

CRISTINA DUMITRESCU, EdD, MS, OTR/L

CURRICULUM VITAE

Occupational Therapy Education | Curriculum & Accreditation | Scholarship | Leadership | Professional Service

ACADEMIC PROFILE

I am an occupational therapist, educator, academic administrator, accreditation evaluator, scholar, and professional leader whose career has progressed from clinical rehabilitation practice and administration to undergraduate OTA education, graduate OTD education, program leadership, accreditation, scholarship, and national professional service. Across these roles, my work has focused on strengthening occupational therapy education and the future workforce through curriculum development, standards alignment, faculty and student mentorship, evidence-informed teaching, professional reasoning, assessment, and continuous quality improvement.

PERSONAL COMMITMENT AND VISION

- Dynamic promotion and advancement of climate and policies grounded in social justice and equity
- Collaborative leadership and transparent and open communication
- Utilizing data to anticipate challenges, inform decision-making, and build consensus
- Working collectively across disciplines to implement best practices and support partnerships
- Managing and prioritizing tasks with attention to detail and deadlines
- Promoting innovation, faculty growth, and student success
- Contributing to a learning environment that prioritizes academic quality, student engagement and growth, high-impact practices, and global perspectives
- Lifelong learning and reflective practice

My professional contributions extend beyond institutional responsibilities through sustained NYSOTA, AOTA and ACOTE service, national dissemination, state and regional professional leadership, accreditation evaluation, scholarship, and mentorship. These activities reflect sustained contribution through knowledge, expertise, leadership, service, guidance, and mentorship.

EDUCATION

2016–2022 | Doctor of Education (EdD) in Health Sciences, Specialty in Teaching and Learning

University of St. Augustine for Health Sciences, St. Augustine, Florida

- Graduated with high honors; degree conferred April 23, 2022.

2008 | Bachelor of Science / Master of Science in Occupational Therapy

Touro University, New York, New York

- Degree conferred September 2008.

1995–1998 | Associate in Applied Science, Occupational Therapy Assistant

Mercy University, Dobbs Ferry, New York

- Degree conferred August 1998.

ACADEMIC APPOINTMENTS

September 1, 2026–Present | Assistant Professor, Tenure Track; Director of the Division of Occupational Therapy,

- As Program Director, I provide Division-level academic leadership across entry-level, post-professional, and undergraduate programming, with responsibility for curricular integrity, faculty development and mentorship, student success, accreditation and compliance, research development, and coordinated strategic growth.
- Continue as tenure-track faculty with responsibilities in teaching, scholarship, curriculum development, program assessment, accreditation, faculty/student mentorship, and Division service.
- Lead curriculum alignment, assessment systems, faculty processes, student progression, fieldwork and doctoral capstone structures, accreditation evidence, and continuous quality improvement.
- Work with College leadership on admissions, enrollment, budgeting, staffing, strategic planning, research development, clinical partnerships, and long-term Division growth.

April 2025–August 31, 2026 | Assistant Professor, Tenure Track; Interim Director of the Division of Occupational Therapy,

Binghamton University, Decker College of Nursing and Health Sciences

September 2024–April 2025 | Assistant Professor, Tenure Track, Occupational Therapy Division

Binghamton University, Decker College of Nursing and Health Sciences

- Taught in the Entry-Level OTD program and contributed to scholarship, curriculum development, program assessment, and accreditation preparation.
- Participated in ACOTE B Standards curriculum review and alignment of course content, learning outcomes, instructional activities, and assessment with standards and program outcomes.
- Developed a Scholarship of Teaching and Learning agenda focused on virtual reality in neuroscience education and student learning.

January 2018–August 2024 | Assistant Professor; Occupational Therapy Assistant Program Director

Mercy University, Dobbs Ferry, New York

February–December 2017 | Assistant Professor; Interim Occupational Therapy Assistant Program Director*Mercy University, Dobbs Ferry, New York***February 2009–February 2017 | Assistant Professor; Associate Director / Academic Fieldwork Coordinator, Undergraduate OTA Program***Mercy University, Dobbs Ferry, New York***DIVISION LEADERSHIP, PROGRAM OVERSIGHT & FACULTY DEVELOPMENT****April 2025–Present | Division-Level Academic and Administrative Leadership, Division of Occupational Therapy**

Provide strategic and academic leadership across the Division's entry-level OTD, post-professional OTD, and Arts in Healthcare programming, with responsibility for curricular integrity, program development, faculty mentorship, student success, accreditation/compliance, and coordinated implementation of Division priorities.

Arts in Healthcare Program Integration and Oversight

March 2026- Present | Division-level oversight when the **Arts in Healthcare minor** was assigned to Occupational Therapy. Guided the program coordinator in integrating the program within the Division's academic and administrative structure; facilitated administrative support, monthly program leadership meetings, participation in OT Division faculty meetings, adjunct faculty engagement, and operational processes. Provided strategic guidance for curricular revision and program positioning to strengthen connections between undergraduate education, healthcare careers, and potential pathways into graduate health-professions education.

