

### **Sample #1**

**Project Description (What? Where? When?):** Clearly describe/explain your project, event, or activity and provide, as attachments below, any relevant supporting literature that would be useful to the Faculty Development Committee in determining the type and merit of that project, event, or activity. \*

I have submitted three proposals that were accepted for three poster presentations at the American Occupational Therapy Association Annual Conference in Salt Lake City, Utah from April 17-21, 2018. In addition, I will be attending the Academic Leadership Council meeting for OT program directors as well as continuing education sessions for to maintain my Ohio license and for my HQPD.

#### **Presentation #1**

**Session Number:** GP 3007

**Session Title:** Transitional Challenges for Clinical Practitioners Advancing Into Management or

**Leadership Roles:** A Descriptive Study

**Date:** 4/19/2018

#### **Learning Objectives:**

- Describe challenges commonly associated when transitioning from clinical practice to management or leadership roles
- Examine effective strategies used to manage professional job transition issues.
- Evaluate the impact and create strategies to minimize the effect of typical professional transitions to promote successful transitions.

Occupational Therapy practitioners are provided with many opportunities and obligations to assume leadership roles, which can bring associated transitional challenges. Identifying these challenges allows practitioners to develop strategies for smooth and effective transitions to management or leadership positions.

#### **Presentation #2**

**Session Number:** MH 1003

**Session Title:** Utility of the Kawa Model to Guide Evaluation and Interventions: Influencing Service Delivery and Best Practice in Community-Based Programs

**Date:** 4/19/2018

#### **Learning Objectives:**

- Increase understanding of how using the Kawa Model guides evaluation, interventions, and outcomes in community-based practice.
- Explore how using the Kawa Model metaphor can help practitioners facilitate clients' narratives and identify and develop client-centered interventions.
- Identify ways that using the Kawa Model helps to influence occupational therapy service delivery within in a community setting.

The project's aim is to show how using the Kawa Model in community-based occupational therapy practice guides evaluation, interventions, and outcomes for clients who have behavioral health, substance use, and trauma-related disorders and influences service delivery and best practice initiatives.

#### **Presentation #3**

**Session Number:** AFW 1014

**Session Title:** Enhancing Student Learning Opportunities and Autonomy Through Community-Based Level II Fieldwork: The Value of Creating Pathways for Specialty Practice

**Date:** 4/19/2018

**Learning Objectives:**

- Compare how community-based fieldwork experiences meet the required proposed AOTA fieldwork initiatives.
- Analyze the benefits of increased opportunities for autonomy for students in community-based fieldwork placements.
- Examine the value of creating pathways for becoming specialists through exposure to diverse populations that are not typically found in traditional fieldwork.

A facilitated discussion regarding the value and benefits of completing community-based fieldwork. Results indicate individuals who have completed such fieldwork feel prepared, confident, satisfied, and are more likely to consider a specialty pathway as a practitioner.

**Rationale (Why this activity, event, or project?):** Include a clear explanation of how your project supports your professional development (teaching, research, licensure, etc.). \*

**Research - Professional Value:**

Submitting, being accepted and presenting at the AOTA conference allows for dissemination of the current fieldwork and research opportunities that are occurring at UF and within the community where OT services are provided by UF and UF students (Substance Abuse, Corrections, Inpatient and Outpatient Mental Health Centers) It is also providing me with the opportunity to disseminate the work from a survey that was a collaborative effort with other professionals from universities from across the country. This specific work is helping to create a path for a new emerging area of OT practice. This work has also provided an opportunity for me to become a founding member of a coalition that is emerging to include OT in the corrections system as a key practice area for the field.

**Teaching, Administration, Licensure:**

In addition to my scheduled presentations, I will be attending the Academic Leadership Council Meeting for OT Program Directors as well as other HQPD courses during the times that I am not presenting. This will provide an opportunity to gain new knowledge that is directly related to the courses that I teach as well as provide updates on best practices and new information on the accreditation process and requirements for ACOTE (accrediting body for OT). The Academic Leadership Meeting also provides sessions from NBCOT (The National Board for Certification in Occupational Therapy) which provides the latest requirements and information for best practices for the program and our students. Also, the CEU opportunities are required for maintaining OT state licensure. State licensure is required to be employed as a faculty member in the Occupational Therapy Program.

