

COVER PAGE

INSTITUTION: Indiana State University

COLLEGE: College of Nursing, Health, Human Services

DEPARTMENT: Applied Medicine and Rehabilitation

DEGREE PROGRAM TITLE: Occupational Therapy (OCTH)

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: Occupational Therapy/MS

SUGGESTED CIP CODE: 512306

LOCATION OF PROGRAM/CAMPUS CODE: Terre Haute, IN/ 00180700

PROJECTED DATE OF IMPLEMENTATION: Summer 2012

**DATE PROPOSAL WAS APPROVED BY
INSTITUTIONAL BOARD OF TRUSTEES:**

SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER

DATE

DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION

COMMISSION ACTION

DATE

A. ABSTRACT

Occupational Therapy (MS)
Indiana State University, Terre Haute, Indiana
Offered as a traditional campus based program

Objectives:

The global objectives of the Occupational Therapy program are as follows:

1. To provide competent health care providers in occupational therapy who possess basic skills as a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer.
2. To decrease the occupational shortage in Terre Haute, Indiana, rural communities and the nation.
3. To improve patient access and quality care for rural and underserved populations.

Specific curricular objectives are listed in Section B.1.

Clientele to be Served:

The clientele to be served will be post-baccalaureate students who desire a professional career as an occupational therapist. These students will enter the program with baccalaureate degrees from an array of disciplines including, but not limited to Athletic Training, Biology, Psychology, Exercise Science, and other allied health care profession degree programs. Recruitment will focus on attracting strong candidates from Indiana to meet the over arching objectives to fill the void of practitioners in the west central area and rural communities of Indiana.

Curriculum:

Application to the OT program will include a rigorous review of a transcript of earned Bachelor degree, resume, recommendations, career objective essay, GRE scores, and verification of a minimum of 40 hours of occupational therapy observation/experience, and interview by the occupational therapy faculty prior to admittance.

Once accepted into the program the students will follow the pre-determined sequence of courses as outlined in the program of study (see Appendix A). The OT program will require 81 post baccalaureate graduate credit hours including the following:

1. Clinical courses = 25 credit hours
 - a. Nine of clinical rotations with occupational therapy preceptors
 - i. 1 clinical credit hour = three actual clinical contact hours per week or 45 hours per semester.
 - b. Occupational therapy preceptors must be licensed practitioners in Indiana.
2. Didactic and theory courses = 53 credit hours
3. Research culminating scholarly project and community outcome project = 3 credit hours

Employment Possibilities:

The majority of occupational therapists' employment is in ambulatory healthcare services, which employed about 29 percent of occupational therapists. Other major employers are hospitals, offices of other health practitioners (including offices of occupational therapists), public and private educational services, and nursing care facilities. Some occupational therapists were employed by home healthcare services, outpatient care centers, offices of physicians, individual and family services, community care facilities for the elderly, and government agencies (US Bureau of Labor, 2008).

A small number of occupational therapists are self-employed in private practice. These practitioners treated clients referred by other health professionals. They also provided contract or consulting services to nursing care facilities, schools, adult day care programs, and home healthcare agencies (U.S. Bureau of Labor, 2008).

Occupational therapists work in six general areas (AOTA, 2010).

- Children and Youth
- Health and Wellness
- Mental Health
- Productive Aging
- Rehabilitation, Disability, and Participation
- Work and Industry

B. Program Description

1. Describe the proposed program and state its objectives.

Occupational therapists help patients improve their ability to perform tasks in living and working environments. They work with individuals who suffer from a mentally, physically, developmentally, or emotionally disabling conditions. Occupational therapists use treatments to develop, recover, or maintain the daily living and work skills of their patients. The therapist helps clients not only to improve their basic motor functions and reasoning abilities, but also to compensate for permanent loss of function. The goal is to help clients have independent, productive, and satisfying lives (AOTA, 2010). The desired global outcomes of the OT, which also align with the University's mission, is to engage with the community by decreasing the shortage of competent health care providers to the local, regional, and national rural communities (AOTA, 2010).

The specific curricular program outcomes/objectives of this program are to graduate successful occupational therapy practitioners who are skillfully able to:

1. Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision making.
2. Demonstrate ethical behavior consistent with professional and legal standards.
3. Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.
4. Provide safe and effective standards of care for a diverse client population.
5. Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.
6. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice.
7. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.
8. Analyze trends in health care and advocate for community-based initiatives related to health and well-being.

2. Describe admission requirements, anticipated student clientele, and student financial support.

- a. **Admission requirements.** Applicants must meet the admission requirements for the College of Graduate and Professional Studies. Admission into the occupational therapy program will also require the following:
 - **A Bachelor's degree** from a four (4) year accredited university that did not culminate in a degree in Occupational therapy, with a preferred cumulative grade point average (GPA) of 3.0 and a pre-requisite GPA of 3.0. Confirmation of degree via official transcripts is required.
 - **Resume** should include a comprehensive outline of your student, volunteer, and professional work experiences and all honors and awards.
 - **Recommendations** from a health care provider, an academic source, and a community service experience supervisor.

- **GRE exam score report** is required of all applicants. Official score reports must be sent directly from the Educational Testing Service (ETS) - www.gre.org. Complete the GRE, with no less than 900 combined score on the Verbal and Quantitative sections.
 - **Occupational therapy Observation/Experience** is required. You must complete a minimum of 40 hours of volunteer or paid work under the supervision of a licensed occupational therapist.
 - **Personal Interview.** Top applicants will interview with members of the Occupational Therapy admissions committee is required.
- b. Prerequisite coursework.** Applicants are encouraged to complete as many prerequisite courses as possible prior to submitting the on-line application for admission. Please note that prospective students may submit an application while enrolled in the pre-requisites, but all courses must be completed prior to starting the OT program. Students must receive a C in prerequisite coursework. Each prerequisite course must be successfully completed before a student may begin the OT program. Courses taken on a pass/fail or non-credit basis are not accepted for prerequisite courses. All requirements are stated in semester credits. Convert quarter hours (qh) to semester hours (sh) by multiplying qh X .66 (Example: 5 qh X .66 = 3.3 semester hours). The degree can be in any field; however, coursework must include (either as part of the degree requirements or in addition to the requirements) the following prerequisites:
- **Biological Sciences (6 units minimum):**
 - **Human Anatomy** (with lab recommended, 3 semester credit hours). One course in Human Anatomy or the first course in the series of Anatomy and Physiology I&II. Anatomy content should include skeletal and muscular systems of the human body. Equivalent of ISU BIO 231 & lab or ATTR210 & lab
 - **Physiology** (with lab recommended, 3 semester credit hours). One course in Physiology or the second course in the series of Anatomy and Physiology I&II. Physiology content should cover various systems including: cardiovascular, endocrine, respiratory, etc. Equivalent of ISU BIO 241 & lab or PE 220 & lab
 - **Physics (minimum 3 credits)**
 - **General Physics I** (with lab 4 semester credit hours). Non-calculus or calculus based. Equivalent to ISU Physics 105 & lab
 - **Statistics** (3 semester credit hours). Course content should include mean, median, mode, standard deviation, t-tests, etc. Equivalent of ISU HLTH 340 Biostatistics
 - **Medical Terminology** (1-3 credit hours): ATTR 225
 - **Behavioral Sciences (credits) which includes:**
 - **Life Span Psychology:** PSY 270, 340
 - **Ethics** (3 credits) PHIL 201
- c. Specific student clientele.** The clientele to be served will be post-baccalaureate students who desire a professional career as an occupational therapist. These students will enter the program with baccalaureate degrees from an array of disciplines (including, but not limited to Athletic Training, Biology, Psychology, Exercise Science, and other allied health care profession degree programs). Recruitment will focus on attracting strong candidates from Indiana to fill the void of practitioners in the Terre Haute and rural communities of Indiana.
- d. Limited enrollment.** Enrollment will be limited due to Accreditation Council for Occupational Therapy Education (ACOTE), accreditation requirements and number of fieldwork sites available. We intend to enroll 30 students in the inaugural class with maximum capacity reaching 45 students per class by the 5th year of the program. The faculty –student ratio must permit the achievement of the stated objectives for laboratory and lecture courses and be compatible with the accepted practices of similar programs at ISU.

e. **Student Financial Support.** Indiana State University will be a self-lending institution by the end of the 2009-2010 academic year. The Indiana State Office of Student Financial Aid has planned for an increase in graduate student lending for professional programs. Funding is also available through private, University, state and federal agencies. Additional information is available at the web site of the Office of Student Financial Aid (finaid@indstate.edu).

3. **Describe the Proposed Curriculum.**

a. **Requirements.** The OT program will be an 8 semester (2 ½ year), 81 credit hour, full-time program. Students will be immersed in 31 weeks of clinical practical experience and well as service learning throughout the curriculum. The curricular content will include Biological and Physical Sciences, Behavioral Sciences, Clinical Sciences, Research, and Clinical Education. The model curriculum is listed in Appendix A to describe typical coursework for an entry-level OT, as well as the current courses offered by Indiana State University that would meet the accreditation requirements. We anticipate that at least seven courses (26 credits) can be acquired from other disciplines, leaving 21 courses (81 credits) including the clinical education requirements to be administered by the new Occupational therapy faculty.

Indiana State University

Master of Science in Occupational Therapy

Program of Study

| Year 1 | | | | | | | | |
|--------------------------------------|--|-----------|----------------------|--|-----------|------------------------|-----------------------------------|-----------|
| SUMMER SESSION | | | FALL SEMESTER | | | SPRING SEMESTER | | |
| Number | Course Title | Credits | Number | Course Title | Credits | Number | Course Title | Credits |
| PHTH 601 | Adv. Human Anatomy | 8 | Bio 633 | Advanced Pathophysiology | 3 | HLTH 617 | Health Behavior Theory | 3 |
| OCTH 600* | Occupational Therapy Intro (10 Weeks) | 2 | PE 685 | Biomechanics | 3 | PHTH 621 | Pharmacology | 3 |
| ATTR 691 | Research Methods in AMR | 3 | PHTH 620 | Applied Neuroscience | 3 | OCTH 625 | OT Work & Industry | 2 |
| | | | OCTH 611 | OT Process and Theory | 3 | OCTH 624 | OT Rehab Disability Participation | 4 |
| | | | OCTH 612* | Skills I | 2 | OCTH 623 | Assistive Technology | 2 |
| | | | | | | OCTH 622* | Skills II | 2 |
| | Term Total | 13 | | Term Total | 14 | | Term Total | 16 |
| | | | | Running Total | 27 | | Running Total | 43 |
| Year 2 | | | | | | | | |
| SUMMER SESSION II (10 weeks) | | | FALL SEMESTER | | | SPRING SEMESTER | | |
| Number | Course Title | Credits | Number | Course Title | Credits | Number | Course Title | Credits |
| OCTH 770* | Fieldwork IA Rehab & Work (3 weeks) | 1 | OCTH 740 | OT Mental Health Advocacy | 4 | OCTH 750 | Reasoning & Complex Clients | 3 |
| OCTH 731 | Older Adult & Aging (part online) | 3 | OCTH 741 | OT with Children and Youth | 5 | OCTH 798 | Research Project | 3 |
| | | | OCTH 743 | Participatory Outcome/Research | 3 | OCTH 751 | Management and Leadership | 3 |
| | | | OCTH 742 | Skills III | 2 | OCTH 772* | Fieldwork IC Comm & Older Adlt | 1 |
| | | | OCTH 771* | Fieldwork IB Peds & Mental Hlth | 1 | OCTH 752 | Adv Upper Extrem Conditions | 3 |
| | | | | | | | | |
| | Total Term | 4 | | Total Term | 15 | | Total Term | 13 |
| | Running Total | 47 | | Running Total | 62 | | Running Total | 75 |
| Year 3 | | | | | | | | |
| SUMMER SESSION III (10 weeks) | | | FALL SEMESTER | | | | | |
| Number | Course Title | Credits | Number | Course Title | Credits | | | |
| OCTH 773* | Fieldwork IIA June, July, August | 3 | OCTH 774* | Fieldwork IIB (10 weeks) Sept, Oct, Nov | 3 | | | |
| | | | | | | | | |
| | Total Term | 3 | | Total Term | 3 | | | |
| | Running Total | 78 | | Running Total | 81 | | | |

* Courses assessed a \$1000.00 program fee

c. Existing courses *Course Work from Other Disciplines*

| | |
|----------|--|
| ATTR 691 | Research Methods in AMR (Offered Every fall) |
| BIO 633 | Advanced Pathophysiology (Offered every fall) |
| PE 685 | Biomechanics (Offered every fall) |
| HLTH 617 | Health Behavior Theory (Offered every spring)* |
| PHTH 601 | Advanced Human Anatomy (Offered every summer) |
| PHTH 620 | Applied Neuroscience (Offered every fall) |
| PHTH 621 | Applied Research (Offered every spring) |

* The above course has not been offered during the past three years but will be a requirement for two new graduate programs.

