measure                                | CH Graduates             | Other FGCU Grads | Grads of Other Schools |
|----------------------------------------|--------------------------|------------------|------------------------|
| Total Count                            | 27                       | 7                | 29                     |
| Number/Percent of Academic W/D from OT | 5 /18.5%<br>(4 returned) | 0                | 0                      |
| Number W/D voluntarily                 | 0                        | 0                | 1                      |
| # of Grads/ Pass Rate on Cert Exam     | 15 / 73.4%               | 5 / 100%         | 23 / 95.6%             |
| Ave. GPA on Admission                  | 3.44                     | 3.53             | 3.43                   |
| Ave GRE on Admission                   | 855                      | 810              | 962                    |
| Ave GPA on Graduation from OT Program  | 3.64                     |                  | 3.81                   |

**Table 4, Comparison of New Students Admitted to  
OT Program in Fall of 2009**

| <b>Criterion</b>                                    | <b>CH Graduates</b> | <b>Other FGCU<br/>Graduates</b> | <b>Graduates of Other<br/>Schools</b> |
|-----------------------------------------------------|---------------------|---------------------------------|---------------------------------------|
| Number of<br>Students Admitted<br>to the OT Program | 6                   | 1                               | 17                                    |
| Ave GRE                                             | 845                 | 1210                            | 1025                                  |
| Ave UG GPA                                          | 3.575               | 3.6                             | 3.31                                  |
| Ave % Admit Score                                   | 82.3                | 89                              | 71.9                                  |

## **Appendix F**

**Course Syllabi (non-paginated, in the following order)**

### **CHP Core Courses:**

**IHS3101 Shaping Healthcare in the 21<sup>st</sup> Century**  
**IHS3203 Management and Leadership in Health Care Organizations**  
**IHS4504 Research Methods in Health Care**  
**IHS4938 Senior Seminar**

### **Community Health Required Courses:**

**CLP3140 Basic Psychopathology**  
**DEP2004 Principles of Development**  
**HSC2577 Nutrition, Human Health, & Wellness**  
**HSC3201 Understanding Healthy Communities**  
**HSC3208 Health Education Foundations**  
**HSC3243 Teaching & Learning in Health Professions**  
**HSC3582 Occupation & Participation**  
**HSC4555 Health Conditions**  
**IHS3112 Legal & Ethical Principles of Health Care**  
**OTH3012C Dynamics of Communication**  
**One of the Following: BSC2026 Biology of Human Sexuality, OR**  
**SOP2770 Introduction to Human Sexuality**

### **Other Key Optional Courses:**

**HSC4500 Epidemiology**  
**HSC4910 Capstone in Community Health Services**  
**HSC4150 Impacts of Substance Abuse**  
**HSC3531 Medical Terminology**  
**OTH3417C Human Gross Anatomy**  
**OTH3429C Neuroanatomy & Function**