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Part I: Description of the Proposed Program

Program Background

Old Dominion University (ODU) requests approval to initiate a Doctor of Occupational Therapy (OTD)

students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement¹⁰

The following core coursework will be held online:

- x Summer Semester Year 2
 - o Education and Learning in Healthcare and Health Education (2 credit hours)
 - o Leadership and Advocacy in Occupational Therapy Practice (2 credit hours)
 - o Health Care Policy and Program Management (2 credit hours)
 - o Therapeutic Relationship and Client Collaboration (2 credit hours)
- x Summer Semester Year 3 (Off Campus for Fulltime Practicum)
 - o Community and Population Health (1 credit hour)
 - o Practice Scholar Seminar II (1 credit hour)
- x Fall Semester Year 3 (Off Campus for Fulltime Practicum)
 - o Professional Development Planning (1 credit hour)
 - o Practice scholar Seminar (1 credit hour)
- x Spring Semester Year 3 (Off Campus for Fulltime Capstone Project)
 - o Practice Scholar Symposium (2 credit hours)

Faculty members who teach the online courses will be trained in course development and delivery through the Center for Learning and Teaching (CLT) at ODU. Instructional designers and technologists from the CLT will work individually and in small groups with each faculty member to develop course content, assignments, assessments, and other content using the web-based learning platforms and the rich array of applications available through the institution. Additionally, students will have the opportunity to interact with the online tools during face-to-face learning preparation for online learning and will have access to instructional technology support while off campus.

Program Accreditation

The Accreditation Council for Occupational Therapy Education (ACOTE) is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education and the Council for Higher Education Accreditation. ACOTE accredits occupational therapy and occupational therapy assistant educational programs in all 50 states, the District of Columbia, Guam, and Puerto Rico. Only students who graduate from an ACOTE accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for state licensure.

the entry level degree for occupational therapists. In the statement, they argued that due to the increasingly complex healthcare environment, the need for high quality critical analysis, evidence based practice, and leadership, and the changing demands of higher education, the profession should take action to transition toward a doctoral level single point of entry for occupational therapists by 2025.¹⁷ In the convening years, AOTA, in collaboration with ACOTE, have been evaluating the professional point of entry and have recommended to its stakeholders that the entry point be limited to the entry level doctor of occupational therapy degree. As of this writing, the ACOTE accreditation standards continue to offer both entry point. Of the 173 occupational therapy programs in the United States (US) offering master's degrees, 42 (24%) are currently transitioning to professional doctorate programs.¹⁸ Only 27% of developing programs plan to R I I H U P D V W H B Y the end of 2024, but 72% of all occupational therapy programs in the US will be offered at the professional doctorate level.¹⁷

Grounded in transformative and constructivist curricular and instructional theory^{23, 24, 25, 26} and situated around the central tenet of occupation and occupational science,^{27, 28, 29, 30, 31, 32} the proposed program at ODU will graduate intellectually inquisitive and innovative and diverse and culturally competent occupational therapy practice leaders, advocates and scholars, who, through their understanding of the relationship of occupation, health, and wellbeing, find scientifically grounded practical solutions to the everyday occupational needs of society. It is situated in

- o Awareness of and competencies to work with individuals, communities, and populations with diverse cultural experiences and mitigate the impact of cultural experience on healthcare access and participation
- o Understanding of the culture and the provision of holistic and empathetic care
- o Professional communication and interprofessional collaboration in healthcare
- x Use of theory and research evidence in practice
- x Measurement data use and data based decision making in intervention planning and implementation

The leadership and advocacy thread incorporates:

- x Program assessment, planning and implementation
- x Grant writing
- x Capstone experience designed to build advanced skills in:
 - o A clinical specialty
 - o Research and education
 - o Administration and leadership
 - o Community or population health

The practice scholarship thread incorporates:

- x Foundations of scholarly literature
- x Critical appraisal of the evidence
- x Using evidence to inform practice
- x Research (curiosity, inquiry, and innovation)
 - o A research project linking the practice scholarship and leadership and advocacy threads will be a required component incorporated across the curriculum. Students are required to complete a collaborative research project with program faculty, community partners, and other students that results in a scholarly product (manuscript, systematic review, research project, knowledge translation [practice guidelines], or dissemination project [oral and/or poster presentation]).

In their first year of study, occupational therapy students will explore foundational human and occupational sciences courses including human anatomy and physiology, neuroscience, human movement analysis, occupational therapy theory, professional reasoning, and leadership and advocacy. In their second year of study, students will gain knowledge and skills in the occupational therapy process (evaluation, intervention planning, and intervention implementation), taking courses addressing individual, groups, and populations, participating in embedded clinical service learning opportunities, and addressing evaluation and intervention in learning practicums in healthcare, educational, and community based sites in the Hampton Roads community.

Finally, during their third year of study, occupational therapy students will complete two full 12-week clinical rotations in community based settings with occupational therapy supervision (480 hours) and 1 full-time 14-week capstone experience (560 hours) culminating in the completion and dissemination of a scholarly product and a comprehensive oral capstone defense. Prior to the capstone defense, students will submit all research related materials which will be graded by the assigned faculty mentor. Following the completion of the capstone experience in

the final semester, students will participate in a comprehensive oral presentation on the research and the capstone experience. The oral presentation will be attended and graded by program faculty, community mentors and partners, and clinical faculty. Students who fail to pass the written and oral components of the capstone defense will be required to retake portions of the examination in the following semester. Students may retake the examination one time; if they are successful in the second attempt they are indefinitely suspended from the program.

The program requirements include all (courses listed are new courses to the institution and demarked with an asterisk). Course numbers have not yet been assigned. In addition, all courses listed are core courses.