** This is a new course that is designed as a multidisciplinary course that will be offered to our Physician Assistant Studies graduate students.

d. Sponsoring campus courses. No courses are provided by sponsoring campuses.

e. Courses from another institution. No courses are provided by other institutions.

4. Describe form of recognition

a. Type of Degree. Students graduating from this program will earn a Master of Science in Occupational Therapy (MSOT). The Master of Science is the entry-level degree requirement for new professionals in Occupational Therapy. The department is openly dedicated to creating generalists to fulfill the mission of the program, rather than graduates already focused on a subspecialty of the profession.

b. CIP Code 512306

c. Student's diploma. The following program, organization, and site information will appear on the diploma: Master of Science: Occupational therapy, Indiana State University, Terre Haute, Indiana **List program faculty and administrators**

d. Faculty needs. The ACOTE requires that an accredited Occupational therapy program employ a Program Administrator, a Director of Clinical Education, clinical faculty and core faculty. We anticipate at least 19 faculty currently employed at Indiana State University could fulfill the needs of some of the courses in the occupational therapy program of study (Please refer to Table B.5.1). Complete faculty profiles are located in Appendix D.

e. New faculty positions.

We expect to hire four (4) Occupational therapy faculty (teaching load will not exceed 12 contact hours per semester). The majority of full-time core faculty must possess a doctoral degree.

i. Program Director

1. Terminal Doctoral Degree
2. A minimum of 6 years of experience in the field of occupational therapy, including practice as an occupational therapist, administrative or supervisory experience, and at least 2 years of experience in a full-time academic appointment with teaching responsibilities is required.
3. Licensed in Indiana as an Occupational Therapist

- ii. Academic Fieldwork Coordinator
 1. Licensed in Indiana as an Occupational Therapist
- iii. Core Full-time faculty (2)
 1. Licensed in Indiana as an Occupational Therapist
 2. Minimum Master's Degree with a majority of faculty (including Program Director) holding a Doctoral degree
 3. Must have expertise in their area of teaching responsibility
- iv. Clinical Fieldwork Faculty
 1. Clinical affiliations throughout Indiana, concentrating in the Terre Haute area as well as in rural Indiana will be necessary to provide clinical experiences within the curriculum.
 2. A clinical fieldwork supervisor must have at least one year of practice experience subsequent to initial certification and must be licensed or certified in the state where they are practicing.
 - 3.

Table B.5.1 Indiana State University Faculty

| Name | Degree | Rank | Specialization | Appointment |
|-----------------------|--------------------|--|--|-------------|
| ADMINISTRATORS | | | | |
| Richard Williams | Ph.D. | Dean; Professor | <ul style="list-style-type: none"> • Athletic Training • Curriculum • Leadership/Administration | Full-time |
| Marcia Miller | Ph.D. | Associate Dean Associate Professor | <ul style="list-style-type: none"> • Nursing • Assessment; Mental Health • Leadership • Curriculum | Full-time |
| Leamor Kahanov | Ph.D., LAT, ATC | Department Chair; Associate Professor | <ul style="list-style-type: none"> • Athletic Training • Health Care Policy • Curriculum • Leadership/Administration | Full-time |
| Name | Degree | Rank | Specialization | Appointment |
| FACULTY | | | | |
| Barbara Battista | PA | EAP | <ul style="list-style-type: none"> • Pharmacology | Full-time |
| Tim Demchak | Ph.D., LAT, ATC | Associate Professor; Director, Graduate Athletic Training Program | <ul style="list-style-type: none"> • Tissue Mechanics • Musculoskeletal Biomechanics • Muscle Physiology | Full-time |
| Lindsey Eberman | Ph.D., LAT, ATC | Assistant Professor; Director , Undergraduate Program | <ul style="list-style-type: none"> • Environmental Illness • Musculoskeletal Evaluation and Diagnosis • Athletic Training Education/ Outcome Measurements | Full-time |
| David Dominguese | Ph.D.,LAT, ATC | Assistant Professor, Anatomist | <ul style="list-style-type: none"> • Anatomy Education | Full-Time |

| | | | | |
|--------------------|--------------------|---|---|-------------------------------|
| Al Finch | Ph.D. | Professor | <ul style="list-style-type: none"> • Musculoskeletal Biomechanics • Gait • Tissue Mechanics • Exercise & Muscle Physiology | Full-time |
| Matt Gage | Ph.D., LAT, ATC | Assistant Professor | <ul style="list-style-type: none"> • Lower extremity and trunk • Biomechanics & muscle activation • Ankle instability | Full-time |
| Shaun Grammar | PA | Assistant Professor | <ul style="list-style-type: none"> • Physician Assistant Studies | |
| Sandy Henderson | PT | Assistant Professor | <ul style="list-style-type: none"> • Pathophysiology • Physical Therapy • Musculoskeletal Issues • Pediatrics • Rural Health | Full-Time |
| Derek Kingsley | Ph.D. | Assistant Profession | <ul style="list-style-type: none"> • Physiology • Autonomic Response & Exercise • Cardiovascular Disease | Full-Time |
| Heather Mata | PA | Assistant Professor | <ul style="list-style-type: none"> • Physician Assistant Studies • Geriatrics • Rural Health | Full-Time |
| Shecanna Seeley | PT, MPT, | Director of Athletic Training Services & Rehabilitation Coordinator | <ul style="list-style-type: none"> • Gait • Musculoskeletal Biomechanics • Rehabilitation • Manual Therapy | Full-time Clinical Faculty |
| Catherine Stemmans | Ph.D., LAT, ATC | Associate Professor | <ul style="list-style-type: none"> • Athletic Training Education | Full-time |
| Randy Stevens | PA, MD | Medical Director | <ul style="list-style-type: none"> • General Medicine | Part-Time |
| Susan Yeargin | Ph.D., LAT, ATC | Assistant Professor | <ul style="list-style-type: none"> • Environmental Illness • Exercise & Environmental Physiology • Anatomy | Full-time |
| Adam Yoder | DPT | Assistant Professor | <ul style="list-style-type: none"> • Orthopedic Rehabilitation | Full-Time |
| Lucy White | Ph.D. | Associate Professor | <ul style="list-style-type: none"> • Pharmacology • Epidemiology | Full-time |

6. Describe needed learning resources

- a. . **Available resources.** Indiana State University library has extensive access to online data bases; however several additional journals will be required to augment current holdings. The OT curriculum requires access to preceptors, capitol and expendable equipment supplies and augmented educational resources. We anticipate that the Occupational therapy, Athletic Training, Physical Therapy and Physician Assistant Studies programs will have several common shared spaces. These spaces could include, but are not limited to, cadaver laboratories, research laboratories, medical libraries, plinth classrooms, storage, and student study areas. Classes and laboratories must be consistent with the program's educational objectives, teaching methods, number of students, and safety and health standards of ISU. Laboratory space provided by ISU must be assigned to the OT program on a priority basis.

- b. Additional resources.** In addition to the shared space, the Occupational therapy program will need an identifiable program office as well as additional faculty offices. Additional course fees are needed to provide the funds to maintain the OT curricular needs. Course fees are common among biological sciences and allied health professional education programs. Once per semester a course fee of \$1,000 will be charged to assist with the cost of adjunct clinical faculty, equipment, and educational resources. We worked in collaboration with the College of Graduate and Professional Studies to identify the appropriate fee for the programs in the Department of Applied Medicine and Rehabilitation.

7. Describe other program strengths

- a. Special features.** A distinctive characteristic of this occupational therapy program is the focus on rural and underserved populations. Although it may not be realistic to assume that all students will practice in a rural setting, many of the course offerings will provide an appreciation for the complex needs of rural and underserved populations. Furthermore, the OT program will be located in a department with athletic training, physician assistant studies and physical therapy; and a College which includes programs such as nursing and a community health, industrial hygiene, social work, recreational therapy, environmental health and exercise science. Health care students are usually trained in their separate disciplines; however; our goal is to educate future health care providers with an inter-professional approach. This is a unique approach to educating medical professionals.
- b. Collaborative arrangements.** The inter-professional nature of the College precipitates collaboration with other departments for research and facilities. In addition, the IU Medical School and Lugar Center located on campus currently participate in shared grants and health care lectures appropriate for multiple disciplines. The Rural Health Innovation Collaborative (RHIC) is another collaborative opportunity with local health care facilities, Union Hospital for example, to promote the program mission of providing healthcare to rural and underserved populations.

C. Program Rationale

1. Institutional Factors

- a. Compatibility with Institution's Mission.** Academic program offerings at Indiana State University are based upon our institutional mission, state and national workforce needs, student interest, and faculty support. Several potential new programs have undergone a rigorous review prior to initial development. The OT has emerged as an excellent program opportunity for Indiana State University. Since the creation of the new College of Nursing, Health, and Human Services in 2008, and the Department of Applied Medicine and Rehabilitation in 2010, the synergy to create a health science college that offers an array of health occupations has materialized. The priority is to support programs that focus on the health care needs of rural and underserved communities. The future vision is to orchestrate the combined resources of several community institutions for improved access for rural and underserved populations, progressive evidence-based patient care, collaborative education of multidisciplinary students, and the continuing education of practicing health care professionals through the RHIC. As the name implies the RHIC is a collaborative arrangement between Union Hospital and its Lugar Center for Rural Health, Indiana University School of Medicine-Terre Haute, Indiana State University, Ivy Tech Community College, the Terre Haute Economic Development Corporation, and the City of Terre Haute.
- b. Planning process.** As the faculty prepared for the new College of Nursing, Health, and Human Services, the first initial faculty program committee was formed during the summer of 2007. Numerous programs were identified and several program suggestions strongly resonated with the University's mission. After the new founding Dean was selected in 2008, he commissioned several faculty taskforces to determine the feasibility

of proposed programs. This analysis was broadened by the West Central Indiana-Area Health Education Center *Health Professions Workforce Needs Assessments Report* conducted by the Indiana University Bowen Research Center. Based on the mission of the new College, Indiana workforce development needs, faculty talent, and student interest, the curriculum process was initiated. Initial approval from the Provost and President for the development of an Occupational Therapy program at Indiana State University has been granted. Physical Therapy and Physician Assistant programs were added spring 2010 and will matriculate students beginning spring 2011. Funds have been granted to support the Occupational Therapy program to hire a Program Administrator and subsequent faculty. A renovated building, additional classrooms, new equipment and administrative support were already allocated and developed for the Applied Medicine and Rehabilitation Department and therefore already exists. The OT Program Administrator will need to be hired at the associate professor level and be a seasoned occupational therapy educator. The program director should be an individual who is a licensed OT with a minimum six (6) years clinical experience and two (2) years experience in higher education. ACOTE recommends that this individual have a Ph.D., Ed.D, and/or the equivalent. With program candidacy approval, the Program Administrator will hire an Academic Fieldwork Coordinator and any additional personnel as we plan for matriculating the first class of students. During the candidacy process, ISU will need to make clinical affiliations to meet the needs of clinical education. Because the Athletic Training Education program, Physician Assistant Studies Program and Physical Therapy Program is already building clinical relationships within the region, the groundwork for this process has already been laid.