Post-Professional OTD Program Coordinator Mentorship

2025–Present | Provide supervisory and developmental mentorship to the Post-Professional OTD Program Coordinator, supporting strategic planning, enrollment and outreach, policy and procedural development, curriculum implementation, and strengthening of the doctoral capstone process. Guide alignment of program operations with Division, College, Graduate School, and University expectations while supporting continued development of the online PP-OTD program. The current program is a 36-credit, five-semester online clinical doctorate with a longitudinal capstone sequence culminating in dissemination, making this oversight substantively academic as well as administrative.

Associate Director Role Development and Clinical Faculty Mentorship Structure

2025–Present | Supported implementation of the Division's Associate Director leadership role to strengthen distributed academic leadership and faculty support. Provide leadership to the Associate Director, who supports clinical faculty mentorship and curriculum implementation, while retaining Division-level responsibility for curricular coherence, academic standards, faculty development, and strategic priorities.

Tenure-Track Faculty Scholarship Development and Research Visibility

2025–Present | Provide individualized mentorship and strategic leadership to tenure-track faculty to support development of coherent scholarly agendas, research productivity, interdisciplinary and external collaboration, dissemination, and progression toward promotion and tenure. Facilitate Division-level research development intended to strengthen the visibility and national scholarly profile of Binghamton University's Division of Occupational Therapy programs.

Faculty Leadership and Organizational Development

2025–Present | Lead and mentor faculty across appointment types while differentiating support according to academic role and responsibilities. Facilitate faculty meetings, leadership meetings, faculty development, role clarification, collaborative planning, curriculum implementation, and accountability for Division priorities. Work closely with tenure-track faculty on scholarship development and with clinical faculty leadership on teaching, curriculum, professional development, and implementation.

INTERPROFESSIONAL CAMPUS CLINIC PLANNING & DEVELOPMENT**2025–Present | Interprofessional Campus Clinic Planning and Development**

Provide Occupational Therapy Division leadership in the planning and development of a campus-based interprofessional clinical environment designed to integrate community service, experiential and clinical education, faculty practice, and research/scholarship. Collaborate with College and University leadership, facilities and operational planning representatives, and faculty and program leaders across Occupational Therapy, Physical Therapy, Speech-Language Pathology, Nursing, and other health professions to inform the clinic's academic, clinical, research, space, equipment, and operational needs.

Represent the Division's priorities in planning for a sustainable clinical-academic infrastructure that will:

- expand access to community-based services and strengthen reciprocal regional partnerships;
- provide students with authentic experiential, interprofessional, and clinical learning opportunities;
- create infrastructure for faculty-led clinical, educational, translational, and interdisciplinary research;
- facilitate cross-disciplinary faculty and student collaboration across Decker College; and
- strengthen the integration of the Division's teaching, scholarship, service, and community-engagement missions.

Lead the identification and communication of Occupational Therapy-specific clinical, curricular, research, faculty-practice, student-learning, and operational requirements within the broader interprofessional planning process, ensuring that the developing clinic supports the Division's strategic priorities and long-term academic mission.

SCHOLARSHIP & RESEARCH AGENDA

My scholarly agenda examines how occupational therapy education can intentionally support learners' progression from knowledge acquisition to self-regulated learning, professional reasoning, competency development, professional identity formation, practice readiness, and lifelong professional development. My research integrates learning science, competency-based education, evidence-informed curriculum design, immersive and multimodal learning, and emerging technologies—including AI—to investigate how educational environments can strengthen learner agency and preparation for occupational therapy practice.

Occupational Therapy Education, Professional Reasoning & Student Success

2026–Present | Competency Development and NBCOT Readiness

- Educational assessment work using ExamSoft and NBCOT-aligned domains to examine student performance, curricular alignment, competency development, and preparation for entry-level practice.

2024–Present | Student-Success Scholarship in Occupational Therapy Education

- Expanded scholarship to metacognition, mindset, coaching feedback, wellness, concept mapping, and pedagogical strategies, with repeated national dissemination.

Scholarship of Teaching and Learning & Educational Technology

2026–Present | Education Research in Occupational Therapy• (IRB STUDY00007187)

- **Principal Investigator.** IRB-approved occupational therapy education research study examining teaching and learning within the OT curriculum. The project contributes to a broader Scholarship of Teaching and Learning agenda focused on student learning, professional reasoning, and evidence-informed curricular improvement.

2026–Present | AI-Supported Professional Reasoning and Learning Success

- **Co-Principal Investigator, Framework Originator, and Occupational Therapy Lead.** Interdisciplinary collaboration with the School of Computing faculty examining generative-AI supports for professional reasoning, self-regulated learning, metacognition, retrieval practice, concept mapping, case-based reasoning, transfer of learning, usability, and student feedback.

2025–2026 | Virtual Reality in Neuroscience Education (IRB STUDY00005477)

- **Co-Principal Investigator.** Scholarship of Teaching and Learning project examining immersive virtual reality as a teaching tool in neuroscience education, with emphasis on student learning, engagement, and application of foundational neuroscience to occupational therapy education.

2022–2023 | Predictors of Academic Success in Health-Professions Education

- **Principal Investigator.** IRB-approved Doctoral research and publication on predictors of academic success in first-semester nursing students; established a research line focused on student success in health-professions education.

SCHOLARSHIP OF TEACHING, LEARNING & CURRICULUM INNOVATION

2026–Present | PIE Project — Professional Identity & Engagement

- **Principal Investigator and Project Originator.** Originated the scholarly direction for this collaborative educational initiative examining occupational therapy students' professional identity formation and engagement through intentional reflection, mentorship, professional participation, and progressive learning experiences across the curriculum. The project is designed to examine professional identity as a developmental process rather than as the outcome of a single course or educational experience.