Year 1 Summer

- * Foundations of Occupational Therapy Practice (2 credit hours)
- * Body Function and Structure for Occupational Performance (6 credit hours)

Year 1 Fall

- * Neuroscience of Occupation (4 credit hours)
- * Occupation, Health and Wellness across the Life span (3 credit hours)
- * Professional Reasoning and the Occupational Therapy Process (3 credit hours)
- * Professional Identity and Ethical Formation (3 credit hours)
- * Theories of Inquiry and Scholarly Literature (3 credit hours)

Year 1 Spring

- * Occupation and Functional Mobility (3 credit hours)
- * Pediatric Habilitation and Rehabilitation: Theory and Practice (6 credit hours)
- * Fieldwork I a - Pediatrics (1 credit hour)
- * Evaluation of Occupational Performance (3 credit hours)
- * Using Evidence to Inform Practice (3 credit hours)

Year 2 Summer (online)

- * Education and Learning in Healthcare and Health Education (2 credit hours)
- * Leadership and Advocacy in Occupational Therapy Practice (2 credit hours)
- * Health Care Policy and Program Management (2 credit hours)
- * Therapeutic Relationship and Client Collaboration (2 credit hours)

Year 2 Fall

- * Adult Rehabilitation: Theory and Practice (6 credit hours)
- * Evaluation and Intervention of the Upper Extremity (3 credit hours)
- * Fieldwork I b- Adults (1 credit hour)
- * Technology and Context Adaptation (2 credit hours)
- * Interprofessional Telehealth Care (1 credit hour)
- * Critical Analysis of Occupational Therapy Practice

- * Fieldwork I c ±Psychosocial (1 credit hour)
- * Occupational and Activity Analysis (2 credit hours)
- * Scholarship of Practice Approaches and Design (1 credit hours)
- * Practice Scholar Seminar I (1 credit hour)

Year 3 Summer

- * Fieldwork II A (6 credit hours)
- * Community and Population Health (1 credit hours)
- * Practice Scholar Seminar II (1 credit hour)

Year 3 Fall

- * Fieldwork II B (6 credit hours)
- * Professional Development Planning (1 credit hours)
- * Practice scholar Seminar (1 credit hour)

Year 3 Spring

- * Capstone (7 credit hours)
- * Practice Scholar Symposium (2 credit hours)

The proposed program is a professional degree program leading to an entry level professional

Coordinator will also be responsible for managing clinical practice experiences, developing clinical practice requirements, overseeing clinical site standards and requirements, and competency development within clinical practice. The third ACOTE mandated position that will ensure the Capstone Coordinator will be responsible for overseeing the capstone sequence culminating in student engagement in and fulfillment of the capstone requirements. Finally, the Director of Research will be responsible for the development and monitoring of an active research agenda and scholarly contributions. As an accreditation requirement, although the utilization of adjunct faculty is not anticipated to be required on a regular basis, there may be times when qualified occupational therapy educators may be needed to adjunct the occupational therapy faculty.

A hiring plan has been developed and approved based upon the matriculation of students in the program and can be found in Appendix E.

The proposed program works actively with stakeholders in the community that make up the ODU OTD Advisory Committee. Members of the committee are practice experts and scholars in occupational therapy practice and consumers. The purpose of the external Advisory Committee is to enable the development and sustainability of effective stakeholder partnerships that

- x The program curriculum and its learning outcomes meet the needs of the practice community and the clients served in the Hampton Roads region
- x The faculty responds effectively and flexibly to the ever changing and complex occupational therapy practice environment.
- x Adequate preparation and smooth transition of students from the classroom to the clinic.
- x Effective partnerships that enable students and faculty to contribute to the advancement of practice, practitioners, and client outcomes in the region

A list of current Advisory Committee members can be found in Appendix F.

Student Learning Assessment

Student learning assessment will be

using the Level I Fieldwork Competency Evaluation⁴⁷ and the Fieldwork Performance Evaluation³⁸

- x Professional Department: To ensure student professional readiness to assume clinical practice, the department formally evaluated each semester using a program developed measure of professional department
- x Capstone Experience and Project: Because the capstone project is the culmination of the underlying threads of the proposed program, the capstone experience will be evaluated across the curricular components of the program. Three evaluative components will be developed to address the Capstone outcomes and will include: a student learning and summative portfolio, a rubric for the capstone written scholarly product, and a rubric for the scholarly oral presentation.

Student Learning Outcomes:

1. Graduates will promote health and wellness of diverse individuals, groups, and populations through occupational engagement across the life span through holistic, patient centered, occupation based, and evidence informed practice.
2. Graduates will advance the practice of occupational therapy by applying comprehensive knowledge of
3. Graduates will influence traditional and emerging practice markets by optimizing leadership and advocacy capacities and employing creative and innovative problem solving.

Methods of Assessment, Timeframe for Data Collection and Analysis: The proposed methods of assessment will be used to evaluate the five core student learning outcomes of the program.

Direct measures will be collected according to the following schedule:

Student Learning Outcome	Data (Direct Measures)	Source of Data	When to Collect
Promote health and wellness of diverse individuals, groups, and populations through occupational engagement across the life span through	Intervention Plans (Pediatric, Adult, Geriatric, and Mental Health)	Student Deliverables ±Course Instructor	Y1 Spring, Y2 Fall, Y2 Spring
	Simulation cases (Pediatric, Adult, Geriatric, and Mental Health)	Student Performance ±Course Instructor	Y1 Spring, Y2 Fall, Y2 Spring

Student Learning Outcome	Data (Direct Measures)	Source of Data	When to Collect
holistic, culturally appropriate patient centered, occupation based, and evidence informed practice.	Fieldwork I and II Performance	Fieldwork Performance Evaluation ± Fieldwork Educator	Y1 Spring, Y2 Fall, Y2 Spring, Y3 Summer, Y3 Fall
Advance the practice of occupational therapy by applying comprehensive knowledge of the SURIHVVLRQ theoretical and evidentiary base.	Critically Appraised Paper, Critically Appraised Topic, Systematic Review	Student Deliverable ± Course Instructor and Community Partner	Y1 Fall, Y1 Spring, Y2 Fall
	Capstone proposal	Student Deliverable ± Course Instructor and Community Partner	Y2 Spring, Y3 Summer, Y3 Fall, Y3 Spring
	Capstone dissemination project	Student Deliverable ± Course Instructor and Community Partner	Y3 Spring
	Fieldwork II a and b Project	Student Deliverable ± Course Instructor and Fieldwork Educator	Y3 Summer, Y3 Fall
	National Board Certification in Occupational Therapy Examination	Certifying Examination Outcome Data ± Program Director	End of Program

Influence traditional and emerging practice markets by optimizing leadership and advocacy capacities and employing creative collaborative and

Student Learning Outcome	Data (Indirect Measures)	Source of Data	When to Collect
	Dissemination artifacts	Professional presentation and published articles Students and Faculty	Annually

Influence traditional and emerging practice markets by optimizing leadership and advocacy capacities and employing creative

6. 90% of students will be satisfied with the Graduate Student Satisfaction Survey.