Table C.1.1 Implementation Timeline

| Task | Timeline |
|--|--------------------------|
| Initial approval from Provost and President | Completed May 2010 |
| Seek national expert as Consultant | Completed June 2010 |
| Request funding from Program of Promise | Completed July 2010 |
| Develop the Occupational therapy curricula | Completed Sept. 15, 2010 |
| Consultant Site Visit | Completed Summer 2010 |
| Seek University approval of the Occupational therapy curricula | In process Fall 2010 |
| Hire program director and Academic Fieldwork Coordinator | Spring 2011 |
| Develop the program according to accreditation standards | |
| Notify ACOTE with Letter and Intent and Deposit | December 1, 2011 |
| Complete application for Developing Program Status | January 15, 2012 |
| Application Review and ACOTE Action on Developing Program Status | April 2012 |
| If Developing Program Status awarded, students may be notified | April/May 2012 |

| of acceptance into the Program | |
|--|--|
| Matriculate first class of students | Summer 2012 |
| Initial Self-Study Due | December 2012 |
| Initial ACOTE meeting review | April 2013 |
| ACOTE Reviewer Site Visit | Fall 2013 |
| Accreditation Action | December, 2013 |
| Task | Timeline |
| Initial approval from Provost and President | Completed May 2010 |
| Seek national expert as Consultant | Completed June 2010 |
| Request funding from Program of Promise | Completed July 2010 |
| Develop the Occupational therapy curricula | Completed Summer 2010 |
| Consultant Site Visit | Completed Summer 2010 |
| Seek University approval of the Occupational therapy curricula | In process Fall 2010 |
| Notify AOTA.ACOTE of new program development | Fall 2011 Upon hiring Program Coordinator |
| Develop the program according to accreditation standards | Fall/Spring 2011-2012 |
| Submit Application for Candidacy | May 15, 2012 |
| Revised Application for Candidacy Due | August, 2012 |
| ACOTE Reviewer Site Visit | Fall 2012 |
| Candidacy Decision | December, 2012 |
| Matriculate first class of students | Summer 2012 |
| Self-Study Document Completion | Fall 2014 |
| ACOTE Accreditation Site Visit | Spring 2014 |
| Charter Class Graduation | Spring 2014 |
| Accreditation Decision | Spring 2014 |

- c. **Significant impact.** At present, our faculty in the allied health professions (in particular, Athletic Training and Exercise Science) often cultivates students for enrollment in various occupational therapy programs state

and nationwide. With the inclusion and integration of an OT program, we will no longer be preparing students to leave Indiana State, but grooming them for enrollment in our own graduate program. Undergraduate students will be attracted to Indiana State for this new degree program so we can expect not only an increase in enrollment, but also a higher quality student in the College of Nursing, Health, and Human Services. Cultivation of these students through recruitment on and off campus can eventually increase undergraduate and graduate enrollment and conferment of baccalaureate and Master degrees.

The addition of an OT program may also significantly impact and enhance collaborative research among allied health care professionals within the college. Funding opportunities may also be enhanced due to inter-professional collaborative research efforts. The graduate scholarly projects will also expand the application of evidence-based care in the discipline of occupational therapy.

- d. **Fully utilize existing resources.** The inclusion of the OT will allow us to attract exemplary faculty and practitioner candidates with dual credentials or interests in integrated medicine. With the assistance of students and practitioners in occupational therapy, the Indiana State University Rehabilitation Clinic will continue to grow financially and serve as a site for learning. The clinic and program will likely improve the health and well being of Indiana State University students, including student-athletes, faculty, staff, and the community, through initiatives geared toward prevention and health screening. In addition, with endless professional affiliations created through the development of the occupational therapy program, Indiana State University will likely continue to develop its reputation as a partner and leader in the RHIC.

2. **Student Demand (See Table 1: Enrollment and Completion Data)**

- a. **Enrollment.** Based on the national trend, there are more applicants interested in occupational therapy than space available in current programs. The initial enrollment of 30 students per year was determined based on accreditation standards and ratio to clinical fieldwork sites and faculty. At the end of three years, this would increase the graduate student enrollment at Indiana State University by 90 new graduate students. Informal conversations with administrators from peer institutions with occupational therapy graduate programs have indicated that enrollment increased by approximately 60 students in the undergraduate pre-professional majors as an attempt to leverage their admission into the campus professional graduate program.

- b. **Completion data.** The professional program in occupational therapy anticipates a very high completion and graduation rate (97%) based on data trends from existing programs. Indiana State is committed to student success and support. The Occupational therapy students will be a new degree offering for the College of Graduate and Professional Studies and to campus.

3. **Transferability**

The College of Graduate and Professional Studies allows a maximum of 30% of course work to transfer from another accredited graduate program. However, a course must also include 80% of the content presented in the Indiana State course (*Graduate Catalog*). Due to the unique nature of the OT program, few graduate courses may be transferable into Indiana State or to other institutions.

4. **Access to graduate and professional programs**

This criterion does not apply since this offering is a graduate program.

5. **Demand and employment factors**

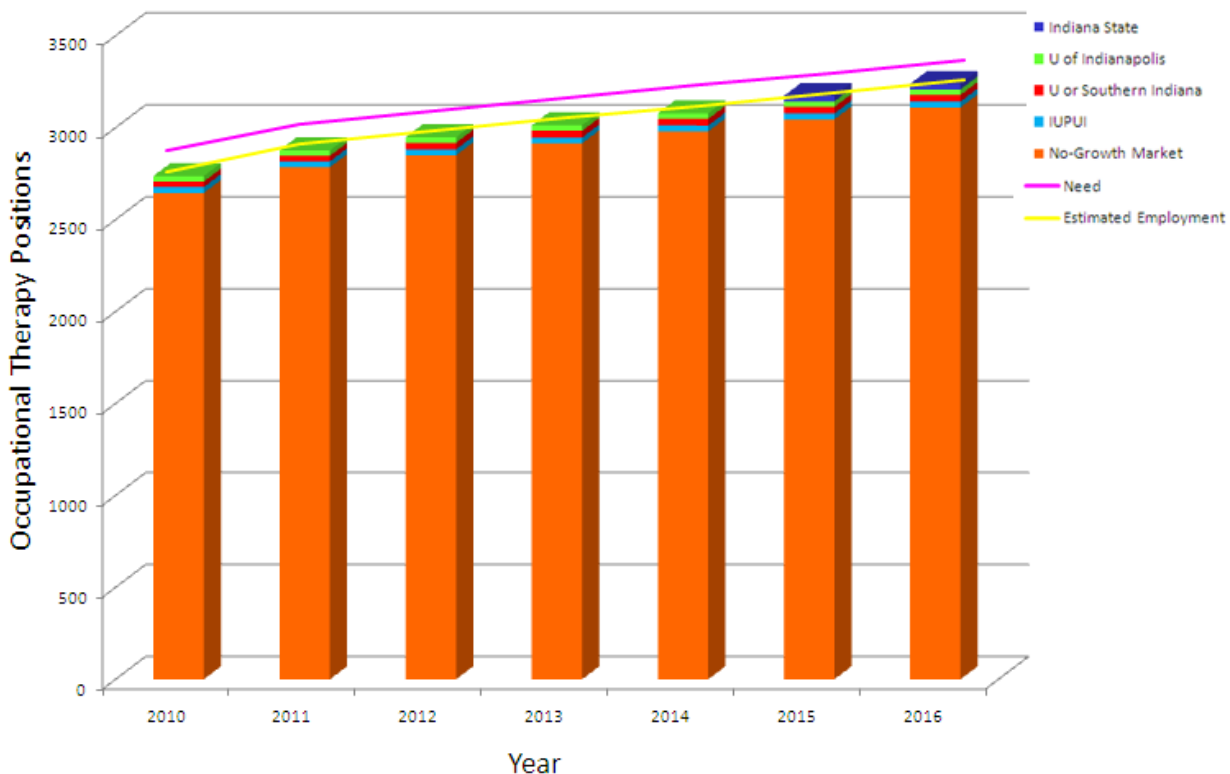
The Bureau of Labor Statistics reported that there are approximately 2,515 Occupational Therapists employed in the state of Indiana (2008), but more importantly, the Indiana Department of Workforce Development (2009)

suggests there are far more positions available than entry-level practitioners to fill them. The state reported anticipates the need for 3,168 additional occupational therapists by 2016, an increase of 26%. The pool of applicants for these positions is directly affected by the availability of accredited educational sites, and without available doctoral-degree granting institutions in this region, the current and expected needs will unlikely be met. The trends suggest there will be approximately 144 new positions all of 11 regions in the state (Hoosiers by the Number, 2008). At present, the OT granting institutions approximately contribute 80 entry-level clinicians per year, with a need for 102 annually to fill the current and future needs (Indiana Department of Workforce Development, 2009), (Figure C.2.1). Even if we could assume that all these students were employed in Indiana, which we cannot, the supply does not meet the demand. However, the inclusion of an OT program at ISU can contribute to the growth of the profession within the state (increase to 110 graduates per year from OT granting institutions).

The U.S. Department of Labor (2009-2010) has designated Occupational therapy as an occupation of which there is a national shortage, while the Indiana Department of Workforce Development (2009) describes Occupational therapy positions as difficult to fill in which there are far more positions than professionals to fill them. The profession of Occupational therapy is growing to accommodate for this shortage. In fact, Occupational therapy is among the top 20 fastest growing occupations with a 26% increase expected by 2016 nationwide (Indiana Department of Workforce Development, 2010). In the state of Indiana, the Department of Workforce Development expects a greater statewide need, with the growth in Occupational therapy, expecting a 27.1% increase statewide. However, in Indiana, there are only three Occupational therapy degree granting institutions as compared to the over 40 higher education institutions in Indiana. Furthermore, there are seven Occupational therapy degree granting institutions in Illinois, but all six are located in the northern region (over 175 miles from Indiana State University).

Figure C.2.1

Employment Contributions Compared to Need in Occupational Therapy



The *Health Professions Workforce Needs Assessment Report* (2009), indicated that west central region of Indiana was 8% below the level of needed occupational therapist as compared to the entire state of Indiana. In light of the national shortage for occupational therapists, and a geographical need for additional Occupational therapy programs in Indiana, more so in the west central region, the need for Indiana State University to develop and foster a program is clear.

6. Regional, state, and national factors

a. Comparable programs. Because of the increased need for occupational therapists, and a need for a program in southwest Indiana, we must be able to offer competitive programming at a reasonable cost. As compared to the other occupational therapy degree granting institutions, Indiana State University can easily offer competitive tuition to resident and non-resident students at the graduate level (Table C.6.1). Both the University of Southern Indiana and the University of Indianapolis are private institutions offering programs at a significantly higher cost than a potential offering at Indiana State University. Since projected tuition rates for private institutions were not available, the current tuition rate based on a 15 credit hour load was compared.

Table C.6.1 Undergraduate and Graduate Tuition Rates for Indiana Universities Offering Doctoral Programs in Occupational therapy.

| Indiana Universities | In-State 2010 | Out-of-State 2010 |
|--------------------------------|----------------------|--------------------------|
| Indiana State University | \$4,635/sem | \$9,210/sem |
| Indiana University (IUPUI) | \$6,262/sem | \$12,524/sem |
| University of Southern Indiana | \$4,202/sem | \$8,112/sem |
| University of Indianapolis | \$10,935/sem | \$10,935/sem |

| Regional Universities | In-State 2010 | Out-of-State 2010 |
|----------------------------------|----------------------|--------------------------|
| Midwestern University | \$14,017/sem | \$14,017/sem |
| St. Louis University | \$15,470/ sem | \$15,470/ sem |
| University of Illinois – Chicago | \$6,082/sem | \$10,523/sem |

Indiana State also offers a unique focus on rural and underserved populations and seeks to provide a generalist point of view, neither of which are emphasized in the other Indiana OT programs.