2026–Present | AOTA Domains of Competency for the Occupational Therapy Practitioner

- Contribute as a Domains of Competency subcommittee member of the AOTA CoP to refinement of OT and OTA sample competencies, applying expertise in competency-based education, curriculum alignment, clarity, distinctiveness, cross-setting applicability, and professional expectations. This national work complements the Division's curriculum-to-competency scholarship and assessment agenda.

2026–Present | NBCOT First-Time Exam Success: Influential Factors and OT Graduate Perceptions (IRB-26-0141)

- **Co-Investigator.** National multi-institutional research study examining factors associated with first-time NBCOT examination success and occupational therapy graduates' perceptions of their academic preparation and transition to professional practice. Contribute occupational therapy education, student-success, and licensure-readiness expertise to the collaborative research team.

2025–Present | OT Living Books Library

- **Principal Investigator and Project Originator.** Developed an occupational therapy-specific educational and research adaptation inspired by the Human Library model, using structured, reciprocal dialogue with occupational therapy practitioners, professionals, and community experts as "Living Books." The initiative examines how engagement with lived and professional experience may support perspective-taking, cultural humility, contextual understanding, professional reasoning, therapeutic use of self, and person-centered practice. Integrated with doctoral capstone exploration and developing toward systematic investigation and dissemination.

2024–Present | Competency-Based EL-OTD Curriculum Design and Professional Reasoning Framework

- Lead development and refinement of an integrated curriculum architecture aligning ACOTE standards, NBCOT domains, program learning outcomes, curricular threads, course-level learning experiences, competency assessment, fieldwork, doctoral capstone, and longitudinal professional-reasoning development. This work includes curriculum mapping, competency alignment, identification of curricular gaps and redundancies, and use of assessment evidence to support continuous quality improvement.

2024–Present | Curriculum-to-Competency Assessment and Educational Quality Improvement

- Develop and apply systematic curriculum and assessment processes that connect course outcomes, direct and indirect evidence, competency expectations, and program-level outcomes. The work has informed course redesign, assessment refinement, accreditation evidence, faculty development, and WEAVE-supported program assessment.

GRANTS & RESEARCH DEVELOPMENT

2026–2027 | SUNY Academic Innovation Grant (IITG) — Advancing Board Examination Success: An AI-Enhanced Critical Thinking Model

- Project Lead. Submitted proposal requesting \$25,845 to develop and evaluate a faculty-guided AI-supported model embedded in Brightspace to strengthen higher-order professional reasoning, metacognition, licensure readiness, and equitable access to board-examination preparation.
- Application submitted on 2.26.2026; unfunded: \$25,845

2026–2027 | SUNY Academic Innovation Grant (IITG) — Faculty-Led AI Tutoring for Enhanced Retention in SUNY Occupational Therapy Graduate Programs

- Multi-campus project collaborator representing Binghamton University. Contributes occupational therapy content, faculty-facing dashboard/interface development, faculty workshops, student oversight, implementation, evaluation, and dissemination within a four-campus SUNY collaboration.
- Application submitted on 2.26.2026; unfunded: \$41,860

BUPNUR Summer 2025 | Internal Grant — Use of Virtual Reality as a Teaching Tool for Neuroscience Course in Healthcare Education

- Award: \$5,000.

BUPNUR Spring 2025 | Internal Grant — Use of Virtual Reality as a Teaching Tool for Neuroscience Course in Healthcare Education

- Award: \$5,000.

Decker Research Expenses Grant (REG) Fall 2025 | Internal Grant — Use of Virtual Reality as a Teaching Tool for Neuroscience Course in Healthcare Education

- Award: \$1,990.

2026 | Forward Together Strategic Funding Proposal — *Connecting the Graduate Recruitment Journey: Enhancing the CAS–Slate Integration* | \$77,500 requested

Project Collaborator, Occupational Therapy, Decker College. Contributed program-level expertise to a cross-University **strategic initiative** integrating centralized application services with Graduate Slate to strengthen applicant engagement, recruitment analytics, conversion, and graduate yield. Submitted in September, 2026.

PEER-REVIEWED PUBLICATIONS & SCHOLARLY PRODUCTS

MANUSCRIPTS SUBMITTED / UNDER REVIEW

- **October 2026: Deng, D., Dumitrescu, C., & Osman, C. (2026).** *Student experiences with immersive virtual reality in neuroscience education: A convergent mixed-methods study.* Manuscript submitted for publication.
- **September 2026: Dumitrescu, C., Knis-Matthews, L., Raphael-Greenfield, E., & Hiller Scott, A. (2026).** *From advocacy to action: Lessons from 30 years of the NYSOTA Mental Health Task Force.* Manuscript submitted for publication review, American Occupational Therapy Association, Mental Health Special Interest Section.

