

# Cover Sheet: Request 11243

## OTH 6xxx Doctoral Mentorship 3

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Myers,Christine T ctmyers@phhp.ufl.edu
Created	11/2/2016 5:55:29 PM
Updated	11/22/2016 10:35:55 AM
Description of request	Individual work with faculty to develop draft of Capstone Project proposal; literature review and research questions.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
No document changes					
College	Approved	PHHP - 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 11243

## Info

**Request:** OTH 6xxx Doctoral Mentorship 3

**Description of request:** Individual work with faculty to develop draft of Capstone Project proposal; literature review and research questions.

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

**Created:** 12/8/2016 8:09:42 AM

**Form version:** 4

## Responses

**Recommended Prefix**OTH

**Course Level** 6

**Number** xxx

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Doctoral Mentoship 3

**Transcript Title** Doctoral Mentorship 3

**Degree Type** Professional

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Effective Term** Spring

**Effective Year** 2018

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 2

**S/U Only?** No

**Contact Type** Thesis/Dissertation Supervision

**Weekly Contact Hours** 2

**Course Description** Individual work with faculty to develop draft of Capstone Project proposal; literature review and research questions.

**Prerequisites** OTH 6XXX Doctoral Mentorship 2 (C); OTH 6XXX Level 2 Fieldwork II (S); OTH 6XXX Competency (S)

**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. Collaborate with faculty mentor, Residency Coordinator, and site mentor to:
  - a. Modify and finalize the Residency Plan with measurable learning objectives.
  - b. Initiate development of the Capstone Project.
2. Evaluate the research literature pertaining to the Capstone Project topic in order to develop a comprehensive literature review.
  - a. Effectively locate, understand, critique, and evaluate information, including the quality of evidence. (B.8.2.)
  - b. Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology. (B.8.5.)
3. Identify the following components of the Capstone Project: the problem to be addressed, a theoretical framework or model that provides the basis for the project, the significance of the project, and the purpose of the project.

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** Bonnel, W. & Smith, K.V. (2014). Proposal writing for nursing capstones and clinical projects. New York: Springer.

**Weekly Schedule of Topics**

1 Introduction to the Capstone Project: Defining the Problem and Reviewing the Literature  
Steps to Finalizing Residency Plans  
Read OTD Residency Handbook  
Sign up for Individual Meetings with Faculty Mentor and Site Mentor  
Read Bonnel & Smith Ch. 1 & 3

2 Individual Meetings with Faculty Mentor and Site Mentor- finalizing residency plan  
Read Bonnel & Smith Ch. 4 & 5  
Work on Literature Review & Evidence Tables

3 Individual Meetings with Faculty Mentor and Site Mentor- finalizing residency plan (cont.)  
Work on Literature Review & Evidence Tables  
Final Residency Plan Due

4 Working Class Meeting- bring questions about literature review & evidence tables  
Read Bonnel & Smith Ch. 6  
Work on Literature Review & Evidence Tables

5 Working Class Meeting- bring questions about literature review & evidence tables  
Work on Literature Review & Evidence Tables

6 Using a Theoretical Framework/Model of Practice to Guide the Capstone Project  
Draft 1 of Capstone Project Proposal (Literature Review & Evidence Tables) Due

7 Addressing Outcomes and Writing a Purpose Statement  
Project Mapping  
Read Bonnel & Smith Ch. 7-9  
Sign up for Individual Meetings

8 Individual Meetings with Faculty Mentor  
Work on Section 1 of Capstone Project (problem, theoretical framework or model, significance, and purpose)  
Revise Literature Review & Evidence Tables

9 Individual Meetings with Faculty Mentor (cont.) Work on Section 1  
Revise Literature Review & Evidence Tables

10 Working Class Meeting- bring questions about Section 1 Work on Section 1  
Revise Literature Review & Evidence Tables

11 Working Class Meeting- bring questions about Section 1 Work on Section 1

Revise Literature Review & Evidence Tables

12 Working Class Meeting- bring questions about proposal

Work on Section 1

Revise Literature Review & Evidence Tables

13 Proposal Presentations

Draft 2 of Capstone Project Proposal (Section 1 and Literature Review with Evidence Tables) Due

14 Proposal Presentations (cont.)

15 Wrap-Up

**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>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Professional Behavior is expected of health professional students at all times.

Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.

Preparation for class: To maximize the use of class time, students are expected to read and study assigned readings in text and course syllabus prior to coming to class.

Participation: Students are expected to actively participate in discussions and class activities. Attendance assists student to develop knowledge and skill in interpersonal relationships and communication by relating to others of different backgrounds and performance deficits.

Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture by refraining from chatter or other distracting behaviors; turning your cellular phone to silent or vibrate and answering outside of the classroom in an emergency; not reading other material during class (such as the

newspaper, crossword puzzles, internet, etc.); getting your work in on time; arranging with another students to get handouts or announcements if you cannot attend class.

Laptop policy: Course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of "use unrelated to course objectives" includes, but is not limited to use of instant messaging, Face Book, chat rooms, games, surfing the net, etc.

#### 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/>.

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## 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/](http://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](mailto: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.

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### 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](http://www.multicultural.ufl.edu)

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**Grading Scheme** Residency Plan (final) 10

Capstone Project Proposal Draft 1: Literature Review with Evidence Tables  
30

Capstone Project Proposal Draft 2: Section 1 & Literature Review with Evidence Tables  
50

Proposal Presentation 10

Total points equals 100

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