Indiana State University aims to provide more health care education programs and ultimately improve access to medical care in rural Indiana. Indiana State University has joined the effort to augment medical services to rural communities as evidenced by their partnership in the RHIC. The University is therefore embracing new degree programs in health care that will address these shortages. The inclusion of Occupational Therapy at Indiana State University will ease the shortage of allied health professionals in rural Indiana at a lower cost than comparable institutions. Neighboring institutions in Illinois that provide OT education include: Chicago State University, Governors State University, Midwestern University, Northwestern University, Rush University, and The University of Illinois at Chicago.

Community Engagement/Entrepreneurial Activity Benefits:

Clinical education, or experiential learning, is a natural component of Occupational therapy and allied health professional education. Clinical education is the application of knowledge and skills, learned in classroom and laboratory settings, to actual practice with patients under the supervision of a clinical instructor. Students enrolled in an Occupational Therapy degree program will act as an extension of the University in the community. The clinical experience they gain at various clinical sites requires them to engage with citizens of the community through their learning and application of health care. Clinical education settings provide the best location to apply theory to real-time clinical practice and for students to acquire and exercise professional skills. These clinical experiences will occur at a variety of locations including outpatient or acute care hospitals, school systems, and rehabilitative care centers. With over 25 independently owned Occupational therapy Clinics, two hospital systems in Terre Haute as well as 11 critical access hospitals in close proximity, these students would help promote Indiana State University within the community while helping to provide exceptional health care to its citizens. We intend to capitalize on our relationships with rural health care facilities to further enhance the patient care in these under-privileged areas and to encourage the placements of graduates in these facilities.

The Occupational therapy program will benefit Indiana State University entrepreneurially. Currently, the Indiana State University Rehabilitation Clinic employs one full-time Occupational therapist. With the addition of an Occupational therapy education program, we will be able to expand our clinic, and potentially hire an additional clinician. With the wide array of specialties within the College of Nursing, Health and Human services we anticipate developing the clinic into a community based multifaceted health and wellness center that is funded through third party reimbursement. With the maturation of the clinic, future services could include, but are not limited to, assistive technology, universal design, and ergonomic services as well as home health and pediatric services. Because of a strong eclectic faculty, and potential for collaboration across disciplines, the possibilities for revenue and recognition are limitless.

- b. External agencies.** . Indiana State University is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The American Occupational Therapy Association (AOTA) is the nationally recognized professional organization for occupational therapists, yet each educational institution providing occupational therapy education is governed by the Commission on Accreditation in Occupational Therapy Education (ACOTE). The ACOTE standards have been used to determine the content, clinical competencies, and qualifications of the faculty and staff of the program. The consultation service of Dr. Theresa Schlabach, PhD, OTR/L, BCP, Professor, Master of Occupational Therapy Department, St. Ambrose University in Davenport, Iowa, was utilized as a content expert in the development of this program. Occupational therapy graduates must also submit an examination fee to the National Board for Certification in Occupational Therapy, Inc. (NBCOT) and apply to the Indiana's Professional Licensing Agency upon completion of the degree program.

D. Program Implementation and Evaluation

Implementation

Upon program approval, Indiana State will hire the Program Director in Spring 2011. This new Director will play an active role in the search for the Academic Fieldwork Coordinator and two additional full-time faculty members. The OT program will actively recruit and enroll students to start in Summer 2012. Additional details about the implementation plan and timeline care available in Table C.1.1.

Evaluation

1) Quality and efficiency

Indiana State University is committed to a systematic plan of program evaluation for all undergraduate and graduate programs. The MS OT program evaluation master plan will directly correlate with both University and ACOTE standards. Criteria are organized around mission, educational philosophy, governance, administration, faculty qualifications, students, curriculum design, resources, and program and course outcomes. Each department has an established mission that is in concert with the College and the University. This mission is reviewed every two years and revised as needed by the faculty. Faculty and students are expected to actively participate in shared governance. This is monitored and compared to internal benchmarks set by the faculty. Faculty are also expected to participate in research, experiential learning, and community service. As with any new program, retention rates and student evaluations will be critical. All programs in the College compare student satisfaction on nine key indicators.

As new programs are approved, exit surveys will be conducted and the data will be analyzed for factors that could be improved. Programs are monitored for scores on Fieldwork II, graduation rates, job placement rates, passing rates for national certification examination, and program satisfaction. In addition, all programs with distinct student learning outcomes design multiple methods to measure students' progress in meeting those outcomes. This process includes the rating of final projects, presentations, and clinical skills demonstrations. It is critical that safe, valid, and reliable assessment methods are implemented over time for continuous quality improvement applied to the process of teaching and learning. In addition to ensuring high quality outcomes, program assessment is a vital component of moving from developing status to full accreditation.

As content experts are employed at Indiana State University, training and mentoring in program assessment will be provided. Consultations with similar programs will be conducted during the initial formation of the new program after the approval has been acquired. An Advisory Committee of related stakeholders will also be assembled for bi-annual consultations to program administrators and faculty. Leadership and faculty will also belong to professional organizations and attend regional and national conferences to stay abreast of the latest national trends. Networking among the existing OT programs within the state of Indiana will also be a vital part of the quality connection.

2) Appropriateness of program offering to institution's identity and mission

Indiana State University is recognized for its "excellence in experiential learning and engagement..." and its success with "master and doctoral programs primarily in professional areas." (Indiana State University, 2008). Both the clinical education component and the scholarly research component of the OT program align with the strengths of the University, as endorsed by the Commission on Higher Education.

3) Availability of similar programs

The state of Indiana offers only three graduate programs in occupational therapy at this time. These programs include IUPUI, University of Southern Indiana, and the University of Indianapolis. As demonstrated in the Figure C.2.1, this will not meet the growing need of Indiana residents.

4) Personal and social utility

Earning a Master in Occupational Therapy will allow graduates to peruse additional career opportunities in both practice settings and higher education settings. This MSOT degree will be a generalist degree and graduates will have the opportunity through practice and continuing education to specialize in areas of their choice based on the community's needs. This will increase in the number of occupational therapists that have sensitivity to the rural and underserved populations.

5) Student demand

Due to competitive admission, IUPUI had 138 total applicants of which 115 were totally qualified and the class size was 36 for Fall 2010 (Health Professional and Prelaw Center, 2010-2011,n.p.). Highly qualified

students have been turned away from obtaining a degree in occupational therapy in Indiana which adds to the state shortage of occupational therapists.

6) Student access

Student access is based on the availability of program enrollment space, cost, and partnerships with fieldwork sites for the students' clinical experiences. Admitting 30 students once per year will allow for individual attention and greater student retention. Because some of the private institutions are cost prohibitive, access to an OT program at Indiana State University is beneficial to the students of Indiana. The rural focus will benefit small towns and underserved populations. Indiana State University has long established clinical contracts with these agencies due to our extensive nursing program. Informal discussions have already occurred and agencies have been open to expanding clinical partnerships for OT students. New clinical contracts will be initiated as soon as the OT program is approved and the Program Director is hired.

7) Flexibility of program design

Due to the strict accreditation guidelines, the occupational therapy program is not a flexible program design. This program is a cohort model. Indiana State University is committed to student success. Student support is provided in the form of tutoring, supplemental student support (peer tutoring), stress counseling, student health center, writing center, and library support.

8) Market demand

There are three major factors that will influence the market demand for occupational therapy. The first is the proposed legislative changes in congress related to health care insurance reform. This may greatly increase the number of insured Americans eligible for occupational therapy services. The second factor is the increase in the aging population of the United States that will need rehabilitation services for joint repair, stroke, heart attacks, as well as other impairments. The third factor is the increase of children with autism which is a population OT has an integral role in providing services. The Indiana Department of Workforce Development projects that between 2006 and 2016 there will be a need for 1,032 occupational therapists. Currently, the state of Indiana is ranked 27th in occupational therapist per population ratio with 77.01 occupational therapists per 100,000 residents (Hoosier Hot 50 Jobs Data, 2006-2016, p.1).

9) Inter-institutional and inter-departmental cooperation

Accreditation guidelines inhibit strong inter-institutional cooperation. Each program must monitor their students' progress through the curriculum which makes it difficult for inter-institutional cooperation. By contrast, inter-departmental and inter-program cooperation is an objective of the College. The College of Nursing, Health, and Human Services has built a strong resource of faculty talent and research interest that focuses on an inter-professional and teamed approach to allied health and applied medical professions.

10) Flexibility of providing instruction

The design of the instructional methods for effective teaching and learning is based on experiential learning and community engagement. In every course, evidence-based practice is used guide students to become competent, researched-based practitioners. Starting with the first semester, students interact with each other and faculty during clinical laboratories, cadaver experiences, and simulations. Quality learning occurs through multiple methods including digital video streaming, PowerPoint[®] presentations, educational chat rooms, selected readings, electronic web sources, interactive faculty and student discussion with problem-based learning, concept maps, group projects, and student presentations. All courses will use a Blackboard[®] site to enhance course organization. Every effort is made to provide content for the visual, auditory, and kinesthetic learner though high quality content delivery and coordinated clinical partnerships with preceptors in the community. The philosophy of education in occupational therapy as well as the curriculum design

stresses the importance of learning through doing. The faculty will embrace the concept of hands-on learning experiences.

E. Tabular Information (See attached)

- a. Table 1: Enrollment and Completion Data (See page 18). This data is based on 30 full-time students in a cohort model.
- b. Table 2A and 2B: Cost and Revenue Data (See pages 19 and 20). Benefits were not added to faculty and staff salaries. The *Professional Program Fee* is charged to each student once per semester. Revenue projections are based on 20 in-state students and 10 out-of-state students. There is a tuition differential for out-of-state students.
- c. Table 3: New Program Proposal Summary. Computer equipment replacement occurs during the fourth year for the program offering.