MANUSCRIPTS PUBLISHED

- 2026 — Deng, X., Dumitrescu, C., & Orkwis, A. Virtual reality for neuroscience education through immersive learning. In *Transforming Business, Industry, and Education for a Dynamic World* (pp. 23–52). IGI Global Scientific Publishing.
- 2025 — Dumitrescu, C. Use of emerging technologies in rehabilitation education and practice. *Frontiers in Rehabilitation Sciences*, 6, 1655454.
- 2025 — Jacobs, K., et al. The Management and Administration for the OTA: Leadership and Application Skills (2nd ed.). **Authored** Chapter 7.
- 2025 — Jacobs, K., et al. The Management and Administration for the OTA: Leadership and Application Skills (2nd ed.). **Authored** Chapter 14.
- 2023 — Dumitrescu, C., Kupczynski, L., & Campo, M. Predictors of Academic Success in First Semester Nursing Students. *Journal of Social Science Research*, 19, 67–74.
- 2014 — Dumitrescu, C., & Sullivan, C. Leadership is Everyone's Business. *OT Practice*, 19(15), 10.

ORIGINAL SCHOLARLY & CONCEPTUAL PRODUCTS

- 2026 — Dumitrescu, C. Professional Reasoning Model - AI Supported for OT Learning and Success. Zenodo. <https://doi.org/10.5281/zenodo.20610947>
- 2026 — Dumitrescu, C. Multiple Choice Question - Decision Tree. Zenodo. <https://doi.org/10.5281/zenodo.18180688>
- 2025 — Dumitrescu, C. Occupational Therapy-Concept Map for Case-Study T&L. Zenodo. <https://doi.org/10.5281/zenodo.17142953>
- 2025 — Dumitrescu, C. Metacognitive Strategy for Learning. Zenodo. <https://doi.org/10.5281/zenodo.17142888>
- 2025 — Dumitrescu, C. Occupational Therapy Concept Map for Teaching and Learning. Zenodo. <https://doi.org/10.5281/zenodo.17143004>

These original, copyrighted scholarly products are deposited in Zenodo with permanent DOIs and connected to ORCID and Google Scholar. They are presented as citable conceptual and knowledge-translation products, distinct from peer-reviewed publications.

PEER-REVIEWED & INVITED PRESENTATIONS / PROFESSIONAL DISSEMINATION

ACCEPTED / UPCOMING PRESENTATIONS-- peer-review scholarly products

- 2027 — **Dumitrescu, C.** (Primary Speaker). From Foundational Sciences to Professional Reasoning: An Instructional Design Framework for Student Success in Occupational Therapy Education. Workshop 109, AOTA INSPIRE 2027 Annual Conference & Expo, **Boston, MA**, April 8, 2027. Accepted workshop; 8:00–11:00 AM.
- 2027 — **Dumitrescu, C.** (Primary Speaker), Deng, D., & Orkwis, A. Teaching the Invisible: Integrating Immersive Technology Within a Multimodal Neuroscience Curriculum for Occupational Therapy Education. Poster Session #1, AOTA INSPIRE 2027 Annual Conference & Expo, **Boston, MA**, April 8, 2027. Accepted poster; 8:30–10:30 AM.
- 2026 — **Dumitrescu, C.** Integrating Metacognition, Wellness, and Mindset in Occupational Therapy Education. Oral presentation, 29th ENOTHE Annual Meeting, European Network of Occupational Therapy in Higher Education, **Toulouse, France**, October 22–24, 2026. Accepted international oral presentation.

PRESENTATIONS DELIVERED - peer-review scholarly products

- 2026 — Predictors of Student Success Across Levels of OT Education: Integrating Coaching, Wellness, and Pedagogical Strategies. AOTA Annual Conference, Anaheim, CA.
- 2026 — Summative Assessments: Training the Trainer to Develop Multiple Choice Questions (MCQ), with K. Inda. NYSOTA Continuing Education Series for OT/OTA Educators.
- 2025 — Educators' Tools for Teaching: Linking Concept Mapping to Metacognition. AOTA Annual Conference, Philadelphia, PA.
- 2025 — Helping Others Navigate Scholarly Writing. AOTA Annual Conference, Philadelphia, PA.
- 2024 — Predictors of Academic Success in First Semester Nursing Students. Invited professional-development presentation, Binghamton University.
- 2024 — Educators Tools for Teaching: Mindset Link to Metacognition. AOTA Annual Conference, Orlando, FL.
- 2023 — The Art of Providing Students with Coaching Feedback. AOTA Annual Conference, Kansas City, MO.
- 2022 — Predictors of Academic Success in First Semester Nursing Students. University of St. Augustine for Health Sciences.
- 2017 — Best Practices in Interprofessional and Intraprofessional Fieldwork Models. AOTA Annual Conference, Philadelphia, PA.
- 2017 — The Value of Future Oral History Research in Occupational Therapy. AOTA Annual Conference, Philadelphia, PA.
- 2017 — A Systematic Approach to Updating and Recording State-Level History of the Profession. AOTA Annual Conference, Philadelphia, PA.
- 2016 — Leadership Within Interprofessional Teams: Developing Partnerships. AOTA Annual Conference, Chicago, IL.
- 2014 — Leadership: A Challenging System of Interactions. AOTA Annual Conference.
- 2013 — The Transformational Journey from OTA to OT: An Analysis. AOTA Annual Conference, San Diego, CA.
- 2013 — Leadership: A Challenging System of Interactions. AOTA Annual Conference, San Diego, CA.
- 2012 — A Transformational Journey from OTA to OTR. NYSOTA Annual Conference, Rochester, NY.
- 2010 — Factors That Determined Why Occupational Therapy Assistants Return to Graduate School to Obtain Their Occupational Therapy Degree. NYSOTA Annual Conference, New York, NY.