Employment Skills

The proposed program graduates will be prepared to work in a variety of practice settings to include healthcare (acute care, inpatient and outpatient rehabilitation, home health, skilled nursing), educational (early intervention and schools), and community based (club house, homeless shelters) settings. They will be prepared to work with diverse clients with a range of illnesses, injuries, and disabilities across the life span and they will be prepared to analyze and apply evidence to design individualized intervention, establish and implement programs, and lead interdisciplinary teams to meet the needs of individuals, communities, and populations. The proposed program graduates will be prepared to:

- x Demonstrate understanding of the determinants of health and the influence of occupation on the health and wellbeing of individuals, communities and populations.
- x Demonstrate awareness of the experiences of culturally diverse individuals, communities, and populations, and the competencies required to mitigate challenges in healthcare access and outcomes.
- x Analyze and apply the theories and conceptual models that guide occupational therapy practice across the human lifespan and distinguish occupation as its central outcome.
- x Gather, analyze and interpret relevant data to determine the relationship of occupations, client factors, performance skills, performance patterns, contexts and environments on health promotion and satisfying occupational performance and participation.
- x Utilize culturally appropriate, client-centered, occupation focused and evidence informed principles to design and implement occupational therapy practice using remedial, adaptive, compensatory, consultative and educational approaches in a variety of professional settings across the lifespan.
- x Collaborate with interprofessional teams to support individuals, communities and populations access and optimally participate in occupations that give life meaning and improve health and wellbeing.
- x Access, appraise and interpret research to guide decision making.
- x Produce and disseminate guided, individualized, scholarly projects that advance occupational therapy practice and meet the needs of individuals, communities and populations in the Hampton Roads region and beyond.
- x Identify, design, and engage in initiatives with existing organizations and through new, entrepreneurial services and programs to move the profession of occupational therapy forward as an integral discipline in healthcare, human services, and education.
- x Apply principles of leadership and advocacy to improve service access and delivery in complex systems and organizations, influence policy and regulation, and manage personnel and programs.
- x Demonstrate responsibility for lifelong learning and the development and translation of best available evidence for practice, policy, and research.

Relation to Existing Program

The proposed program is not similar or related to any existing degree program at

Part II: Justification of the Proposed Program

Response to Current Needs (Specific Demand)

Occupational therapy is a health and wellness profession that helps individuals, communities, and populations do the things they want and need to do.

It is no longer enough to teach students technical skills; rather we must maximize students' capacity to be effective and lead effective and efficient teams that make up complex systems of care in our Q D W Health Care market.^{46,47}

Changes in the Professional Landscape of Occupational Therapy Practice

In response to market demand in Virginia and across the nation, occupational therapy profession has undergone significant change from skilled technician to global health contributor and leader.⁴⁸ 7 R G Professional Doctor of Occupational Therapy practitioners are addressing and mitigating 1) health disparities in access, quality, and cost, 2) chronic health issues, 3) cultural differences and political priorities, 4) health care reimbursement and practice delivery models, and 5) client outcomes in health, wellness, and quality of life.⁴⁹

Demographic Change

population living in a county where stroke rates were in the worst 50th percentile of US counties.

Professional Doctor Occupational Therapy practitioners address the chronic healthcare needs individuals, communities, and populations through prevention, lifestyle modification, and physical and psychosocial rehabilitation. With this population, OTDs address performance deficits in daily self-care and home management tasks such strategies to incorporate energy conservation and activity modification techniques into daily activities and individualize adaptations, roles and routines to effectively perform health management tasks and support physical and psychosocial health and wellbeing.⁵¹ OTDs are expanding services to primary care and community program and designing prevention programs that reduce the impacts of these chronic conditions across communities and populations. The proposed program will build student competencies in program assessment, planning, and implementation that will enable creation and expansion of community based prevention and education services that improve health and wellness.

Health Disparities and Cultural Differences

Residents of Hampton Roads have a shorter average life expectancy (Portsmouth 73.9, Norfolk 75.4, Hampton 76.7, Newport News 76.7) than the Virginia (79.5) and US (78.5) averages. More than two-thirds of the population in Hampton Roads does not have health insurance coverage rates are below the US median, which suggests that rates are lower in the region. Social Determinants of Health and lack of quality healthcare access impacts many across the lifespan in the Hampton Roads Region from the very youngest to the oldest. Nearly one-in-10 of babies (9.5 percent) born in the median Hampton Roads county experiences low birthweight, while 1.8 percent of babies born in the median Hampton Roads county experiences very low birthweight. In both instances these shares are higher than the US value. On average, the share of Black babies born with low birthweight is more than twice the rate for white babies throughout Hampton Roads.

Once again, OTDs are moving beyond traditional hospital and outpatient care where they are traditionally found, and they are working

interventions for both behavioral and physical health. A holistic approach is necessary to support health and wellness outcomes by building continuity across the continuum of care. OTCs assist in designing client education programs, care coordination, and high-quality community discharge

in support of healthy participation of all, and advocate for services and policy that support health and well being of all.

Across the national healthcare, community services, and education markets, employment of occupational therapists is projected to increase 18% from 2018 to 2028 according to the United States Bureau of Labor Statistics. In the Commonwealth of Virginia, healthcare and social assistance careers are among those projected to experience the largest growth in the coming decade, and, between 2017 and 2026, occupational therapy employment opportunities are expected to increase by 26%. The concentration of occupational therapists per capita is lower in the Hampton Roads region than the other highly populated region in the state (Northern Virginia and Capitol regions) ensuring employment opportunities for Old Dominion University occupational therapy graduates. These data are summarized in the chart below.