**Table 1: Program Enrollments and Completions
Annual totals by Fiscal Year (Use SIS Definitions)**

| | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------------------|--|--|--|--------------|--------------|--------------|--------------|--------------|--|--|--|--|--|--|--|--|--|--|--|
| Campus: Indiana State University | | | | | | | | | | | | | | | | | | | | |
| Program: Occupational Therapy | | | | | | | | | | | | | | | | | | | | |
| Date: December 20, 2010 | | | | | | | | | | | | | | | | | | | | |
| | | | | | Total Year 1 | Total Year 2 | Total Year 3 | Total Year 4 | Total Year 5 | | | | | | | | | | | |
| | | | | | FY 2012-2013 | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | FY 2016-2017 | | | | | | | | | | | |
| A. PROGRAM CREDIT HOURS GENERATED | | | | | | | | | | | | | | | | | | | | |
| | 1. Existing Courses | | | | 330 | 840 | 1410 | 2340 | 2430 | | | | | | | | | | | |
| | 2. New Courses | | | | 60 | 570 | 930 | 90 | 0 | | | | | | | | | | | |
| | TOTAL | | | | 390 | 1410 | 2340 | 2430 | 2430 | | | | | | | | | | | |
| B. FULL-TIME EQUIVALENTS (FTE's) | | | | | | | | | | | | | | | | | | | | |
| | 1. FTE's generated by Full-Time S | | | | 30 | 60 | 90 | 90 | 90 | | | | | | | | | | | |
| | 2. FTE's generated by Part-Time S | | | | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | |
| | TOTAL | | | | 30 | 60 | 90 | 90 | 90 | | | | | | | | | | | |
| | 3. On-campus Transfer FTE's | | | | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | |
| | 4. New-to-Campus FTE's | | | | 30 | 60 | 90 | 90 | 90 | | | | | | | | | | | |
| C. PROGRAM MAJORS (HEADCOUNT) | | | | | | | | | | | | | | | | | | | | |
| | 1. Full-time students | | | | 30 | 60 | 90 | 90 | 90 | | | | | | | | | | | |
| | 2. Part-time students | | | | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | |
| | TOTAL | | | | 30 | 60 | 90 | 90 | 90 | | | | | | | | | | | |
| | 3. On-campus Transfers | | | | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | |
| | 4. New-to-campus Majors | | | | 30 | 60 | 90 | 90 | 90 | | | | | | | | | | | |
| | 5. In State | | | | 20 | 40 | 60 | 60 | 60 | | | | | | | | | | | |
| | 6. Out-of-State | | | | 10 | 20 | 30 | 30 | 30 | | | | | | | | | | | |
| D. PROGRAM COMPLETIONS | | | | | 0 | 0 | 30 | 30 | 30 | | | | | | | | | | | |

Table 2A: Total Direct Program costs and Sources of Program Revenues

| | | | | | | | | | | | | |
|--|--|--|--------------|------------------|--------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|--------------------|
| Campus: <u>Indiana State University</u> | | | | | | | | | | | | |
| Program: <u>Occupational Therapy</u> | | | | | | | | | | | | |
| Date: December 20, 2010 | | | | | | | | | | | | |
| | | | Total Year 1 | | Total Year 2 | | Total Year 3 | | Total Year 4 | | Total Year 5 | |
| | | | FY 2012-2013 | | FY 2013-2014 | | FY 2014-2015 | | FY 2015-2016 | | FY 2016-2017 | |
| | | | FTE | Cost | FTE | Cost | FTE | Cost | FTE | Cost | FTE | Cost |
| A. TOTAL DIRECT PROGRAM COSTS | | | | | | | | | | | | |
| 1. Existing Departmental Faculty Resources | | | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 |
| 2. Other Existing Resources | | | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 |
| 3. Incremental Resources (See Table 2B) | | | | \$374,000 | | \$424,000 | | \$442,000 | | \$421,000 | | \$421,000 |
| TOTAL | | | | \$374,000 | | \$424,000 | | \$442,000 | | \$421,000 | | \$421,000 |
| B. SOURCES OF PROGRAM REVENUES | | | | | | | | | | | | |
| 1. Reallocation | | | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 |
| 2. New-to-campus Student Fees | | | | \$175,760 | | \$1,270,880 | | \$3,163,680 | | \$3,285,360 | | \$3,285,360 |
| 3. Other (non-state) | | | | \$7,500 | | \$15,000 | | \$22,500 | | \$22,500 | | \$22,500 |
| 4. New State Appropriations: | | | | | | | | | | | | |
| a. Enrollment change funding | | | | 0 | | 0 | | 0 | | 0 | | 0 |
| b. Other State Funds | | | | 0 | | 0 | | 0 | | 0 | | 0 |
| TOTAL | | | | \$183,260 | | \$1,285,880 | | \$3,186,180 | | \$3,307,860 | | \$3,307,860 |

Table 2B: Total Direct Program Costs and Sources of Program

| Campus: <u>Indiana State University</u> | | | | | | | | | | | | |
|--|--|--|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| Program: Occupational Therapy | | | | | | | | | | | | |
| Date: December 20, 2010 | | | | | | | | | | | | |
| | | | Total Year 1 | | Total Year 2 | | Total Year 3 | | Total Year 4 | | Total Year 5 | |
| | | | FY 2012-2013 | | FY 2013-2014 | | FY 2014-2015 | | FY 2015-2016 | | FY 2016-2017 | |
| | | | FTE | Cost | FTE | Cost | FTE | Cost | FTE | Cost | FTE | Cost |
| 1. PERSONAL SERVICES | | | | | | | | | | | | |
| a. Faculty | | | 2 | \$170,000 | 4 | \$330,000 | 4 | \$330,000 | 4 | \$330,000 | 4 | \$330,000 |
| b. Support Staff | | | 1 | \$23,000 | 1 | \$23,000 | 1 | \$23,000 | 1 | \$23,000 | 1 | \$23,000 |
| c. Graduate Teaching Assistants | | | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 |
| TOTAL | | | 3 | \$193,000 | 5 | \$353,000 | 5 | \$353,000 | 5 | \$353,000 | 5 | \$353,000 |
| 2. SUPPLIES AND EQUIPMENT | | | | | | | | | | | | |
| a. General Supplies/Equipment | | | \$15,000 | | \$12,000 | | \$9,000 | | \$9,000 | | \$9,000 | |
| b. Recruiting | | | \$20,000 | | \$20,000 | | \$20,000 | | \$20,000 | | \$20,000 | |
| c. Travel | | | \$3,000 | | \$6,000 | | \$6,000 | | \$6,000 | | \$6,000 | |
| d. Library/Acquisitions | | | \$18,000 | | \$18,000 | | \$18,000 | | \$18,000 | | \$18,000 | |
| TOTAL | | | \$56,000 | | \$56,000 | | \$53,000 | | \$53,000 | | \$53,000 | |
| 3. EQUIPMENT | | | | | | | | | | | | |
| a. New Equipment Necessary for Program | | | \$125,000 | | \$15,000 | | \$15,000 | | \$15,000 | | \$15,000 | |
| b. Routine Replacement | | | \$0 | | \$0 | | \$21,000 | | \$0 | | \$0 | |
| TOTAL | | | \$125,000 | | \$15,000 | | \$36,000 | | \$15,000 | | \$15,000 | |
| 4. FACILITIES | | | | | | | | | | | | |
| 5. STUDENT ASSISTANCE | | | | | | | | | | | | |
| a. Graduate Fee Scholarships | | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 | |
| b. Fellowships | | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 | |
| TOTAL | | | \$0 | | \$0 | | \$0 | | \$0 | | \$0 | |
| SUM OF ALL INCREMENTAL DIRECT COSTS | | | \$374,000 | | \$424,000 | | \$442,000 | | \$421,000 | | \$421,000 | |

Revenues

Table 3
New Program Proposal Summary
Date: December 20, 2011

| 1. Prepared by Institution: Indiana State University | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Institution Location: Terre Haute, IN | | | | | |
| Program: Occupational Therapy | | | | | |
| Proposed CIP Code: 51.2306 | | | | | |
| | Total Year 1 | Total Year 2 | Total Year 3 | Total Year 4 | Total Year 5 |
| | FY 2011-2012 | FY 2012-2013 | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
| Enrollment Projections (Headcount) | | | | | |
| Full-Time | 30 | 60 | 90 | 90 | 90 |
| Part-Time | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 30 | 60 | 90 | 90 | 90 |
| Enrollment Projections (FTE) | | | | | |
| Full-Time | 30 | 60 | 90 | 90 | 90 |
| Part-Time | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 30 | 60 | 90 | 90 | 90 |
| Degree Completion Projections | | | | | |
| | 0 | 0 | 30 | 30 | 30 |
| New State Funds Requested (Actual) | | | | | |
| | \$0 | \$0 | \$0 | \$0 | \$0 |
| New State Funds Requested (Increases) | | | | | |
| | \$0 | \$0 | \$0 | \$0 | \$0 |
| II. Prepared by CHE | | | | | |
| New State Funds to be considered for recommendation (Actual) | | | | | |
| | \$ | \$ | \$ | \$ | \$ |
| New State Funds to be considered for recommendation (Increases) | | | | | |
| | \$ | \$ | \$ | \$ | \$ |

References

- American Occupational therapy Association: *Mission statement*. Retrieved September 1, 2009, from <http://www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=43124>.
- Health Professions and Prelaw Center. (2009-2010). *Occupational therapy program*. Retrieved from, <http://www.hpplc.indiana.edu/pdf/ohp/Physical%20Therapy.pdf>
- Hoosiers by the Numbers (2008). *Publication look up*. Retrieved September 17, 2009, from <http://www.hoosierdata.in.gov/publookup/default.aspx>.
- Hoosier Hot 50 Jobs Data. (2006-2016). Occupational therapist #5. Retrieved from, <http://www.in.gov/dwd/2383.htm>
- Indiana Department of Workforce Development: *Strategic skills initiative skills shortage ID report*. Retrieved August 7, 2009, from http://www.in.gov/dwd/files/shortages_reports10.pdf.
- Indiana State University. (2008). *Special emphasis self-study*. Retrieved from, <http://irt2.indstate.edu/nca2010/assets/pdf/se/SETalkingPoints.pdf>
- United States Department of Labor. (2008). *Occupational employment statistics*, Retrieved May 4, 2009, from <http://data.bls.gov/oes/datatype.do>
- United States Department of Labor: *Occupational outlook handbook*, 2008-2009 edition. Retrieved September 7, 2009, from <http://www.bls.gov/oco/ocos080.htm>.
- Zollinger, T., Kochhar, K., Alyea, J., & Ray, D. (2009). West Central Indiana-Area Health Education Center: *Health professions workforce needs assessment report*. Indiana University Bowen Research Center, Indianapolis, IN: Indiana University School of Medicine.

APPENDICES

| | |
|-----------------|--------------------|
| Appendix A..... | Program of Study |
| Appendix B..... | Expert Opinion |
| Appendix C..... | Letters of Support |
| Appendix D..... | Faculty Profiles |

Appendix A: Program of Study

| Year 1 | | | | | | | | |
|--------------------------------------|--|----------------|----------------------|--|----------------|------------------------|-----------------------------------|----------------|
| SUMMER SESSION | | | FALL SEMESTER | | | SPRING SEMESTER | | |
| Number | Course Title | Credits | Number | Course Title | Credits | Number | Course Title | Credits |
| PHTH 601 | Adv. Human Anatomy | 8 | Bio 633 | Advanced Pathophysiology | 3 | HLTH 617 | Health Behavior Theory | 3 |
| OCTH 600* | Occupational Therapy Intro (10 Weeks) | 2 | PE 685 | Biomechanics | 3 | PHTH 621 | Pharmacology | 3 |
| ATTR 691 | Research Methods in AMR | 3 | PHTH 620 | Applied Neuroscience | 3 | OCTH 625 | OT Work & Industry | 2 |
| | | | OCTH 611 | OT Process and Theory | 3 | OCTH 624 | OT Rehab Disability Participation | 4 |
| | | | OCTH 612* | Skills I | 2 | OCTH 623 | Assistive Technology | 2 |
| | | | | | | OCTH 622* | Skills II | 2 |
| | Term Total | 13 | | Term Total | 14 | | Term Total | 16 |
| | | | | Running Total | 27 | | Running Total | 43 |
| Year 2 | | | | | | | | |
| SUMMER SESSION II (10 weeks) | | | FALL SEMESTER | | | SPRING SEMESTER | | |
| Number | Course Title | Credits | Number | Course Title | Credits | Number | Course Title | Credits |
| OCTH 770* | Fieldwork IA Rehab & Work (3 weeks) | 1 | OCTH 740 | OT Mental Health Advocacy | 4 | OCTH 750 | Reasoning & Complex Clients | 3 |
| OCTH 731 | Older Adult & Aging (part online) | 3 | OCTH 741 | OT with Children and Youth | 5 | OCTH 798 | Research Project | 3 |
| | | | OCTH 743 | Participatory Outcome/Research | 3 | OCTH 751 | Management and Leadership | 3 |
| | | | OCTH 742 | Skills III | 2 | OCTH 772* | Fieldwork IC Comm & Older Adlt | 1 |
| | | | OCTH 771* | Fieldwork IB Peds & Mental Hlth | 1 | OCTH 752 | Adv Upper Extrem Conditions | 3 |
| | Total Term | 4 | | Total Term | 15 | | Total Term | 13 |
| | Running Total | 47 | | Running Total | 62 | | Running Total | 75 |
| Year 3 | | | | | | | | |
| SUMMER SESSION III (10 weeks) | | | FALL SEMESTER | | | | | |
| Number | Course Title | Credits | Number | Course Title | Credits | | | |
| OCTH 773* | Fieldwork IIA June, July, August | 3 | OCTH 774* | Fieldwork IIB (10 weeks) Sept, Oct, Nov | 3 | | | |
| | | | | | | | | |
| | Total Term | 3 | | Total Term | 3 | | | |
| | Running Total | 78 | | Running Total | 81 | | | |

* Courses assessed a \$1000.00 program fee



January 12, 2011

To whom it may concern:

This letter is in support of the Master of Occupational Therapy Program proposal for Indiana State University. I worked with Dr. Leonor Kahanov to develop the program and curriculum for the MSOT program. I have worked nine years as a volunteer accreditor for American Council of Occupational Therapy Education (ACOTE), the accreditation body for academic programs in occupational therapy. My Master of Arts degree is in Instructional Design and Curriculum Development and my PhD is in Higher Education. I am a full time full professor at St. Ambrose University in the MOT program.