TEACHING, COURSE DEVELOPMENT, CURRICULUM & ASSESSMENT

Binghamton University — Course Development, Teaching & Innovation

OCT 611 — Development: Adulthood and Aging

Major course redesign. Reconfigured this 4-credit EL-OTD summer course from a compressed five-week format to a ten-week instructional sequence to strengthen the progression from foundational knowledge to applied occupational therapy competencies. Redesigned assessment to include practical examinations and five case-based group laboratory experiences requiring students to integrate evaluation, intervention planning, clinical application, and professional reasoning. The redesign contributed significantly to competency alignment across the EL-OTD curriculum and strengthened the connection between course-level learning and program expectations.

OCT 706 — Advanced Leadership and Practice, Post-Professional OTD

Substantially redesigned this doctoral-level leadership course to strengthen rigor, transparency, consistency, and alignment with doctoral competencies. Revised the syllabus, course organization, grading structure, assignments, rubrics, and assessment strategies; integrated contemporary leadership theory, the AOTA Code of Ethics, evidence-based practice, professional reasoning, wellness, systems leadership, and scholarly inquiry; and developed case-based and reflective learning experiences requiring application of leadership principles to complex professional situations.

OCT 618 — Advanced Leadership in Innovative Practice

Developed the Entry-Level OTD advanced leadership course to prepare students for leadership beyond entry-level clinical competence. Designed curriculum addressing leadership development, community program development, advocacy and political action, administrative initiatives within evolving healthcare systems, professional identity, and individualized leadership and professional-development planning. The course intentionally connects leadership content with doctoral-level expectations and the broader EL-OTD curriculum.

OCT 620 — Interpersonal and Interprofessional Communication in Healthcare

Course redefined graduate-level learning experiences focused on professional written and verbal communication, healthcare terminology, active listening, therapeutic and team communication, professional confidence, and the occupational therapist's role within interprofessional care. *Expanded authentic application through an interprofessional discharge-planning experience coordinated with simulation and other health-professions faculty.*

OCT 605 — Neuroscience of Behavior

Redesigned instructional approaches to connect functional neuroscience and neuroanatomy more explicitly with occupational performance and professional reasoning. Integrated immersive virtual-reality technology, clinical cases, and multimodal learning strategies to help students visualize complex neurological structures and apply foundational science to occupational therapy practice. This curricular work became the foundation for Scholarship of Teaching and Learning research, internal grant support, and subsequent national scholarly dissemination.

LICENSURE READINESS, GRADUATE TRANSITION, AND LONGITUDINAL STUDENT SUCCESS

-Lead Division-level preparation of EL-OTD graduates for the NBCOT certification examination and transition to professional practice. Coordinate licensure-readiness planning, practice examinations and preparation resources; review longitudinal student performance and competency data to identify areas requiring reinforcement; provide individualized guidance to graduating students; and use aggregate performance evidence to inform curriculum review and continuous program improvement. Maintain alignment among curriculum competencies, graduate outcomes, professional expectations, and preparation for entry-level practice. The University's OT site confirms that EL-OTD graduates become eligible for the NBCOT examination following program completion and describes the program's accreditation/licensure framework.

Curricular Integrity, Academic Compliance, and Continuous Quality Assurance

-Serve as the Division-level academic leader responsible for preserving curricular integrity and preventing curricular drift across Occupational Therapy programming. Oversee alignment among approved curricula, course content and sequencing, program competencies and outcomes, assessment systems, accreditation expectations, and institutional requirements. Review proposed curricular and operational changes for consistency with Division and College policies and applicable University, SUNY, state, accreditation, certification, and professional requirements. Coordinate faculty processes for curriculum review, competency mapping, program assessment, and continuous quality improvement to ensure that curricular implementation remains consistent with approved academic standards and the Division's educational mission.

Undergraduate Course Development — Occupational Therapy / Pre-Professional Preparation

Professional Readiness: Digital Literacy & Academic Ownership (4 credits)

- Collaborate with another OT faculty in developing an undergraduate course preparing students for graduate healthcare education through academic ownership, self-directed learning, professional responsibility, digital literacy, information management, ethical and responsible technology/AI use, evidence-informed decision-making, time management, metacognition, and lifelong learning. Designed learning outcomes to emphasize learner agency, critical engagement with information, verification of digital sources, and reflective refinement of learning strategies.

Critical Thinking & Complex Problem Solving (4 credits)

- Developed this undergraduate course within a collaboratively designed occupational therapy/pre-professional curriculum sequence. The course advances analytical reasoning, cognitive flexibility, evidence evaluation, structured reasoning, inquiry-based and case-based learning, collaborative problem solving, tolerance for ambiguity, integration of multiple perspectives, and metacognitive refinement. Students are challenged to analyze complex scenarios for which there may be no single correct answer and to develop and justify evidence-informed solutions.

These undergraduate courses extend my curriculum scholarship beyond the doctoral program by intentionally developing digital fluency, academic ownership, critical thinking, and complex problem solving before graduate professional education.