Labor Market Information: Bureau of Labor Statistics, 2018-2028 (10-Yr)⁶⁵

Occupation Title	Base Year Employment	Projected Employment	Total % & K D Q J H D	Typical Entry Level Education
Occupational Therapy	133,000	156,800	18% 23,000	MS and OTD

Labor Market Information: Virginia Employment Commission, 2019-2026 (10-Yr)⁶⁶

Occupation Title	Base Year Employment	Projected Employment	Total % change and ↑ ↓	Annual Change	Education
Occupational Therapy	3067	3866	799 26.05%	80	MS and OTD

Wages for occupational therapy practitioners in Virginia are among the highest in the country and opportunities across healthcare and educational markets abound in the region. A scan of positions currently listed on indeed, a popular job listings site on the internet, revealed over

Duplication

ODU will be the first institution to offer the full complement of rehabilitation professionals
WUDLQLQJ WRJHWKHU WR VXSSRUW One Public Health Unit in the HGV LQ W
Commonwealth offers a related degree program Virginia Commonwealth University

- x The same number of credit hours (105)
- x Culmination in 24 weeks of fulltime clinical fieldwork and 14 weeks of fulltime capstone experience and project (ACOTE requirements)
- x Similar course content that is driven by ACOTE standards

Differences

Student Survey Results

These data are currently being gathered and will be added to the report when analysis is completed

Part III: Summary of Projected Student Enrollment

Projected Student Enrollment

Summary of Projected Enrollments in Proposed Program

Assumptions:

1. Retention- 98%⁷³
2. Full-time students 100%
3. Parttime students 0%
4. Expected time to graduation ±3 Years
5. Number of credit hours per semester 16

⁷³ American Occupational Therapy Association (AOTA). 2018. Academic Programs Annual Data Report.
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Part IV: Projected Resource Needs for the Proposed Program

Narrative Description of Resources to Initiate and Operate the Degree Program

The proposed program, situated in the College of Health Sciences, School of Rehabilitation Sciences, is a priority of the University, College and School. The College of Health Sciences, and the School of Rehabilitation Sciences have the resources needed to initiate and sustain the proposed program. The program was initiated with the hiring of the Occupational Therapy Program Director in December of 2019 and additional faculty positions expected to be filled by the fall of 2021. The proposed program will have seven full-time faculty members committed to it. Program development costs will be drawn from three distinct funding streams:

1. College of Health Sciences Building Funding:

- a. All instructional and office space for students, faculty and staff of the occupational therapy program are provided in the new College of Health Sciences building plans.
- b. Non-portable equipment such as desks, treatment tables, and appliances are addressed and included in the new building budget.
- c. Instructional audiovisual equipment is included in the new building plans.
- d. As the construction gets underway, naming rights for occupational therapy spaces will be available to commemorate patrons of the department. The funds garnered through the naming of occupational therapy spaces will be used to obtain targeted instructional materials, such as assistive and rehabilitation technologies.

2. Equipment Trust Fund:

- a. Equipment and materials required for program start up, such as assessment tools, treatment materials, and instructional programs, are being delineated in a cost cycle to be purchased in the year in which they will be introduced to the first program cohort.
- b. The ODU Occupational Therapy Advisory Committee, made up of stakeholders from all areas of occupational therapy practice in the community, has been consulted to ensure that the equipment and materials targeted represent relevant and essential materials required by both the Accreditation Council for Occupational Therapy Education and are consistently used in practice in the region.
- c. Equipment and materials not available for collaborative use in other programs in the School and College will be prioritized.
- d. As students matriculate, student fees will cover the costs of some of the required instructional equipment, materials, and supplies (assessment protocols, expendable materials [e.g., splinting materials], and standard

Appendix A ~~±~~Plan of Study

professional reasoning to analyze clinical information and support clinical decision making.

*Professional Identity and Ethical Formation (3 credit hours)

- x In this course, students will integrate foundational concepts to promote professional identity, ethical reasoning, and lifelong competent and interprofessional practice. Students will explore the development of professionalism, core values and ethical principles, and occupational justice. Service learning provides foundational opportunities to

patterns of daily living, interests, values, needs, and relevant contexts) to understand individuals as occupational beings and discuss client-centered outcomes.

*Evaluation of Occupational Performance (3 credit hours)

- x This course provides students an introduction to evaluation processes in occupational therapy including observation, interviewing, psychometric (tests and measurement theories, methods, scales, procedures, statistics, and test interpretation) ethics, assessment tools and assessment administration.

*Elements of Research II: Using Evidence to Inform Practice (3 credit hours)

- x This course is a continuation of the graduate's preparation to practice critical analysis skills related to scientific literature. Its emphasis is placed on knowing the components of research reports and concepts associated with judging the quality and value of research. Students will apply this knowledge to answer clinical questions of diagnosis, prognosis, and intervention and complete a critically appraised paper on a research topic.

Summer ±Year 2

*Education and Learning in Healthcare and Academic Settings (2 credit hours)

- x As a core intervention in occupational therapy service delivery, the teaching and learning process is studied and practiced. Activity analysis and learning strategies across a variety of service delivery contexts to promote performance, engagement, and behavioral change is examined. Students are exposed to teaching and learning theory and threshold concepts and signature pedagogy in occupational therapy academic and fieldwork education.

*Leadership and Advocacy (2 credit hours)

- x The approaches to leadership in traditional and emerging practice settings is emphasized in the context of professional development and behaviors, strategic planning and visioning, mentoring and professional responsibilities across the roles of practice scholar, fieldwork educator, entrepreneur, faculty, consultant, advocate and servant leader. Change management and change leadership within interprofessional teams, healthcare, educational and business systems, and policy arenas will be emphasized. Students will examine their own leadership competencies and efficacy and establish a leadership development plan.

*Health Care Policy and Program Management (2 credit hours)

- x This course provides an overview of the United States healthcare system and the laws, policies and procedures that related to the healthcare professions. Students will examine the impact of regulation and policy on occupational therapy and build an understanding and interpretation of how these laws and policies influence practice. This course reviews and identifies the factors, forces, and dynamics of the environment in which healthcare services are provided. Students will examine the interrelationships of healthcare institutions and project future impacts on occupational therapy.

*Therapeutic Relationships and Client Communication (2 credit hours)

- x Therapeutic relationships and communication are essential functions of all healthcare providers. In this course, students will examine the elements of developing and maintaining therapeutic relationships, communicating effectively with clients and members of the interprofessional team, and resolving interpersonal challenges.

