

# Cover Sheet: Request 11607

## OTH 6XXX - Applied Research in Driving Rehabilitation Therapy

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Vogle,Candice Raquel cvogle@ufl.edu
Created	4/10/2017 12:23:13 PM
Updated	4/24/2017 6:55:49 PM
Description of request	This course provides students with the knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for medically at-risk drivers.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		4/10/2017
Added Applied Research in Driving Rehabilitation Therapy 040617.docx					4/10/2017
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		4/12/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/12/2017
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 11607

### Info

**Request:** OTH 6XXX - Applied Research in Driving Rehabilitation Therapy

**Description of request:** This course provides students with the knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for medically at-risk drivers.

**Submitter:** Vogtle,Candice Raquel cvogtle@ufl.edu

**Created:** 4/10/2017 12:23:13 PM

**Form version:** 1

### Responses

**Recommended Prefix**OTH

**Course Level** 6

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title**Applied Research in Driving Rehabilitation Therapy

**Transcript Title**Research Driving Reha

**Degree Type**Professional

**Delivery Method(s)**Online

**Co-Listing**No

**Effective Term** Spring

**Effective Year**2018

**Rotating Topic?**No

**Repeatable Credit?**No

**Amount of Credit**4

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 4

**Course Description** This course provides students with the knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for medically at-risk drivers.

**Prerequisites** Regulated health care professional with a clinically relevant degree.

**Co-requisites** Enrolled in OTH6XXX Foundations, Models and Theory in Driving Rehabilitation Therapy

**Rationale and Placement in Curriculum** Students will develop the knowledge (e.g. evidence-informed reviews, evidence based practice, etc.) and skills (e.g. critically appraising a research paper) to become scholarly driving rehabilitation therapists committed to evidence-based practice. Thus, this course will enable students to meet the competencies that are necessary to practice as an entry-level driving rehabilitation specialist.

**Course Objectives** After successfully completing this course, students will be able to:

1. Formulate a theoretical evidence-based process in response to a practice need for screening, assessment, and intervention of clinically at-risk drivers.

2. Critically appraise assessment tools and clinical tests for use with clinically at-risk drivers.
3. Analyze and interpret quantitative, qualitative and mixed methods data presented in scientific manuscripts that investigate the fitness to drive of clinically at-risk populations.
4. Evaluate quantitative, qualitative and mixed methods research based on philosophical considerations and methodological rigor.
5. Integrate best evidence into driving rehabilitation therapy practice.
6. Articulate the strengths and limitations of fitness to drive research pertaining to screening, assessment and intervention strategies for clinically-at-risk drivers.
7. Appraise the role of driving rehabilitation specialists as responsible consumers of research, and stakeholders in practice-informed research.

**Course Textbook(s) and/or Other Assigned Reading** Greenhalgh, Trisha. (2014). How to read a paper: The basics of evidence-based medicine (5th ed). Hoboken, New Jersey: Wiley Blackwell & BMJI Books.

Copies of all the articles in the reading list above are available from the course site.

**Weekly Schedule of Topics** Week 1 January 5-8 Orientation Evidence-based practice: Implications for Driving Rehabilitation

Chapter 1 of required text book. Bannigan, K., & Moores, A. (2012). A model of professional thinking: Integrating reflective practice and evidence based practice. *The Canadian Journal of Occupational Therapy*, 76(5), 342-350.

Week 2 January 11-17 Research Projects: Introduction, selection and next steps  
Project call and supporting documents (available on the course site).

Week 3 January 18-23 Evidence-informed reviews Chapter 9 of required text book.  
Classen, S., Alvarez, L. (2015). Editorial: Evidence-Informed Reviews—Moving Occupational Therapy Practice and Science Forward. *OTJR: Occupation, Participation and Health*, 35 (4), 199-203. Arksey, H., & O'Malley L. (2005). Scoping studies towards a methodological framework. *International Journal of Social Research Methodology: Theory & Practice* 2005, 8:19-32.

Week 4 January 25-31 Critical appraisal of assessments Part 1: Validity and Reliability  
Classen, S. & Velozo, C.A. (2013). Critiquing assessments. In B.A. Boyt Schell, G. Gillen, M.E. Scaffa, & E.S. Cohn (Eds.), *Willard & Spackman's Occupational Therapy* (12th Edition) Philadelphia: Lippincott Williams & Wilkins. (Pgs. 302-313)  
Recommended: Chapter 8 of required text book.

Week 5 February 1-7 Critical appraisal of assessments Part 2: Traditional approaches- Sensitivity, specificity and predictive value of clinical tests  
Classen, S. & Velozo, C.A.(2013). Critiquing assessments. In B.A. Boyt Schell, G. Gillen, M.E. Scaffa, & E.S.Cohn (Eds.), *Willard & Spackman's Occupational Therapy* (12th Edition) Philadelphia: Lippincott Williams & Wilkins. (Pgs. 313-314).

Week 6

February 8-14 Critical appraisal of assessments Part 3: Modern approaches  
-Item response theory  
- Computerized Adaptive testing  
-Critical appraisal of modern approaches Classen, S. & Velozo, C.A. (2013). Critiquing assessments. In B.A. Boyt Schell, G. Gillen, M.E. Scaffa, & E.S. Cohn (Eds.), *Willard & Spackman's Occupational Therapy* (12th Edition) Philadelphia: Lippincott Williams & Wilkins. (Pgs. 314-320)

Week 7

February 15-21      Quantitative Inquiry Part 1:  
-Observational, pre-experimental, quasi-experimental and experimental designs  
- Sampling and data collection      Chapter 3 of required text book.