Division-Wide Curriculum, Assessment & Competency Leadership

- Lead systematic curriculum review and mapping to ACOTE Standards, program outcomes, professional competencies, and NBCOT content domains.
- Lead faculty in course development and restructuring, including learning outcomes, topical outlines, learning activities, rubrics, competency assessment, and evidence of standards attainment.
- Construct curricular sequencing to reduce duplication, identify gaps, and strengthen progression from foundational knowledge to application, analysis, professional reasoning, fieldwork, and doctoral capstone.
- Lead faculty discussions regarding course alignment, assessment integrity, ExamSoft use, competency mapping, and NBCOT readiness.
- Lead review and refinement of doctoral capstone systems, fieldwork readiness, assessment tools, and preparation for certification and licensure.
- Provide 1:1 faculty mentorship related to course development, teaching strategies, assessment, accreditation responsibilities, scholarly growth, and curricular integrity.

Accreditation & Educational Quality Leadership

- Led the Entry-Level OTD program through the culminating phase of initial ACOTE accreditation and the February 23–25, 2026 on-site visit while the inaugural cohort progressed toward August 2026 graduation.
- Directed preparation, organization, review, and verification of the ACOTE Self-Study, supporting evidence, and accreditation documentation.
- Led verification of curriculum and standards alignment, student-learning assessment, program outcomes, policies, faculty qualifications, resources, fieldwork, doctoral capstone processes, and continuous quality-improvement evidence.
- Coordinated preparation of faculty, staff, students, administrators, and clinical/community partners for evaluator interviews and site-visit logistics.
- **Under my leadership - Initial accreditation culminated in ACOTE granting the Entry-Level OTD program the maximum seven-year accreditation period.**

Prior Teaching — Mercy University

- OCTR 260 — Childhood and Adolescence with Level I Fieldwork
- OCTR 218 — Interaction Skills
- OCTR 214 — Adult and Maturity with Level I Fieldwork
- OCTR 211 — Professional Development Seminar (developed course)
- OCTR 209 and OCTR 210 — Advanced Clinical Education I and II
- OCTR 207 — Occupational Therapy Synopsis: Administration and Management (enhanced/restructured)
- OCTR 201 — Occupational Therapy Practice for the Assistant
- HLSC 420 — Overview of Occupational Therapy, Pre-MS OT Track
- HLSC 225 — Scientific Writing
- HLSC 210 — Overview of Occupational Therapy
- NSG 602 — Research Project II (graduate nursing capstone mentorship)

International & Interprofessional Education

2024 | International Medical Mission — Dominican Republic

Mercy University / multidisciplinary team

- Collaborated with a 44-member multidisciplinary team providing healthcare to more than 1,000 underserved individuals; participated in evaluations, pediatric screenings, patient education, and resource-limited interprofessional care.

2015 and 2017 | Overseas Medical Mission Program — Antigua

Mercy University / American University of Antigua

- Planned and organized faculty-led interprofessional clinical experiences emphasizing culturally responsive care, teamwork, leadership, rehabilitation planning, mobility-device adaptation, and problem-solving in resource-limited settings.

MENTORSHIP & COLLABORATIVE ACADEMIC DEVELOPMENT

2026–Present | Doctoral Capstone Advisement & Scholarly Mentorship — EL-OTD

— PI and Faculty mentor for Letters Across Generations: Intergenerational Therapy to Reduce Social Isolation in Assisted Living Facilities. Provide guidance in project development, evidence-based practice, scholarly writing, implementation planning, and doctoral-level professional reasoning.

2025–2026 | Doctoral Capstone Advisement & Scholarly Mentorship — EL-OTD

— PI and Principal advisor/faculty mentor for Connecting Through Art: A Deaf-Centered Community Art Program to Promote Occupational Engagement and Social Participation. Guided topic refinement, objectives, project planning, applied research/IRB processes, implementation, and scholarly dissemination.

2025–2026 | Doctoral Capstone Advisement & Scholarly Mentorship — Post-Professional OTD

— PI and Principal advisor for Community-Based Aquatic Wellness and Life Skills Program. Provided intensive mentorship across project design, methodological rigor, implementation, occupational therapy integration, data interpretation, scholarly writing, poster development, and institutional repository dissemination.

— PI and Principal advisor for OT in Primary Care — Pediatric Setting. Guided project development, implementation, dissemination, and scholarly writing; facilitated connections with AOTA reimbursement/payment-policy expertise and clinicians in emerging practice to strengthen project rigor and professional impact.

2025–Present | Academic Success Advising & Coaching — EL-OTD

Provide individualized academic coaching, learning-strategy support, progression monitoring, writing-resource referrals, and supportive feedback for doctoral students for EL-OTD students

2024–Present | Faculty Mentorship & Collaborative Academic Development

- Mentor faculty in course development, instructional planning, assessment design, accreditation responsibilities, scholarly growth, curriculum alignment, and continuous quality improvement; support new faculty with Brightspace organization, rubrics, exam blueprints, and coaching-centered advising.
- Student advising, competency review, examination preparation, progression monitoring, NBCOT preparation, licensure planning, and transition-to-practice support.
- Doctoral capstone and fieldwork systems leadership supporting faculty, students, clinical educators, and community partners.
- Lead interdisciplinary development of the AI-Supported Professional Reasoning and Learning Success (AI-PRLS) pilot, coordinating occupational therapy, educational, technical, and student-research contributions.