Fall - Year 2

*Adult Rehabilitation: Theory and Practice (6 credit hours)

- x An overview of developmental and health conditions is provided to build understanding of the diagnosis and treatment of common physical, developmental, psychosocial and mental health disorders encountered during occupational therapy assessment and intervention of adults. In this course students examine selected medical, developmental, psychosocial and mental health conditions that impact adults with emphasis on their etiology, prognosis, medical and pharmacological management. Service delivery in acute care, inpatient and outpatient rehabilitation, skilled nursing and community-based settings will be discussed. Students will use a variety of theoretical approaches to design evaluation and intervention for adults.

*Evaluation and Intervention of the Upper Extremity (3 credit hours)

- x Interventions with orthopedic-based upper extremity conditions to optimize functional use of the hand and arm are analyzed. Emphasis on physical agent modalities, orthotics fabrication and application, shoulder, arm and hand rehabilitation methods along with an introduction to training and utilization of prosthetics and emerging robotics is included.

*Fieldwork I b - Adults (1)

- x In the second of three Fieldwork I experience students will be immersed in a clinical or community-based setting that serves the needs of adults with disabilities. In this setting, students will conduct an occupational-based assessment of a client to strengthen their interconnected and holistic (physical, psychosocial, social emotional and cognition components) understanding of individuals as occupational beings. Students will engage in discussion about occupational performance and its impact on participation and health and wellness.

Interprofessional Telehealth Care (1 credit hour)

- x The purpose of this course is to challenge the student to interact with other health professionals in making patient care decisions. Students will examine the process and technologies required to provide interdisciplinary telehealth care, explore the legal, regulatory and reimbursement issues in telehealth care, and deliver healthcare via videoconferencing.

*Technology and Environmental Adaptation (2 credit hours)

- x This course covers the assessment and modification of the physical environment to enhance occupational performance including computer resources, assistive technology, home modification, driving and environmental controls, and environmental accessibility

*Critical Analysis of Occupational Therapy Practice (3 credit hours)

- x In this course, students will gain an understanding of external and internal criticisms of the profession of occupational therapy. Students will examine the evidence addressing an occupational therapy practice/intervention of interest and complete a systematic review of the evidence.

Spring ±Year 2

*Productive Aging and Rehabilitation: Theory and Practice (3 credit hours)

- x In this course, students examine the aging process and consider the common physical, developmental, psychosocial, and mental health disorders encountered during occupational therapy assessment and intervention of older adults. In this course students examine productive aging and health and safety of older adults. They will study cognitive conditions frequently encountered in therapy with this population. Service delivery in acute care, inpatient and outpatient rehabilitation, skilled nursing and community-based settings will be discussed. Students will use a variety of theoretical approaches to design evaluation and intervention for older adults.

Appendix C - Practicum Sites

ODU currently has affiliation agreements with the following organizations who have expressed interest in working with our Doctor of Occupational Therapy Students:

Facility/System	Inpatient Acute and Sub Acute Care	Outpatient Adults Care & Home Health	Skilled Nursing	Pediatric Inpatient Outpatient/ Education	Mental Health
Accordious Health			X		
Adlet Group		X		X	

Virginia Health Services			X		
Wilson Workforce and Rehabilitation Center		X		X	

Teaching

Old Dominion University

- NMED 300 ±Medical Terminology (3 Credits)
- PT 881- Interprofessional Case Management and Health Promotion for Special Populations (3 Credits)
- PT 882 ±Seminar in Interprofessional Practice (1 Credit)
- KRS 830 ±Theoretical Foundations in Kinesiology and Rehabilitation (3 Credits)
- KRS 887 ±Structure Teaching Experiences (3 Credits)

Virginia Commonwealth University

- OCCT 580 ±Introduction to the Profession of Occupational Therapy (3 Credits)
- OCCT 615 ±Fieldwork I in Occupational Therapy (1 Credit)
- OCCT 691 ±Special Topics in Occupational Therapy (3 Credits)
- OCCT 697 ±Special Topics in Occupational Therapy Fieldwork (3 Credits)
- OCCT 714 ±Pediatric Evaluation and Intervention II (4 Credits)
- OCCT 715 ±Fieldwork I in Occupational Therapy (1 Credit)
- OCCT 729 ±Research (3 Credits)
- OCCT 759 ±Fieldwork II Seminar (2 Credits)
- OCCT 760 ±Fieldwork II in Occupational Therapy (9 Credits)
- OCCT 761- Fieldwork II in Occupational Therapy (9 Credits)

Shenandoah University

- OT 625- Occupational Performance and Participation: Children (4 Credits)
- OT 628 ±Fieldwork I in Occupational Therapy (1 Credit)

Creighton University

- POTD 541 ±Critical Analysis in Occupational Therapy (3 Credits)

Student Mentoring

University of North Carolina, Chapel Hill

- PhD ±Occupational Science ±Dissertation Committee

Virginia Commonwealth University

- Entry Level Doctorate ±Occupational Therapy ±Class Advising
- Entry Level Doctorate ±Occupational Therapy ±Capstone Mentoring
- Entry Level Masters ±Occupational Therapy ±Research Mentoring

Mary Baldwin University

- Entry Level Doctorate ±Occupational Therapy ±Capstone Mentoring

Creighton University

- Post Professional Doctorate ±Occupational Therapy ±Capstone Mentoring

New York University

- Post Professional Doctorate ±Occupational Therapy ±Capstone Mentoring

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- Post Professional Doctorate ±Occupational Therapy ±Capstone Mentoring

Publications

Peer Reviewed Journals

- Laverdure, P. (In Press). Policy Advocacy Leadership: High Leverage Practices: Boosting our Influence. *Journal of Occupational Therapy, Schools, & Early Intervention*.
- Laverdure, P. & LeCompte, B. (In press). Policy Advocacy Leadership: Lessons Learned from COVID19: A Leadership and Advocacy Perspective. *Journal of Occupational Therapy, Schools, & Early Intervention*.
- Laverdure, P. & Swinth, Y. (In Press). Effective School Practice: Using Indicators of Quality to Advance Practice and Improve Outcomes. *Journal of Occupational Therapy, Schools, & Early Intervention*
- Laverdure, P., Nemec, E., Johnson, C. & Blake, T. (2021). Development of chores to promote independent living and competitive work: A systematic review. *Journal of Occupational Therapy Schools and Early Intervention*.
- Laverdure, P., & Beisbier, S. (2021). Occupational and activitybased interventions to improve performance of activities of daily living, play, and leisure for children and youth ages 5 to 21: A systematic review. *American Journal of Occupational Therapy*, 75, 7501205050. <https://doi.org/10.5014/ajot.2021.039560>.
- Grajo, L. C., Laverdure, P., Weaver, L. L., & Kingsley, K. (2020). Becoming critical consumers of evidence in occupational therapy for children and youth. *American Journal of Occupational Therapy*, 74, 7402170020.
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Practice/Trade Publications