The Indiana State University MSOT curriculum and program was designed to meet all of the ACOTE accreditation standards in a format that was reflective of the culture and nature of Indiana State University and the Terre Haute community. The length and breadth of the program provides a quality learning experience for the students. Graduates will be able to meet the needs in the Terre Haute community as well as Indiana.

If you have any questions, feel free to contact me at SchlabachTheresaL@sau.edu. I look forward to hearing about the development of this program.

Sincerely,

A handwritten signature in cursive script that reads "Theresa Schlabach".

Theresa (Terry) Schlabach, PhD, OTR/L, BCP

Appendix C: Letters of Support



November 15, 2010

To Whom It May Concern:

As a member of the Healthcare Community in the Wabash Valley, I would like to show my support for implementing a master level occupational therapy program at Indiana State University.

Union Hospital realizes the lack of sufficient licensed practitioners to fill our needs. The Department of Workforce Development in Indiana expects to be on par with the growth in occupational therapy nationally, expecting a 26.94% increase statewide. However, in Indiana, there are only three occupational therapy degree granting institutions.

The addition of an occupational therapy program in a public institution would benefit the local community as well as the entire State of Indiana. In addition, the rural focus of the College of Nursing Health and Human Services may provide the foundation to extend healthcare practitioners into rural settings.

Please give heavy consideration to the implementation of this program as it will benefit the general public both in the local region and State of Indiana.

Sincerely,

A handwritten signature in black ink that reads "Scott L. Teffeteller". The signature is written over a horizontal line.

Scott L. Teffeteller
Interim President & CEO

SLT/mlj

A NEW DAWN IN HEALTHCARE

1606 N. 21st Street • Terre Haute, IN 47804 • Ph: 812.238.7000 • www.myunionhospital.org



November 10, 2010

TO WHOM IT MAY CONCERN:

I would like to show my support for implementing a master level occupational therapy program at Indiana State University.

Currently the field of Occupational Therapy in the State of Indiana lacks sufficient licensed practitioners to fill the current need. In the State of Indiana, the Department of Workforce Development expects to be on par with the growth in occupational therapy nationally, expecting a 26.94% increase statewide. However, in Indiana, there are only three occupational therapy degree granting institutions.

The addition of an Occupational Therapy Program in Indiana in a public institution will benefit the local community as well as the State of Indiana. In addition, the rural focus of the College of Nursing Health and Human Services may provide the foundation to extend healthcare practitioners into rural settings. As a rural family physician for 22 years, bringing Occupational Therapy to our county would be a wonderful benefit for our patients.

Please give consideration to the implementation of this program as it will benefit the general public both in the local region and State of Indiana.

Thank you for your consideration.

Sincerely,

James A. Turner, D.O.
Medical Director

JAT:jes



Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|--|
| <p>Name: Richard B. Williams Ph.D., ATC Dean, College of Nursing, Health and Human Services</p> | <p>Office Phone: 812-237-3683 Email: Biff.williams@indstate.edu</p> |
| <p>Degrees / School: BS Weber State University 1994 MS Indiana State University 1995 PhD New Mexico State University 1998</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Athletic Training Education • Administration • Injury Prevention • Evidence-Based Practice |
| <p>Professional Activities:</p> <ol style="list-style-type: none"> 1. Professor, Indiana State University –Dean of the College 2. Indiana Area Health Education Center Advisory Board 3. Member, National Athletic Trainers’ Association | |
| <p>Presentations and Publications (Selected):</p> <p>Williams R.B., Duong P.T., Buechler, J. (2010). Achieving Results for the Future through Interdisciplinary Health Education. National Rural Health Association's 33rd Annual Conference. May 20, 2010. Savannah Georgia.</p> <p>Miller, K, Knight KL, Williams R.B., (2008). Athletic Trainers’ Perceptions of Pickle Juice’s Effects on Exercise Associated Muscle Cramps. <u>Athletic Therapy Today</u>. 13, (5), 31-34.</p> <p>Finn, K.J., Dolgener, F., Williams, R.B., (2004). Ingestion of carbohydrates following certification weigh-in did not benefit college wrestlers. <u>Journal of Strength and Conditioning Research</u>. 18 (2), 328-333.</p> <p>Williams, R.B., Hadfield, O.D., (2003). Attributes of Curriculum Athletic Training Programs Related to the Passing Rate of First Time Certification Examinees. <u>Journal of Allied Health</u>, 32, (4), 240-245.</p> <p>Williams, R.B., Hudson, M.B., & Evans, T.A. (2003). Recognition and prevention of injuries in sport rock climbing. <u>Journal of Physical Education, Recreation, and Dance</u>. 74 (9), 29-32.</p> <p>Williams, R.B. (2001). Recognition of Movement Injuries in Children. <u>JOPHERD</u>, 72 (6), 29-31, 37.</p> | |
| <p>Relevant teaching experience: Teach Evidence-Based Practice/Athletic Training Teach Administration</p> | <p>Clinical Practice: Certified Athletic Trainer</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|---|
| <p>Name: Marcia Ann Miller Executive Director for Nursing Associate Dean for Academics</p> | <p>Office Phone: 812-237-8997 Email: Marcia.Miller@indstate.edu</p> |
| <p>Degrees / School: Ph.D. Leadership in Higher Education Indiana State University, Terre Haute, IN MSN Psychiatric Nursing Clinical Specialist Saint Xavier College, Chicago, IL MA Counseling Psychology Ball State University, Muncie, IN BSN Nursing Ball State University, Muncie, IN</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Curriculum • Nursing Education • Psychiatric Nursing • Distance Education |
| <p>Professional Activities:</p> <ol style="list-style-type: none"> 4. Member of the Educational Sub-committee for the Indiana State Board of Nursing 5. Member of Indiana Deans and Directors 6. Member of Sigma Theta Tau International 7. Member of the Indiana State Nurses Association 8. Member of National League for Nursing | |
| <p>Presentations and Publications Othello Syndrome (in press) Miller, M. (2008). Psychiatric nursing. Indianapolis, IN: The College Network.</p> | |
| <p>Relevant teaching experience: Nursing graduate courses: Health Promotion Education Nursing undergraduate courses: Leadership, Capstone, Psychiatric Nursing,</p> | <p>Clinical Practice: None at this time</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|--|---|
| <p>Name: Leamor Kahanov, EdD, LAT, ATC Professor, Indiana State University Applied Medicine and Rehabilitation</p> | <p>Office Phone: 812-237-4554 Email: Leamor.kahanov@indstate.edu</p> |
| <p>Degrees / School: EdD University of San Francisco MS University of Arizona BS Indiana University Certification: Certified Athletic Trainer CPR Profession Rescuer Instructor</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Policy • Administration/Leadership • Injury Case Studies |
| <p>Professional Activities:</p> <ol style="list-style-type: none"> 9. Chair, Applied Medicine and Rehabilitation, Indiana State University. 10. Chair, Task Force on Medication in Athletic Training, National Athletic Trainers' Association. 11. Board Member – Reviewer: Commission on Accreditation of Athletic Training Education 12. Member: Post-Professional Education Committee, National Athletic Trainers' Association 13. Chair, Research & Professional Development Committee, Far West Athletic Trainer Association. Grant Reviewer, January 2003 - 2009 | |
| <p>Publications</p> <p>Daly, T., Kahanov, L. (Accepted, Pending Publication Date). Pulmonary Emboli in a female gymnast. <i>Journal of Athletic Training</i></p> <p>Lobesack, A., Kahanov, L., Massucci, M., Roberts J. (Accepted, Pending Publication Date). Parenting and work issues among Division I female athletic trainers. <i>Journal of Athletic Training</i>.</p> <p>Myer, G., Ford, K., Divine, J., Wall, E., Kahanov, L., Hewett, T. (2009). Longitudinal Assessment of Noncontact anterior cruciate ligament injury risk factors during maturation in a female athlete: A case report. <i>Journal of Athletic Training</i>, 44(1)101-109.</p> <p>Martin, M., Myer, G., Kreiswirth, E., Kahanov, L. (2009). Research Engagement: A Model for Athletic Training Education. <i>Journal of Athletic Training</i>.</p> <p>Coleman, E., Kahanov, L., (2008). Latissimus Dorsi Tear in a Collegiate Baseball Player: A Case Report. <i>NATA News</i>. July. 44-46.</p> <p>Kahanov, L. Lamarre, W. (2008). Athletic Training Hiring Criteria. <i>NATA News</i>. May, 15-17.</p> <p>Tabila, E., Kahanov, L. (2008). Grip Lock: A Unique Mechanism of Injury in Gymnastics. <i>Athletic Therapy Today</i>. 13(6)7-10.</p> <p>Kahanov, L. (2007). Kinesio Taping: An Overview of Use with Athletes: Part II. <i>Athletic Therapy Today</i>, 14(4)17-18.</p> | |
| <p>Clinical Practice:</p> <p>Head Athletic Trainer, San Francisco State University 1993-1998. Substitute Head Athletic Trainer, Skyline College, Pacific CA, Feb 5th, 2007, Feb 17-21, 2003, present Medical Staff/Athletic Trainer, Rocky Mountain Athletic Conference: Regional Wrestling Championships, San Francisco State University, San Francisco CA, Feb. 28-March 1, 2003.</p> | |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|--|--|
| <p>Name: Randall L. Stevens, M.D. Medical Director, Union Hospital Occupational Health</p> | <p>Office Phone: 812-478-4101 Email: fprls@uhhg.org</p> |
| <p>Degrees / School: M.D. Indiana University School of Medicine B.S. PA program, Duke University B.A. Indiana State University</p> <p>Certification and Licensure: Board Certified American Family Medicine, AAFP Board Certified Addiction Medicine, ASAM Certified Medical Review Officer, AAMRO Licensed physician in Indiana</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Clinical simulations • Correctional medicine • Opiate dependency in pregnancy • Inter-professional training and practice |
| <p>Professional Activities:</p> <ol style="list-style-type: none"> 1. Medical Director, Union Hospital Occupational Health 2. Clinical Assistant Professor of Family Medicine, Indiana University School of Medicine in Terre Haute 3. Medical Staff, Hamilton Mental Health Center 4. Volunteer physician and assistant medical director, St. Ann free clinic 5. ISMA Physician Assistance Committee Chairperson | |
| <p>Presentations and Publications:</p> <ol style="list-style-type: none"> 1. "A comparison of maternal and neonatal outcomes in buprenorphine and methadone treatment in opiate dependent pregnancies" submitted for publication 2009 2. "Clinical simulations as part of first year medical physiology education" submitted for publication 2009 3. Expert witness re: Suicide in Jail 2006 4. "Methamphetamine" presentation to Union Hospital Resident and Staff Physicians 2004 5. "Rural training program" presentation to annual ACGME conference 2000 | |
| <p>Relevant teaching experience: IUSM in TH: physician/patient and physical diagnosis. Preceptor coordination for rural training track</p> | <p>Clinical Practice: Union Hospital Occupational Health and Family Medicine; Hamilton Center</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|---|
| <p>Name: Barbara Battista, B.S., P.A.-C. Department of Applied Medicine and Rehabilitation</p> | <p>Office Phone: 812-237-4295 Email: barbara.battista@indstate.edu</p> |
| <p>Degrees / School: B.S. Butler University School of Pharmacy A.A.S. Malcolm X/Cook County Hospital PA program</p> <p>Certification and Licensure: NCCPA certified continuously since September, 1996 Licensed PA-C in Indiana Inactive license as a Pharmacist in Indiana</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Evidence-based medicine • Cultural competency • Pharmacotherapeutics • Healthcare delivery systems reform |
| <p>Professional Activities:</p> <ol style="list-style-type: none"> 1. Indiana Academy of Physician Assistants, president-elect as of January, 2010 2. Volunteer medical provider, St. Ann’s free clinic, Nov, 2002 to Nov, 2007 3. Medical provider, Intercambio Cultural Maya, Yucatan, Mexico, winter trips, 2006-2008 4. Medical provider, Vigo County Jail, Terre Haute, IN 2007-2009 5. Hoosier for a Commonsense Health Plan, active member and advocate. 2004 to present | |
| <p>Presentations and Publications:</p> <ol style="list-style-type: none"> 1. Medical Care and Poverty, UCM luncheon series, Terre Haute, IN, October 2009 2. STDs: guidelines and perspectives, MS-2 presentation, UH Family Medicine Residency, Terre Haute, IN, 2008 3. Human Sexuality, workshop for religious formation personnel, IRF at CTU, Chicago, IL. 2004-2006 4. Prenatal Care Guidelines from the USA, Chicago Medical Mission, Santa Cruz, Bolivia, October, 2000 | |
| <p>Relevant teaching experience: ATTR 435 Pharmacology for Athletic Trainers Clinical faculty, Maternal health specialization, Union Hospital Family Medicine Residency</p> | <p>Clinical Practice: Union Hospital Family Medicine Center, primary care provider</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|---|
| <p>Name: James A Turner, D.O. Medical Director, Richard G Lugar Center for Rural Health</p> | <p>Office Phone: 812-238-7479 Email: jturner@uhhg.org</p> |
| <p>Degrees / School: D.O. Chicago College of Osteopathic Medicine B.S. in Biology, University of Illinois</p> <p>Certification and Licensure: American Board of Family Medicine, 1989 to present American Society of Addiction Medicine, Certified Addiction Specialist, 1993 to present Licensed physician in Illinois and Indiana</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Addictions medicine • Attracting and retaining rural primary care providers • Health systems improvements • Sports medicine |
| <p>Professional Activities:</p> <ol style="list-style-type: none"> 1. Medical Director, Richard G Lugar Center for Rural Health, 2006 to present 2. Medical Director, Athletic Training program, Indiana State University, 2009 to present 3. Deputy Commissioner of Health, Vigo County, IN, 2003 to present 4. Medical Director, St. Ann Free Clinic, Terre Haute, IN, 1998 to present 5. Co-founder and volunteer physician, Lighthouse Mission medical clinic 6. Government Affairs Council, Illinois State Medical Society, 1991-1998 | |
| <p>Publications and Presentations:</p> <ol style="list-style-type: none"> 1. The Great Influenza: 1918 – H1N1, an historical review. UH medical education series 2. MRSA. UH medical education series and community presentation through the Lugar Center 3. Rx narcotic abuse in athletes. Currently being researched | |
| <p>Relevant teaching experience: Assistant Professor of Family Medicine, Indiana University and University of Illinois Schools of Medicine, 1992 to present</p> | <p>Clinical Practice: Family Practice, Cork Medical Center, Marshall, IL</p> |

**Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information**

| | |
|---|--|
| <p>Name: Heather Mata, MPAS, PA-C</p> | <p>Office Phone: 812-237-8874 Email: heather.mata@indstate.edu</p> |
| <p>Degrees / School: B.S. in Biology @ Alma College, Alma, MI B.S. in Medical Science @ Alderson Broaddus College, Philippi, WV M.S. in Physician Assistant Studies @ University of Nebraska, Omaha, NE</p> | <p>Research Interest: Geriatrics and improving end of life discussions and decisions</p> |
| <p>Professional Activities: Member of AAPA, MAPA, NCCPA</p> | |
| <p>Presentations and Publications Guest Lecture for multiple schools on various topics including: health and hygiene, sexual development, rehab medicine, geriatrics, weight loss techniques, and the PA profession.</p> | |
| <p>Relevant teaching experience: 4 years teaching as an adjunct professor for the PA Program at Central Michigan University</p> | <p>Clinical Practice: 14 years of clinical practice in a rural family practice facility in Michigan</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|--|---|
| <p>Name: Thomas W. Nesser Associate Professor Department of Physical Education</p> | <p>Office Phone: 812-237-2901 Email: Tom.Nesser@indstate.edu</p> |
| <p>Degrees / School: Ph.D. Kinesiology University of Minnesota, Minneapolis, MN MS Exercise Science University of Nebraska at Omaha, Omaha, NE BA Sports Science St. Olaf College, Muncie, MN</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Human Performance • Childhood Obesity |
| <p>Professional Activities: Member of the National Strength and Conditioning Association Member of American College of Sports Medicine</p> | |
| <p>Presentations and Publications</p> <p>Okado, T., K.C. Huxel, and Nesser, T.W. Relationship between core stability, functional movement, and performance. <i>Journal of Strength and Conditioning Research</i>. in print.</p> <p>Nesser, T.W. and W.L. Lee. The relationship between core stability and performance in Division I female soccer players. <i>Journal of Exercise Physiology online</i>. 12(2):21-28. 2009.</p> <p>Nesser, T.W., K.C. Huxel, J.L. Tincher, and T. Okado, The relationship between core stability and performance in strength and power athletes. <i>Journal of Strength and Conditioning Research</i>. 22(6). 2008.</p> <p>Nesser, T.W. The glycemc advantage. <i>NSCA Performance Training Journal</i>. 6(6):17-19. 2007.</p> <p>Nesser, T.W. Recovery Nutrition. Slide Presentation (50 minute) at the Indiana NSCA Annual State Clinic. Carmel, IN. 2008.</p> | |
| <p>Relevant teaching experience: Anaerobic and Aerobic Training Methods Resistance Training Methods Physiology of Exercise Foundations of Conditioning Organization and Administration of Fitness Programs Lifespan Fitness</p> | <p>Clinical Practice: None at this time</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|--|--|
| <p>Name: Susan Yeargin Assistant Professor Applied Medicine and Rehabilitation</p> | <p>Office Phone: 812-237-3962 Email: Susan.Yeargin@indstate.edu</p> |
| <p>Degrees / School: PHD University of Connecticut Storrs, CT MS University of Florida Gainesville, FL BS James Madison University Harrisonburg, VA</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Environmental Illness • Exercise & Environmental Physiology Anatomy |
| <p>Professional Activities: National Athletic Trainers' Association Red Cross</p> | |
| <p>Presentations and Publications</p> <p>Armstrong LE, Klau JF, Ganio MS, McDermott BP, Yeargin SW, Lee EC, and Maresh CM. Accumulation of 2H₂O in plasma and eccrine sweat during exercise-heat stress. <i>European Journal of Applied Physiology & Occupational Physiology</i></p> <p>McDermott BP, Casa DJ, Adams B, O'Connor F, Brennan AH, Troyanos C, Yeargin SW, Stearns RL, Lopez RM, Armstrong LE. Cold-Water Dousing With Ice Massage To Treat Exertional Heat Stroke: A Case Series. <i>Aviation, Space, and Environmental Medicine</i>. 2009; 80: 720-722.</p> <p>Casa DJ, Csillan D, et al, Yeargin SW Pre-season heat-acclimatization guidelines for secondary school athletics. <i>Journal of Athletic Training</i>. 2009; 44(3): 332-333. (Inter-Association Task Force for Preseason Secondary School Athletics Participants)</p> <p>Mazerolle SM, Yeargin SW, Casa DJ, Casa TM. Heat and Hydration Curriculum Issues: Part 3 of 4- Rectal Thermometry. <i>Athletic Therapy Today</i>. 2009; 25-31.</p> <p>McDermott BP, Casa DJ, Ganio MS, Lopez RM, Yeargin SW, Armstrong LE, Maresh CM. Acute whole-body cooling for exercise-induced hyperthermia: a systematic review. <i>Journal of Athletic Training</i>. 2009; 44(1): 84-93.</p> <p>Ganio MS, Brown CM, Casa DJ, Becker SM, Yeargin SW, McDermott BP, Boots L, Boyd P, Armstrong LE, and Maresh CM. Validity and reliability of devices that assess body temperature during indoor exercise in the heat. <i>Journal of Athletic Training</i>. 2009; 44(2): 124-135.</p> <p>Yeargin SW and Casa DJ. Strategies on implementing appropriate temperature assessment methods in the collegiate and high school settings. <i>Evidence Based Forum (invitation only)</i>, June 2009, San Antonio, TX.</p> | |
| <p>Relevant teaching experience: Research Methods Environmental Illness Diagnosis of Musculoskeletal Injuries Anatomy for Health Professions</p> | <p>Clinical Practice: None at this time</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|--|
| Name: Derek Kingsley Assistant Professor Physiology | Office Phone: 812-237-2594 Email: Derek.Kingsley@indstate.edu |
| Degrees / School: PHD Florida State University MS Florida State University BS University of North Carolina at Greensboro | Research Interest: <ul style="list-style-type: none"> • Physiology • Autonomic Response & Exercise Cardiovascular Disease |
| Professional Activities: American Heart Association/American Stroke Association (member since 2006) American Association for the Advancement of Science (member since 2005) American Physiological Society (member since 2002) | |
| Presentations and Publications Kingsley, J.D., McMillan, V., Figueroa, A. (2010). Acute and chronic effects of resistance exercise on disease severity and autonomic modulation in women with fibromyalgia. <i>Archives of Physical Medicine and Rehabilitation</i> , (in review). Kingsley, J.D., McMillan, V., Figueroa, A. (2010). Resistance exercise training improves resting and post-exercise vasodilatory capacity in women with fibromyalgia. <i>European Journal of Physiology</i> , (in review). Kingsley, J.D., McMillan, V., Figueroa, A. (2010). Resistance exercise training does not affect post-exercise hypotension and wave reflection in women with Fibromyalgia. <i>Applied Physiology, Nutrition and Metabolism</i> , (in review). Kingsley, J. D., Panton, L.B., McMillan, V., & Figueroa, A. (2009). Cardiovascular autonomic modulation after acute resistance exercise in women with fibromyalgia. <i>Archives of Physical Medicine and Rehabilitation</i> 90, 1628-34. Panton, L. B., Kingsley, J. D., St. John, N., McMillan, V., Mathis, R., Van Tassel, J., & Figueroa, A. (2009). Effects of resistance training and chiropractic treatment in women with fibromyalgia. <i>Complementary and Alternative Medicine</i> , 15, 321-8. Wilson, J.M., Kim, J., Lee, S., Rathmacher, J.A., Dalmau, B., Koch, H., Colon, J., Kingsley, J.D., & Panton, L.B. (2009). Acute and timing effects of β -hydroxy β -methylbutyrate (HMB) on indices of muscle damage. <i>The Journal of Nutrition</i> , 4, 6-11. Figueroa, A., Kingsley, J. D., McMillan, V., & Panton, L. B. (2008). Resistance exercise training improves heart rate variability in women with fibromyalgia. <i>Clinical Physiology and Functional Imaging</i> , 28, 49-54. Toole, T., Thorn, J., Panton, L. B., Kingsley, J. D., & Haymes, E. M. (2007). The effects of a 12-month pedometer walking program on gait, body mass index and lower extremity function in obese women. <i>Perceptual and Motor Skills</i> , 104, 212-220. Panton, L. B., Kushnick, M., Kingsley, J. D., Moffatt, R., Haymes, E. M., & Toole, T. (2007). Pedometer measurement of physical activity and chronic disease risk factors of obese lower socioeconomic status African American women. <i>Journal of Physical Activity and Health</i> , 4, 447-458. | |
| Relevant teaching experience: Physiology | Clinical Practice: None at this time |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|---|
| <p>Name: Matthew Gage Assistant Professor Applied Medicine and Rehabilitation</p> | <p>Office Phone: 812-237-3961 Email: Matt.Gage@indstate.edu</p> |
| <p>Degrees / School: PHD Brigham Young University: Provo, UT MS Eastern Kentucky University: Richmond, KY BS University of Northern Iowa: Cedar Falls, IA</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Lower extremity and trunk • Biomechanics & muscle activation Ankle instability |
| <p>Professional Activities: American Heart Association/American Stroke Association (member since 2006) American Association for the Advancement of Science (member since 2005) American Physiological Society (member since 2002)</p> | |
| <p>Presentations and Publications</p> <p>Hopkins, JT, Pak, JO, Robertshaw, AE, Feland, JB, Hunter, I, Gage, MJ. Whole body vibration and dynamic restraint. Int J Sports Med 2008; 29 (5): 424-8.</p> <p>Hopkins, JT, Fredericks, D, Guyon, PW, Parker, S, Gage, MJ, Feland, JB, Hunter, I. Whole body vibration does not potentiate the stretch reflex. Int J Sports Med 2009; 30: 124-129.</p> | |
| <p>Relevant teaching experience: Rehabilitation Clinical/Fieldwork</p> | <p>Clinical Practice: None at this time</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|--|
| <p>Name: Tim Demchak Associate Professor Applied Medicine and Rehabilitation</p> | <p>Office Phone: 812-237-8496 Email: Timothy.demchak@indstate.edu</p> |