**Teaching, Research, Networking:**

Attendance at the conference offers numerous workshops on current trends in healthcare and the OT profession. Attending these workshops provides me with the latest information on assessment, accreditation, and infusion of evidence-based practice and the new healthcare laws and policies into my course. These workshops are necessary for maintaining ACOTE accreditation for the OT Program. This conference will also enable me to engage in essential networking for research opportunities. Additionally, presenting the research will allow me to meet the standards of scholarly activity for The University of Findlay.

**From the list below identify with which of the University's eight strategic goals this activity, event, or project aligns. (Please check as many as apply.) Then provide a detailed explanation of how this activity, event, or project aligns with the selected goals. \***

- Equip students for meaningful lives and productive careers
- Improve academic programs continuously through rigorous assessment
- Grow targeted enrollment
- Enable exceptional student learning
- Develop the whole person through individual attention
- Embrace professional, cultural and intellectual diversity
- Provide experiential learning in every program
- Build best-in-class strategic resources

In addition to my scheduled presentations, I will be attending the Academic Leadership Council Meeting for OT Program Directors as well as other HQPD courses during the times that I am not presenting. This will provide an opportunity to gain new knowledge that is directly related to the courses that I teach as well as provide updates on best practices and new information on the accreditation process and requirements for ACOTE. (Connection to strategic goals – GROW TARGETED ENROLLMENT and IMPROVE ACADEMIC PROGRAMS CONTINUOUSLY THROUGH RIGOROUS ASSESSMENT) The Academic Leadership Meeting also provides sessions from NBCOT (The National Board for Certification in Occupational Therapy) which provides the latest requirements and information for best practices for the program and our students (Connection to strategic goals ENABLE EXCEPTIONAL STUDENT LEARNING). Also, the CEU opportunities are required for maintaining OT state licensure. State licensure is required to be employed as a faculty member in the Occupational Therapy Program

Submitting, being accepted and presenting at the AOTA conference allows for dissemination of the current fieldwork and research opportunities that are occurring at UF and within the Hancock County Justice Center. It is also providing me with the opportunity to disseminate the work from a survey that was a collaborative effort with other professionals from universities from across the country. This specific work is helping to create a path for a new emerging area of OT practice (Connection to strategic goals EQUIP STUDENTS FOR MEANINGFUL LIVES AND PRODUCTIVE CAREERS and ENABLE EXCEPTIONAL STUDENT LEARNING).

Attendance at the conference offers numerous workshops on current trends in healthcare and the OT profession. Attending these workshops provides me with the latest information on assessment, accreditation, and infusion of evidence-based practice and the new healthcare laws and policies into my courses (Connection to strategic goals ENABLE EXCEPTIONAL STUDENT LEARNING). These workshops are necessary for maintaining ACOTE accreditation for the OT Program (Connection to strategic goals" IMPROVE ACADEMIC PROGRAMS CONTINUOUSLY THROUGH RIGOROUS ASSESSMENT). This conference will also enable me to engage in essential networking for research opportunities. Additionally, presenting the research will allow me to meet the standards of scholarly activity for The University of Findlay.

## Sample #2

**Project Description (What? Where? When?):** Clearly describe/explain your project, event, or activity and provide, as attachments below, any relevant supporting literature that would be useful to the Faculty Development Committee in determining the type and merit of that project, event, or activity. \*

I will present the original paper “‘The Shadows Whispered Hauntingly’: Trauma, Lies, and Modernity in Vera Caspary’s *The White Girl* at the Memory and Prophecy in the Space Between Conference, the 2017 conference of the Space Between: Literature and Culture, 1914-1945 Society. The conference will be held May 25-27 in Oxford, Mississippi. This is one of two premiere conference in the field of Modernist Studies. I will represent the University of Findlay before an international audience of modernist scholars.