- Laverdure, P., Smiley, J., Stotz, N. & Varland, J. (2020, June). Student Value MVPs: Leveraging Fieldwork and Capstones to Support the Value Reimbursement Value Shift. *OT Practice*, 25(6), 223.
- Caracci, H., Laverdure, P., & Reynolds, S. (2019). Optimizing creativity for innovative occupational therapy practice: Implications for value based reimbursement. *OT Practice*, 24(12), 179.
- Laverdure, P., Stephenson, P., & McDonald, M. (2019). Using the occupational therapy practice framework to guide the evaluation process and make assessment choices in school practice. *OT Practice*, 24(2), CE18.
- Laverdure, P. (2018). Collecting participation focused evaluation data across the school environment. *Special Interest Section Quarterly Practice Connection*, 20(3), 5-7.
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- Laverdure, P., Carter Smith, L., DuPrey, J., Lynn, J., & Swope, K. (2017). Beyond the badge: Supporting the orientation and training of new employees across practice settings. *OT Practice*, 22(17), 8-13.
- Laverdure, P., Cosbey, J., Gaylord, H. & LeCompte, B. (2017). Providing contextual and collaborative service in school contexts and environments. *OT Practice*, 22(15), CE 1-E-8.
- Laverdure, P. (2017). Using reflection to advance professional expertise: A novice expert trajectory. *OT Practice*, 22(4), 8-11.
- Laverdure, P., Seruya, F., Stephenson, P., & Cosbey, J. (2016). Paradigm transitions in pediatric practice. *Tools to guide practice. SIS Quarterly Practice Connection*, 2(2): 5-7.
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Peer Reviewed Professional Guidance Documents

- American Occupational Therapy Association. (2018). Guidelines for documentation of occupational therapy. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410010.
- American Occupational Therapy Association. (2017). Guidelines for occupational therapy services in early intervention and schools. *American Journal of Occupational Therapy*, 71(Suppl. 2).
- Holahan, L., Burton, S., Laverdure, P., & Muhlenhaupt, M. (2014). Guidance for performance evaluation of school occupational therapists. American Occupational Therapy Association, Bethesda, MD. Retrieved from <http://www.aota.org/media/Corporate/Files/Practice/Children/PerformanceEvaluationSchoolbasedTherapists131-13.pdf>

Books and/or chapters

- Laverdure, P. & Seruya, F. (Eds.). (Under Contract). Theoretical Perspectives to Guide School Based Practice: A Conceptual and Pragmatic Model of Integrating Theory Based Decision Making in School Practice. Thorofare, NJ: Slack Incorporated.
- Laverdure, P. (Under Contract). Value Added Fieldwork. In Elizabeth Deluliis & Debra + D Q V R Q (G V 7 K H) L H O G Z R U N (G X F D W R U ¶ V * X L G H W R SLACK Incorporated.
- Laverdure, P. (2019). Managing Organizational Change. In Karen Jacobs and Guy McCormick (Ed.). The Occupational Therapy Manager (175184). Bethesda, MD: AOTA Press.
- Laverdure, P. & Polichino, J. (2019). Best Practices for Occupational Therapy Practitioners as Administrators. In Gloria Frolek Clark, Barbara Chandler & Joyce Rouix (Eds.). Best Practices for Occupational Therapy in Schools (pp. 6-68). Bethesda, MD: AOTA Press.
- Laverdure, P. (1989). Oral motor skills. In Martha Logigian & J. Ward, J. (Eds.). A Team Approach to Pediatric Rehabilitation (pp. 68). Boston, MA: Little, Brown & Co.

Grants Awarded

- Ivey, Carole (Principal Investigator) & Laverdure, P. (Program Coordinator; 10% Effort) (10/1/2017-9/30/2022)
U.S. Department of Education #H325K17004 Office of Special Education and Rehabilitation Services Personnel Development Grant to Improve Services and Results for Children with Disabilities Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High Intensity Needs (\$1.1 Million over 5 years)
- Laverdure, P. (Principal Investigator)
(Each year for the past 11 years)
Virginia Department of Special Education Training Grant to improve occupational and physical therapy services to children and you in educational settings (\$4900/year)

Research Papers Presented at Professional Meetings (In the last 10 years)

Invited National Presentations

- Tinguely, E., Burns, E., Kelly, J., Laverdure, P., Patch, L., & Ray, L. (2021, January 27). The impact of COVID on related services. Presented at the Council of Administrators of Special Education and National Alliance for Medicaid in Education National Coalition Conference. Virtually Presented.
- Laverdure, P. (2020, June 29). Highlighting Strategies and Practices in Providing Related Services to Enhance the Continuity of Learning During COVID for Children with Disabilities. The US Department of Education Office of Special Education Programs Webinar. Laverdure, P., Helgeson, L.A., & VanCamp, A. (2020, March 25). Strengthening Capacities through Collaborative Partnership: A Look at the Work of Fieldwork Councils [Invited Conference Session]. American Occupational Therapy Association Annual Conference and Expo, Boston, MA. (Conference Cancelled).
- Laverdure, P., Holohan, L., Hollenbeck, J. (2020, June 9). School Medicaid: What : H ¶ U H / H D U Q L Q J D E R X W S I E L S E I X E S I N T E R C O M M E R C I U 1 R Q

6HVLRQ@ \$PHULFDQ 2FFXSDWLRQDO 7KHU\$ \ \$VVRFL
Series. Ideas and Connections. Redefined.