| <p>Degrees / School: PHD The Ohio State University: Columbus, OH MS Ball State University: Muncie, IN BS Manchester College, North Manchester, IN</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Modalities • Biomechanics & muscle activation Ankle instability |
| <p>Professional Activities: National Athletic Trainers' Association Indiana Athletic Trainers" Association</p> | |
| <p>Professional Experience</p> <p>Interim Chairperson Athletic Training Department, Indiana State University, <i>Aug 2008-Present.</i></p> <p>Director, Graduate Athletic Training Education Program, Athletic Training Department, Indiana State University. <i>August 2003-Present.</i></p> <p>Associate Athletic Training Department, Indiana State University. <i>August 2007-Present.</i></p> <p>Assistant Professor, Athletic Training Department, Indiana State University. <i>August 2001-2007.</i></p> <p>Volunteer Athletic Trainer, NCAA Cross Country Division 1 Pre-national meet. 2002, 2004-2006.</p> <p>Volunteer Athletic Trainer, NCAA Cross Country Division 1 National Championship. 2002, 2004- 2007.</p> <p>Volunteer Athletic Trainer. Indiana State University, Football summer conditioning. Summer 2005, 2006.</p> | |
| <p>Relevant teaching experience: Rehabilitation Modalities Pathophysiology Pharmacology Kinesiology/Biomechanics</p> | <p>Clinical Practice: None at this time</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|---|
| <p>Name: Catherine Stemmans Assistant Professor Applied Medicine and Rehabilitation</p> | <p>Office Phone: 812-237-8336 Email: Cat.Stemmans@indstate.edu</p> |
| <p>Degrees / School: PHD The University of Southern Mississippi: Hattiesburg, MS MS University of Louisiana – Monroe: Monroe LS BS University of Louisiana - Lafayette: Lafayette LS</p> | <p>Research Interest: Athletic Training Education</p> |
| <p>Professional Activities: American Heart Association/American Stroke Association (member since 2006) American Association for the Advancement of Science (member since 2005) American Physiological Society (member since 2002)</p> | |
| <p>Presentations and Publications</p> <p>Kelly A. Brower, Catherine L. Stemmans, Christopher D. Ingersoll, and David J. Langley. An Investigation of Undergraduate Athletic Training Students' Learning Styles and Program Admission Success. <i>Athl Train</i>. 2001 Apr–Jun; 36(2): 130–135.</p> | |
| <p>Relevant teaching experience: Health Care Administration Heath Care Professions</p> | <p>Clinical Practice: None at this time</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|--|---|
| <p>Name: David Dominguese Assistant Professor Applied Medicine and Rehabilitation</p> | <p>Office Phone: 812-237-8232 Email: Cat.Stemmans@indstate.edu</p> |
| <p>Degrees / School: PHD Ohio University: Athens, OH MS Illinois State University: Normal, IL BS University of Wisconsin – Parkside: Kenosha, WI</p> | <p>Research Interest: Musculoskeletal fatigue Anatomy</p> |
| <p>Professional Activities: American College of Sports Medicine American Society of Biomechanics National Athletic Trainers’ Association National Strength Conditioning Association Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board</p> | |
| <p>Presentations and Publications</p> <p>Dominguese, DJ, Seegmiller, JF, Clevidence MW, Krause BA. A single session of repeated wingate anaerobic tests caused alterations in ground reaction forces during drop landings. <i>In press (J Sprt Rehab)</i></p> <p>Dominguese, DJ, Seegmiller, JF, Clevidence MW, Krause BA. A single session of repeated wingate anaerobic tests caused alterations in peak ground reaction forces during 60cm drop landing. <i>J Athl Trn.</i> 2010.</p> <p>Dominguese, DJ, Seegmiller, JF, Clevidence MW, Krause BA. A single session of repeated bouts of muscle fatigue caused alterations in peak ground reaction forces during 60cm drop landing. <i>J Athl Trn.</i> 2010.</p> <p>Dominguese DJ, Krause BA. Musculoskeletal clinical knowledge of graduate athletic training students. <i>Midwestern Educational researcher.</i> 2009.</p> | |
| <p>Relevant teaching experience: Health Care Administration Heath Care Professions</p> | <p>Clinical Practice: None at this time</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|--|
| <p>Name: Adam Wade Yoder Professor, Clinical Coordinator Doctor of Physical Therapy Program</p> | <p>Office Phone: 812-237-3926 Email: Adam.Yoder@indstate.edu</p> |
| <p>Degrees / School:</p> <ul style="list-style-type: none"> • DPT- Southwest Baptist University Bolivar, MO • BA, Athletic Training- Bethel University St. Paul, MN | <p>Research Interest:</p> <ul style="list-style-type: none"> • Orthopaedic Manual Therapy • Management of Cervicothoracic Disorders |
| <p>Professional Activities:</p> <ul style="list-style-type: none"> • Member of the American Physical Therapy Association (APTA), Orthopedic Physical Therapy section • Member of National Athletic Training Association (NATA) • Member of the American Academy of Orthopaedic Manual Therapists (AAOMPT) | |
| <p>Presentations and Publications</p> <ul style="list-style-type: none"> • Effect of Lumbar Bracing, Spinal Segmental Stabilization Training and Combination Bracing/Stabilization Training on Pain, Function and Activities of Daily Living in a Subject with Lumbar Instability <ul style="list-style-type: none"> ○ DPT Research Poster Presentation | |
| <p>Relevant teaching experience: <i>Special Topics in Applied Medicine</i> (undergraduate athletic training course); <i>Physical Therapy Examination</i> (graduate physical therapy course); <i>Clinical Medicine I</i> (graduate physical therapy course); <i>Clinical Medicine II</i> (graduate physical therapy course)</p> | <p>Clinical Practice: <i>Staff Physical Therapist</i>- Terre Haute Physical Therapy (current), Lee's Summit Medical Center, Research Belton Hospital</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|---|--|
| <p>Name: Sandra D. Hendrich, PT, DPT Assistant Professor Physical Therapy</p> | <p>Office Phone: 812-237-3937 Email: Sandra.hendrich@indstate.edu</p> |
| <p>Degrees / School:</p> <p>DPT Des Moines University Des Moines, IA</p> <p>BS PT Indiana University Indianapolis, Indiana</p> <p>AS PT University of Evansville Evansville, Indiana</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Integrative health practices • Hypotonia in infants and toddlers • Delivery of quality health care to rural and underserved areas |
| <p>Professional Activities: Member of the American Physical Therapy Association</p> | |
| <p>Presentations and Publications</p> <p><i>Balance Exercises and Fall Prevention</i> (February 2010) MS Support Group, Terre Haute, IN <i>Manual Therapy Techniques for Pain Relief</i> (January 2010) Celebration of Life, Terre Haute, IN <i>Preventing Pediatric Obesity: Target the Toddler</i> (January 2009) Healthy Children Course, Maryland Community Church, Terre Haute, IN <i>Developmental Delays in Infants and Toddlers</i> (Sept. 2008) MOPS Group, Brazil, IN</p> | |
| <p>Relevant teaching experience: None at this time</p> | <p>Clinical Practice: Early Intervention pediatric physical therapy Integrative health physical therapy</p> |

Indiana State University
College of Nursing, Health, and Human Services
Master of Science in Occupational Therapy
Faculty Qualification Information

| | |
|--|--|
| <p>Name: Lindsey E. Eberman PhD, ATC, LAT Assistant Professor – Applied Medicine and Rehabilitation Program Director – Undergraduate Athletic Training</p> | <p>Office Phone: 812-237-7694 Email: leberman@indstate.edu</p> |
| <p>Degrees / School: PhD Curriculum and Instruction Florida International University Miami, FL MS Exercise and Sports Science Florida International University Miami, FL BS Athletic Training Northeastern University Boston, MA</p> | <p>Research Interest:</p> <ul style="list-style-type: none"> • Heat illness prevention, recognition, and treatment • Fluid replacement • Gender issues in Athletic Training • Athletic Training Education |
| <p>Professional Activities: Member of the Indiana State University Institutional Review Board Member of the National Athletic Trainers’ Association, Great Lakes Athletic Trainers’ Association, and Indiana Athletic Trainers’ Association Faculty Advisor of the Indiana State University Athletic Training Student Organization Faculty Mentor of the Indiana State University Leadership Living Learning Community</p> | |
| <p>Presentations and Publications Bowman, S.M., Yeargin, S.W., Eberman, L.E., Saxena, P., Edwards, J.E. (2010). The Drinking Efficiency of Children Based on Fluid Delivery Method. <i>Medicine & Science in Sport & Exercise</i>. 42(5): S453 Eberman, L.E., Yeargin, S.W., Falconer, S.K., Vaal, T.L. (2010). Brief, One-Time Educational Intervention Following PPE Does Not Improve Hydration Status Prior to First Practice. <i>Medicine & Science in Sport & Exercise</i>. 42(5): S453 Eberman, LE; Cleary, MA. (2009). Preparticipation Physical exam to identify at-risk athletes for exertional Heat Illness, <i>Athletic Therapy Today</i> 14(4), 9-11. Eberman, L. E., Bodey, K. J., Zakrajsek, R., McGuire, M., & Simpson, A. (in press). Heating up coaching education: What coaches need to know. <i>Proceedings of the National Coaching Educators Conference</i>. (projected publication August 2010). Eberman, LE; Minton, DM; Cleary, MA. (2009). Comparison of refractometry, urine color, and urine reagent strips to urine osmolality for measurement of urinary concentration. <i>Athletic Training & Sports Health Care</i> 1(6),267-271.</p> | |
| <p>Relevant teaching experience: Orthopedic Evaluation and Diagnosis I & II; Advanced Upper Extremity Evaluation and Rehabilitation; Athletic Training Practicum I-VI</p> | <p>Clinical Practice: Volunteer at: - NCAA Div I Cross Country Pre-National and National Championships - Ironman Wisconsin</p> |