### ABSTRACT:

1929 saw the publication of two popular novels on racial passing: Nella Larsen’s *Passing* and Vera Caspary’s *The White Girl*. Both novels tell the familiar story of a tragic mulatta whose trip across the color line ends in her death. Both are set (in part) in Chicago and like Larsen’s *Clare Kendry*, Caspary’s protagonist, *Solaria Cox*, was a beautiful woman, “langorous” [sic] with “mysterious,” “dark eyes.” However, while *Passing* has become a canonical modernist text, *The White Girl*, despite receiving critical acclaim and going into a sixth printing within the first three months of its publication, is currently little known and out of print. *The White Girl* has even been relegated to a footnote in Caspary’s own biography; the novelist is best known for her thriller *Laura* (1944) and her work as an award-winning (later blacklisted) Hollywood screenwriter.

This paper argues for the significance to modernism of Caspary’s novel. Specifically, it considers Caspary’s treatment of the psychological trauma of racial passing and her frank portrayal of drug addiction. The novel positions passing and addiction (which requires its own kind of passing) within a cycle of fear, shame, and guilt that haunts its protagonist to make the argument that lying and its related trauma are inherent in the modern condition: modernity invites lies. In this, *The White Girl* shares as much with popular mystery novels of the time, in particular, Dashiell Hammett’s *The Dain Curse* (1929), which also addresses addiction, as with *Passing*. That Caspary’s novel, a melodramatic conflation of mystery and passing genres, falls short of its ambitious scope could account for its current obscurity. Nonetheless, Caspary’s attempt to represent the inherent interconnectedness between lying, trauma, and modernity makes the book significant to modernist studies.

**Rationale (Why this activity, event, or project?):** Include a clear explanation of how your project supports your professional development (teaching, research, licensure, etc.). \*

As noted above the Space Between Society is one of two premiere conferences in my field of modernist studies. The Society “provides an interdisciplinary and multidisciplinary forum for discussion and research of texts, authors and new approaches to traditionally canonical works. It also encourages fresh examinations of art, society and culture illuminating the interwar and wartime periods.” The Society’s purpose aligns with my own interdisciplinary research, which I will present to approximately one hundred scholars, including some of the most respected professionals in our field.

**From the list below identify with which of the University’s eight strategic goals this activity, event, or project aligns. (Please check as many as apply.) Then provide a detailed explanation of how this activity, event, or project aligns with the selected goals. \***

Faculty Development Committee  
Sample Funding Proposals: Presentation Category

- Equip students for meaningful lives and productive careers
- Improve academic programs continuously through rigorous assessment
- Grow targeted enrollment
- Enable exceptional student learning
- Develop the whole person through individual attention
- Embrace professional, cultural and intellectual diversity
- Provide experiential learning in every program
- Build best-in-class strategic resources

Rationale:

Alignment with Big 8:

(4) Enable exceptional student learning: This conference has direct application to the courses I teach at UF. Specifically, I teach ENGL 324, Twentieth-Century Literature and ENGL 339, Major Works of American Literature, 1850-1914. In these courses I regularly teach authors to be discussed in conference sessions, for example, Virginia Woolf, William Faulkner, Zora Neale Hurston, and Jean Rhys.

Additionally, this conference hosts pedagogical sessions designed to enhance the teaching of modernist studies. I will attend the session "Digital Humanities in the Space Between," in which "we will look at different methods of using digital tools in the classroom, including computational, mapping, and multimedia approaches. We will also discuss obstacles of using digital humanities methods at underfunded institutions and brainstorm possible solutions."

(6) Embrace professional, cultural, and intellectual diversity: This conference is strongly interdisciplinary. While most conferences within modernist studies take a single author as their focus (T.S. Eliot, Virginia Woolf, etc.), this conference attracts scholars from history, art history, theatre, music studies as well as literary studies. Interacting with scholars representing a variety of disciplines broadens my awareness of the professional and intellectual diversity within my own field.

(7) Provide experiential learning in every program: For the past two years, Dr. Nicole Diederich and I have taken our English majors to present their original research at the National Conference on Undergraduate Research. The Space Between Society conference will offer a session "Mentoring in the Space Between," which is "part of a new mentoring initiative under design by the Space Between Society with the goal of building opportunities for our members to mentor and be mentored." This session will provide information that I can use as we continue to develop our departments undergraduate research program.