- 2017 Annual American Occupational Therapy Association Conference, Salt Lake City, Utah.
- Laverdure, P., Cosbey, J., Seruya, F., & Stephenson, P. (2018, February 20). Webinar: Clinical reasoning and dosing in the school setting. Webinar presented online for the American Occupational Therapy Association.
- Laverdure, P. (2017, December 17). Evaluating and promoting effective school practice. Paper presented at the American Occupational Therapy Association School Specialty Conference, Orlando, Florida.
- Laverdure, P., Frolek Clark, G., & Scheffkind, S. (2017, December 18). Facilitating student participation: Providing occupational therapy in everyday school routines. Paper presented at the American Occupational Therapy Association School Specialty Conference, Orlando, Florida.
- Laverdure, P. (2017, October 17). Relat

- Laverdure, P. & Swaringen, K. (2020, March 28). Leveraging Involvement for Professional Evolvement: Participation in Professional Organizations to Support Learning, Practice, and Leadership [Peer Referred Conference Session]. American Occupational Therapy Association Annual Conference and Expo, Boston, MA. (Conference Cancelled).
- Laverdure, P., Stoltz, N., & Varland, J. (2019, October 19). Value Based Reimbursement: How Students Add Value to Fieldwork Sites. Paper presented at the Academic Leadership Council Meeting at the American Occupational Therapy Association Annual Conference, Las Vegas, Nevada.
- Ivey, C. & Laverdure, P. (2019, October 19). Building Advanced Competency in Education Through Successful Doctoral Capstones. Paper presented at the Academic Leadership Council Meeting at the American Occupational Therapy Association Annual Conference, Las Vegas, Nevada.
- Stephenson, P., Frolek Clark, G., Cosbey, J., & Laverdure, P. (2019, April 4). Transitioning to School Based Practice: A Primer for Practitioners. Paper presented at the Annual American Occupational Therapy Association Conference and Expo, New Orleans, Louisiana.
- Chu, V. Gentry, T., Laverdure, P., & Simons, D. (2019, April 5). Understanding the Neuroscience and Treatment of Pain Across the Lifespan. Presented at the Annual American Occupational Therapy Association Conference and Expo, New Orleans, Louisiana.
- Laverdure, P., & Swinth, Y. (2019, April 4). Advocacy Stance in Your School District. Presented at the Annual American Occupational Therapy Association Conference and Expo, New Orleans, Louisiana.
- Laverdure, P., & Ivey, C. (2019, April 4). Considering Context: The Keystone in Evidence Informed Decision Making in School Practice. Presented at the Annual American Occupational Therapy Association Conference and Expo, New Orleans, Louisiana.
- Frolek Clark, G., Fischbach, J., Schmidt, E., Weis, E., Reifenberg, G., Laverdure, P., & Beisbier, S. (2018, September 29). Translating research into practice: Systematic review on occupational therapy for children and youth. Paper presented at the American Occupational Therapy Association School Children and Youth Specialty Conference, Milwaukee, Wisconsin.
- Laverdure, P. & Swinth, Y. (2018, April 21). Effective school practice: Using indicators of quality service to advance practice and improve outcome. Paper presented at the 2017 Annual American Occupational Therapy Association Conference & Expo, Salt Lake City, Utah.
- Laverdure, P., Cosbey, J., Seryu, F., & Stephenson, P. (2017, March 31). Embracing our value in school settings through a workload framework. Paper presented at the 2017 Annual American Occupational Therapy Association Conference & Expo, Philadelphia, Pennsylvania.
- Laverdure, P., Cosbey, J., Seruya, F., & Stephenson, P. (2018, April 20). Documenting outcomes in occupation based service delivery in school settings. Paper presented at the 2017 Annual American Occupational Therapy Association Conference & Expo, Salt Lake City, Utah.
- Laverdure, P., & Swinth, Y. (2017, March 31). Quality indicators for school occupational therapy practice. Paper presented at the 2017 Annual American Occupational Therapy Association Conference & Expo, Philadelphia, Pennsylvania.
- Laverdure, P., & Quigley, E. (2017, March 30). Building blocks for developing effective continuing education models for school practitioners. Poster presented at the 2017 Annual American Occupational Therapy Association Conference & Expo, Philadelphia, Pennsylvania.

- Laverdure, P. & Alexander, K. (2016, April 9). (AOTA) Children and youth accountability and outcomes. Paper presented at the 2016 Annual American Occupational Therapy Association Conference & Expo, Chicago Illinois.
- Swinth, Y, Laverdure, P., Schoonover, J., & Alexander, K. (2016, April 8). Quality indicators for effective school based practice. Paper presented at the 2016 Annual American Occupational Therapy Association Conference & Expo, Chicago Illinois.
- Laverdure, P. & Blake, T. (2014, April 4). The development of expert practice in school based occupational therapy. Paper presented at the 2014 American Occupational Therapy Association Annual Conference and Expo, Baltimore, MD, M
- Laverdure, P. (2013, July 27). Translating evidence to practice in school settings. Paper presented at the AOTA Advanced Practice Specialty Conference on School Based Practice, Minneapolis, Minnesota.
- Laverdure, P. (2011, April). Designing client centered and occupation based evaluation in school based practice. Paper presented at the 2011 AOTA Annual Conference and Expo, Philadelphia, PA.

PeerReviewed State Presentations

- Laverdure, P. & Smiley, J. (2020, October 17). How Fieldwork Students Help Us Address the Challenges of Client Care During the COVID Pandemic. Virginia Occupational Therapy Association Annual Conference, Virginia.
- Laverdure, P. (2020, October 4). Perspectives on Occupational Therapy Education Past, Present and Future A Book Club Examination of Literature Regarding Occupational

Book/Article Reviewer

Columnist- Policy, Advocacy and Leadership, Journal of Occupational Therapy, Schools and Early Intervention
Reviewer, American Journal of Occupational Therapy
Reviewer, Journal of Occupational Therapy, Schools and Early Intervention
External Advisory Board Member and Reviewer, OT Practice

Honors, Awards, and Prizes

2020 ±American Occupational Therapy Association Certified Academic Leader
2020 ±Virginia Occupational Therapy Association Award of Excellence
2019 ±Fellow of the American Occupational Therapy Association
2012 ±American Occupational Therapy Association Board Certification in Pediatrics

Membership in Professional Societies

2019 ±Present Fellow of the American Occupational Therapy Association
1980 ±Present Member American Occupational Therapy Association
2004 ±Present Member Virginia Occupational Therapy Association

