

Cover Sheet: Request 11242

OTH 6xxx Doctoral Mentorship 2

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Myers,Christine T ctmyers@p.php.ufl.edu
Created	11/2/2016 5:46:12 PM
Updated	11/22/2016 10:33:47 AM
Description of request	Development of individualized learning objectives and evaluation of student performance objectives for the doctoral experiential experience.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
No document changes					
College	Approved	PHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		11/15/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/22/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11242

Info

Request: OTH 6xxx Doctoral Mentorship 2

Description of request: Development of individualized learning objectives and evaluation of student performance objectives for the doctoral experiential experience.

Submitter: Myers,Christine T ctmyers@phhp.ufl.edu

Created: 12/8/2016 8:06:36 AM

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Responses

Recommended PrefixOTH

Course Level 6

Number xxx

Category of Instruction Intermediate

Lab Code None

Course Title Doctoral Mentorship 2

Transcript Title Doctoral Mentorship 2

Degree Type Professional

Delivery Method(s) Online

Co-Listing No

Effective Term Summer

Effective Year 2018

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Thesis/Dissertation Supervision

Weekly Contact Hours 1

Course Description Development of individualized learning objectives and evaluation of student performance objectives for the doctoral experiential experience.

Prerequisites OTH 6XXX Doctoral Mentorship 1 (B)

Co-requisites n/a

Rationale and Placement in Curriculum Content meets the intent of program Student Learning Objectives. Also meets educational standards of accrediting body (ACOTE standards). Content builds upon previous courses and clinical experiences.

Course Objectives Student Learning Objectives: ACOTE Standards

Upon the conclusion of this course, the student will:

1. Select a residency site and site mentor related to the student's area(s) of interest and professional and career goals.
2. Develop measurable learning objectives for the residency related to professional and career goals.
3. Create a plan for the residency linked to the student's professional and career goals.

Course activities support the following ACOTE standards:

- Advising related to professional coursework, fieldwork education, and the experiential component of the program must be the responsibility of the occupational therapy faculty. (A.3.9.)
- Ensure that the doctoral experiential component is designed and administered by faculty and provided in setting(s) consistent with the program's curriculum design,

including individualized specific objectives and plans for supervision. (C.2.1.)

- Ensure that the student is mentored by an individual with expertise consistent with the student's area of focus. The mentor does not have to be an occupational therapist. (C.2.4.)

Course Textbook(s) and/or Other Assigned Reading There is no required text for this course.

Students are required to read the UF OTD Residency Handbook.

Weekly Schedule of Topics

- 1 Review of the Residency and Development of the Residency Plan with Learning Objectives
Read Residency Handbook

- 2 Work on Residency Plan with Learning Objectives
Online Discussion: Share Residency Plan ideas and provide feedback to peers

- 3 Work on Residency Plan with Learning Objectives (cont.)
Sign up for Individual Meetings via Zoom or conference call

- 4 Individual Meetings with Faculty Mentor
Draft 1 Residency Plan with Learning Objectives Due

- 5 Individual Meetings with Faculty Mentor

- 6 Revise Residency Plan with Learning Objectives
Online Discussion: Share revisions to Residency Plan and provide feedback to peers
Sign up for Individual Meetings with Faculty Mentor and Residency Coordinator via Zoom or conference call

- 7 Brief Presentations: Residency Plan with Learning Objectives Online Discussion: Share your Residency Plan via Powerpoint and provide feedback to peers

- 8 Individual Meetings with Faculty Mentor and Residency Coordinator

- 9 Individual Meetings with Faculty Mentor and Residency Coordinator (cont.)

Schedule meeting with Faculty Mentor and Site Mentor via Zoom or conference call

- 10 Meeting with Faculty Mentor and Site Mentor

- 11 Meeting with Faculty Mentor and Site Mentor (cont.)

- 12 Revise Residency Plan with Learning Objectives
Online Discussion: Share your revised Residency Plan and provide feedback to peers
Draft 2 Residency Plan with Learning Objectives Due

Links and Policies Policies related to attendance, make up work and exams: Attendance to program and course activities is required. For a review of the OTD Attendance policies and documentation requirements see the OTD Student Handbook. Emergency issues will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Letter

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D
	D-	E	WF	I	NG	S-U				
Grade										
Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0
	0.67	0.0	0.0	0.0	0.0	0.0				

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

While it is anticipated that professional occupational therapy students will behave with tact and courtesy on-line, the department has adopted the following guidelines for Internet etiquette.

- 1 The golden rule for communicating on-line is similar to the one we have been taught as children: don't deliberately hurt another's feelings (tact); imagine how you would feel in another person's shoes (empathy); be human (humane). In the real world we can see facial expressions, gestures, and hear tone of voice. We do not have that extra information on-line. It is easy to misinterpret the other person's meaning. Be cognizant of how you are communicating to your faculty and peers on-line.
- 2 Flaming is an expression of a strongly held (usually negative) opinion without holding back emotion. Tact is not, it's objective! This on-line class does not allow flaming.
- 3 YELLING: Using all capital letters in your writing is considered yelling on-line. It is very annoying and not appropriate. Please make sure your caps lock is off.
- 4 Flaming, yelling or inappropriate comments are considered disruptive to a professional learning environment. If you are angry or upset related to something in this class, make an appointment with the instructor for a telephone conference. Students who are disrespectful of the instructor or fellow classmates during discussion will be denied access to the course until the matter can be resolved.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Student Health

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Grading Scheme Total points equal 100

Online Discussions 20
Draft Residency Plan with Learning Objectives 30
Draft 2 Residency Plan with Learning Objectives 50

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Instructor(s) Christine T. Myers, PhD, OTR/L