INSTITUTIONAL SERVICE & LEADERSHIP

Binghamton University / Decker College

2026–Present | Chair, Curriculum and Assessment Committee

Decker College of Nursing and Health Sciences

- **Chair the Decker College Curriculum and Assessment Committee**, a College standing committee responsible for review of undergraduate and graduate curricular proposals; assessment and evaluation of College-level goals and objectives; consultation across Decker schools/divisions; recommendations to the Dean; and reporting committee work to the Decker College Assembly.

2026–Present | Member, Faculty Senate Credit for Prior Learning Committee

Binghamton University Faculty Senate | Decker College Representative

- **Appointed to the University-wide Faculty Senate committee** charged with establishing and maintaining standards for Credit for Prior Learning (CPL), reviewing unit practices for equity and academic rigor, and recommending University policies addressing CPL eligibility, credit structure, review procedures, record retention, appeals, and administrative oversight.

2024–Present | University, College & Division Service

Binghamton University

- Led Division-level strategic planning and alignment of Occupational Therapy program goals with University and Decker College priorities, accreditation expectations, scholarship development, community engagement, and internationalization.
- Led development and faculty review of the Division of Occupational Therapy Faculty and Staff Handbook and related governance and operational documents to strengthen clarity, consistency, and alignment with University, College, and accreditation requirements.
- Led and coordinated EL-OTD curriculum and program-assessment work, including ACOTE standards alignment, competency mapping, WEAVE-related assessment planning/reporting, and continuous quality-improvement processes.
- Contributed to faculty searches, new-faculty orientation and mentorship, admissions/recruitment and retention initiatives, student-success planning, clinical and doctoral-capstone partnerships, and development/refinement of Division policies and procedures.

Mercy University

2011–2024 | University, School & Program Service

Mercy University

- University-wide Admission Committee leadership; University Curriculum Committee; At-Large Faculty Senate; School Curriculum Committee; Global Initiatives Committee; program admissions and retention; clinical contracts; orientation; manuals; NBCOT resources; student professional-development initiatives.

NATIONAL, INTERNATIONAL & PROFESSIONAL SERVICE

SCHOLARLY PEER REVIEW & EDITORIAL SERVICE

2026–Present | Peer Reviewer, *Scandinavian Journal of Occupational Therapy*

Invited manuscript reviewer in occupational therapy education and emerging technology. Completed peer review of a scoping review examining VR/VR360 technologies for developing clinical reasoning in occupational therapy students (September 2026).

2026 | Proposal Reviewer, *World Federation of Occupational Therapists (WFOT) Congress*

Peer reviewer of international conference abstracts, evaluating submissions for scientific rigor, innovation, educational value, and relevance to occupational therapy research, education, and practice.

2024–Present | Research Proposal Reviewer, AOTA Annual Conference / AOTA INSPIRE

Peer reviewer of research-focused conference submissions for the American Occupational Therapy Association’s national annual conference, evaluating proposals for methodological rigor, scholarly quality, relevance, clarity, and contribution to the occupational therapy evidence base.

2013–Present | Proposal Reviewer, AOTA Annual Conference / AOTA INSPIRE

Annual peer reviewer of conference submissions for scholarly quality, clinical relevance, educational value, and contribution to occupational therapy practice and professional development.

2025 | Invited Textbook Reviewer, *Foundations of Interprofessional Collaborative Practice*

Reviewed Chapters 3, 7, 8, 10, and 11 for an upcoming edition; completed April 2025.

2025 | Peer Reviewer, IGI Global Scientific Publishing

Reviewed the book chapter “Artificial Intelligence in Education: Notions, Perceptions, and Projections of AI Integration in the Chilean Context”; completed April 2025.

2024 | Conference Reviewer, Online Learning Consortium

Completed 10 conference proposal reviews in October 2024.

OTHER NATIONAL & INTERNATIONAL PROFESSIONAL SERVICE

2026–Present | AOTA Domains of Competency (DoC) Subcommittee Member

Contribute to development and refinement of the Domains of Competency for the Occupational Therapy Practitioner by reviewing OT and OTA sample competencies for alignment with domain definitions, clarity, distinctiveness, applicability across practice settings, and representation of each domain for broader reactor-panel review.

2026–Present | NYSOTA Historian (Reappointed)

Continue a long-standing professional leadership role preserving and documenting NYSOTA history, achievements, and contributions to the profession; originally appointed Historian in 2015 and reappointed in 2026.

2022–Present | ACOTE Accreditation Evaluator

Serve on the national roster of peer reviewers, completing OT/OTA program reviews in multiple evaluator capacities through standards review, evidence analysis, team deliberation, documentation of findings, paper reviews, and on-site evaluation responsibilities.

June 2026 | ACOTE On-Site Evaluator — 35 verified contact hours.

2017–2019 | AOTA Coding Team — CPT & RUC.

2013–Present | AOTA Community of Leaders and Middle Managers Review Committee service.

2013 & 2026 | Abstract Reviewer, 16th & 19th WFOT Congress.

2011–Present | Metropolitan Occupational Therapy Educational Council (MOTEC- FW & PD) member.

2002–2004 | Vice Chair, NYSOTA Westchester/WestRoc District.