University Service

2020 ±Present Member of the College of Health Sciences Graduate Program Directors Committee

Professional Service

State

Co-Chair, Virginia Occupational Therapy Fieldwork Council (2016±Present)
Chair, Children and Youth Conference Committee, Virginia Occupational Therapy Association (2004±Present)
Board Member, School Liaison, Virginia Occupational Therapy Association (2004±Present)

Appendix E: Faculty Hiring Plan

Date (Courses/Credits)	Number of Students	Courses	Faculty	Other
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Date (Courses/Credits)	Number of Students	Courses	
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Date (Courses/Credits)	Number of Students	Courses	Faculty	Other
		HealthCarePolicy andProgramManagement (2) Therapeutic Relationship and Client Collaboration (2)		
	Cohort 3 ±45	Foundations of Occupational Therapy Practice (2) Body Function and Structure for Occupational Performance		

Date (Courses/Credits)	Number of Students	Courses	
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Date (Courses/Credits)	Number of Students	Courses	Faculty	Other
(2/6)		Practice scholar Seminar (1)		
	Cohort 4 ±45	Adult Rehabilitation: Theory and Practice (6) Evaluation and Intervention of the Upper Extremity (3) FW I b - Adults (1) Technology and Context Adaptation (2) Interprofessional Telehealth Care (1) Critical Analysis of Occupational Therapy Practice (3)		
	Cohort 5- 45	Neuroscience of Occupation (4) Occupation, Health and Wellness across the Life span (3) Professional Reasoning and the Occupational Therapy Process (3) Professional Identity and Ethical Formation (3) Theories of Inquiry and Scholarly Literature (3)		
	OTHER	KRS 835 (3) KRS 887 (3)		
Spring 2027 (13/41) (2/6)	Cohort 3 ±45	Doctoral Capstone (7) Practice Scholar Symposium (2)	7	Cohort 3 Graduates May 2027
	Cohort 4 ±45	Productive Aging and Rehabilitation: Theory and Practice (3) Mental Health Promotion and Recovery: Theory and Practice (6) FW I c ±Psychosocial (1) Occupation and Activity Analysis (2) Scholarship of Practice Approaches and Design (3) Practice Scholar Seminar I (1)		
	Cohort 5- 45	Occupation and Functional Mobility (3) Pediatric Habilitation and Rehabilitation: Theory and Practice (6) FW I a - Peds (1) Evaluation of Occupational Performance (3) Using Evidence to Inform Practice (3)		
	OTHER	KRS 835 (3) KRS 887 (3)		

Appendix F - Advisory Committee

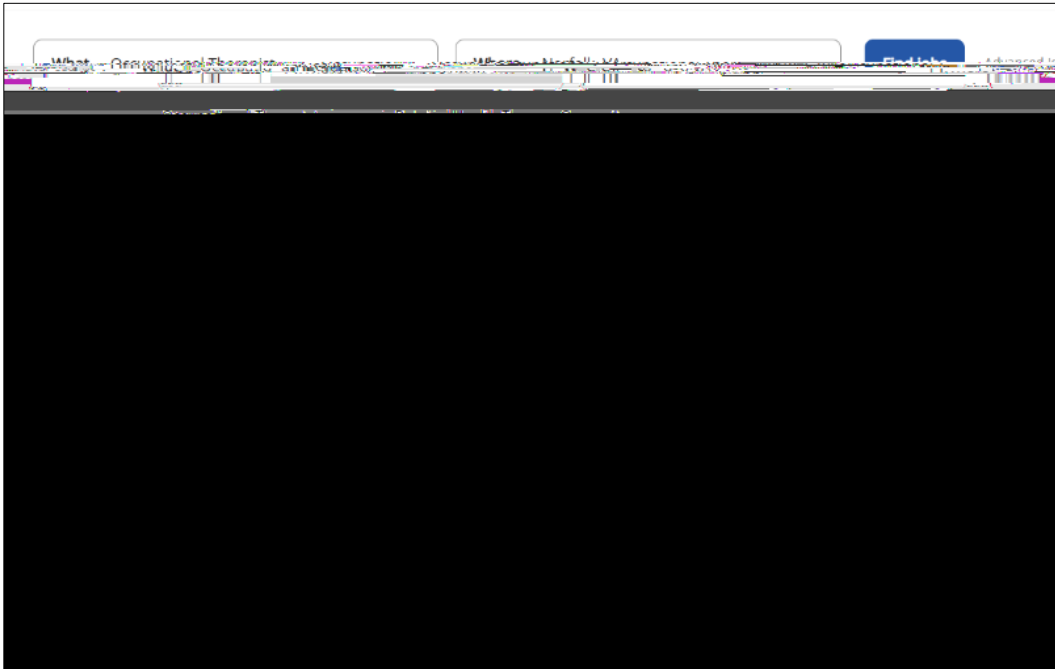
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Appendix G - Employment Demand Job Announcements



Job Listings in indeed on March 18, 2021 187 jobs within 25 miles of Norfolk, Virginia.

Included in the job listings are position for occupational therapists from the following facilities:

- | | |
|--|---------------------------------------|
| x Adaptive Rehab Services | x Medical Facilities of America, Inc. |
| x All -4-One Home-Healthcare Services Inc. | x Norfolk Public School District |
| x Allied Instructional Services | x Ortho Virginia |
| x Aveanna Healthcare | x Patients' Choice Home Healthcare |
| x Bon Secours | x Personal Touch Home Care |
| x Chesapeake Regional Healthcare | x Riverside Health System |
| x & K L O G U H Q ¶ V 7 K H U D S | x Select Rehabilitation |
| x Encompass Health | x Select Specialty Hospital |
| x FOX Rehabilitation | x Sentara Healthcare |
| x Genesis Rehab Services | x Serene Home Nursing Agency |
| x Global Speech Services | x Soliant |
| x Hampton City Schools | x Southeastern Home Health Services |
| x Ivy Rehab | x Sunbelt Staffing |
| x Kempsville Health & Rehab Center | x US Air Force |
| x Legacy Health Care Services | x Virginia Beach City Public Schools |
| | x Waterside Health and Rehab Center |

Appendix H - Letters of Support

Appendix I - Student Demand Inquiries from Prospective Students