PROFESSIONAL MEMBERSHIPS

- 2015–Present — AOTF Leaders and Legacies Society.
- 2000–Present — World Federation of Occupational Therapists.
- 1997–Present — New York State Occupational Therapy Association; Westchester/WestRoc District.
- 1997–Present — American Occupational Therapy Association.

EXECUTIVE & ADVANCED PROFESSIONAL EDUCATION

- 2026 — Harvard Medical School Executive Education, *The Science of Leadership: The Brain, Resilience, and Mindfulness*. Six-week online executive education program; Certificate of Completion issued May 15, 2026.
- 2025 — Harvard Business Publishing Education, Teaching with AI.
- 2024 — Binghamton University, Universal Design for Learning: The Basics.
- 2023 — AOTA Framework for Occupational Therapy Curriculum Design Workshops.
- 2023 — Metacognition Fellowship / STEM Fellow professional development, Mercy University.
- 2023 — Coaching Fundamentals and Techniques, Jefferson University.

AWARDS & RECOGNITION

- 2024 — Mercy University OTP Leadership Recognition — Pillar of Excellence in Leadership
- 2016 — AOTA Service Commendation for service to the Community of Leaders and Middle Manager Program.
- 2016 — Touro College Alumni Award for Professional Accomplishments.
- 2015 — AOTA Service Commendation for service to the Community of Leaders and Middle Manager Program.
- 2015 — NYSOTA Merit Award for Significant Contributions to the Profession.
- 2011 — Metropolitan Occupational Therapy Educational Council Award for Active Service.
- 2008 — Touro College Clinician Award for Outstanding Clinical Achievement.
- 2004 — NYSOTA recognition for Significant Contributions to the Profession.

PRIOR CLINICAL & REHABILITATION LEADERSHIP

- 2018–2023 — Hope Agent, Inc. Administrative Consultant – *Reimbursement & Audits* through *Premier Management* and *SentosaCare LLC*. Mentored rehabilitation directors, supported leadership transitions and policy development, provided OT consultation, prepared reimbursement-audit documentation, and trained staff regarding billing, billing compliance, and documentation requirements.
- 2008–2012 — Occupational Therapist, Registered (OTR) — PRN *Home Health Services: PTS of Westchester*, Home Care Agency, Westchester County, New York. Provided occupational therapy services in home-based settings, integrating physical, functional, and psychosocial dimensions of daily occupations to promote independence, occupational engagement, emotional well-being, and quality of life. Included activities of daily living (ADLs), instrumental activities of daily living (IADLs), and occupational performance. Delivered patient and caregiver education, and recommendations for home safety, environmental modifications, and adaptive strategies to support independence and participation in daily life.
- 2007–2008 — Occupational Therapy Student/Intern — *Inpatient Psychiatry*- New York-Presbyterian Hospital, Westchester Division (*Payne Whitney*): Completed clinical training in inpatient psychiatric occupational therapy on the *Second Chance* and *pediatric psychiatric* locked units. Provided supervised occupational therapy services focused on psychosocial functioning, therapeutic engagement, daily living skills, and meaningful occupational participation within an interdisciplinary MH setting.
- 2002–2017 — Throgs Neck Extended Care. *Director of Rehabilitation overseeing OT, PT, and SLP services*, quality improvement, staff development, documentation, reimbursement compliance, policy development, and clinical program innovation. Implemented an ortho program, interdisciplinary fall prevention, weekly group sessions, OT/OT/ST student internships, outpatient clinic billing, wheelchair clinic, use of therapeutic modalities in pain management, cardiac care, established the role of OT within the dementia care programming, feeding rounds, and rehab role in wound care during weekly wound rounds.
- 2000–2002 — Throgs Neck Extended Care *COTA/L: treating therapist* for the Adult and Geriatric patient -subacute inpatient.
- 1998–2000 — Certified Occupational Therapy Assistant (COTA) —*United Cerebral Palsy (UCP)*, White Plains, New York: *Provided pediatric occupational therapy interventions* for children ages 3–5, addressing developmental skills, functional independence, and participation in daily activities. Delivered family education and training, home-based occupational therapy services, and consultation and support to teachers to promote continuity of care and carryover of therapeutic strategies across home and educational environments.
- 1998–2000 — VTA Management Services, Brooklyn, NY. *Certified Occupational Therapy Assistant, per diem*.
- 1994–2001 — Mount Vernon Hospital, Mount Vernon, NY. *Certified Nursing Assistant* – floating pool--night shift: ER, ICU, CCU, Labor and Delivery, Med-Surg, Mental-Health unit, HIV unit, 1:1 suicide watch.

LICENSURE, CERTIFICATION & ADDITIONAL QUALIFICATIONS

- June 2026 — MoCA Talk Certificate- Humanizing Dementia Care
- April 2026 — Mental Health First Aid Certification
- 2009–Present — New York State Occupational Therapy License.
- 2009–Present — Occupational Therapist Registered (NBCOT). CPR and AED certification.
- Languages: Fluent in Romanian; able to communicate in Spanish, Italian, and French.
- Technology: Microsoft Office, Excel, Exxat, ExamSoft, SPSS, VoiceThread, Lucid, Blackboard/Brightspace, Perusall, simulation platforms, immersive/VR educational technologies, and emerging generative-AI applications in higher education.