Classen, S., Cormack, N. L., Winter, S. M., Monahan, M., Yarney, A., Lutz, A. L., & Platek, K. (2014). Efficacy of an occupational therapy driving intervention for returning combat veterans. *OTJR: Occupation, Participation and Health*, 34(4), 177-182.

Week 8                      Writing Week February 22- 28 No required readings

Week 9

February 28- March 6      Quantitative Inquiry Part 2:  
Understanding and interpreting statistics      Chapter 5 of required text book.

Recommended:

DePoy, E., Gitlin, L.N. (2011). Statistical Analysis in Experimental- Type Research. In: DePoy, E., Gitlin, L.N. (Eds.), *Introduction to Research: Understanding and Applying multiple Research strategies* (242-262). St. Louis, Missouri: Elsevier.

Week 10

March 7-13      Quantitative Inquiry Part 3:  
- Critical appraisal  
-Assessing Methodological quality      Chapter 4 of required text book.

Recommended:

Tickle-Degnen, L., & Bedell, G. (2003). Heterarchy and hierarchy: A critical appraisal of the "levels of evidence" as a tool for clinical decision making. *American Journal of Occupational Therapy*, 57, 234-237.

Week 11

March 14- 20 Qualitative Inquiry Part 1:  
-Qualitative designs  
-Methodological and philosophical considerations of qualitative research  
-Contributions to DRT  
Chapter 12 of required text book.

Recommended:

Creswell, J. (2007). Five qualitative approaches to inquiry. In J. Creswell, *Qualitative inquiry & research design* (pp.53-84). Thousand Oaks, CA: Sage.

Week 12

March 21-27 Qualitative Inquiry Part 2:  
Critically appraising qualitative studies      Morrow, S.L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52(2), 250-260.

Recommended:

Classen, S., Winter, S., & Lopez, E. D. S. (2009). Meta-synthesis of qualitative studies on older driver safety and mobility. *OTJR: Occupation, Participation and Health*, 29(1), 24-31.

Week 13

March 28 - April 3      Mixed methods research  
-Exploratory mixed methods framework  
-Explanatory mixed methods framework  
- Transformative framework Johnson, B., Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7),

14-26.

Recommended:

Vrkljan, B. H. (2009). Constructing a mixed methods design to explore the older driver - copilot relationship. *Journal of Mixed Methods Research*, 3(4), 371-385.

Week 14 April 4- April 10 Writing Week

No required readings

Week 15

Virtual classroom April 11-April 18 Applied research in DRT: Lessons and opportunities Tickle-Degnen, L., & Bedell, G. (2000). Client-centred practice, therapeutic relationship and the use of research evidence. *American Journal of Occupational Therapy*, 56, 470-474.

**Links and Policies**<https://shcc.ufl.edu/>

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

<http://www.umatter.ufl.edu/>

<http://www.counseling.ufl.edu>

<https://evaluations.ufl.edu/results/>.

<https://evaluations.ufl.edu>

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<https://lss.at.ufl.edu/help.shtml>

[Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)

**Grading Scheme** Weekly Question Posts: 10 points

Weekly Discussion Forum Posts: 10 points

Weekly Responses to posts: 10 points

Assignment 1: 10 points

Assignment 2: 10 points

Assignment 3: 10 points

Assignment 4: 10 points

Assignment 5: 20 points

Presentation Feedback: 10 points

Total 100 points

**Instructor(s)** TBD

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 6XXX: Applied Research in Driving Rehabilitation Therapy (Course 2)**  
**(4 credit hours)**  
Spring: 2018  
Delivery Format: Online and On-site  
Course Website TBA

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Instructor Name: TBD  
Room Number: On-Line  
Phone Number: TBD  
Email Address: TBD  
Office Hours: By appointment  
On-line Course Hours: **Thursday 8.00PM-9.00PM EST** via Canvas  
Teaching Assistants: NA  
Preferred Course Communications (e.g. email, office phone): TBD

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**Prerequisites:** Regulated health care professional with a clinically relevant degree.  
**Co- Requisite:** Enrolled in OTH6XXX Foundations, Models and Theory in Driving Rehabilitation Therapy.

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course is designed to provide students with the necessary knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for clinically at-risk drivers. Specifically, drawing on research evidence and the understanding of evidence-informed reviews, quantitative, qualitative and mixed methods, this course will enable students to identify, critically appraise, critique, and integrate best evidence into their driving rehabilitation practice.

### **Relation to Program Outcomes**

Students will develop the knowledge (e.g. evidence-informed reviews, evidence-based practice, etc.) and skills (e.g. critically appraising a research paper) to become scholarly driving rehabilitation therapists committed to evidence-based practice. Thus, this course will enable students to fulfill one of the competencies that are necessary to practice as an entry-level driving rehabilitation specialist.

### **Course Objectives and/or Goals**

After successfully completing this course, students will be able to:

1. Formulate a theoretical evidence-based process in response to a practice need for screening, assessment, and intervention of clinically at-risk drivers.
2. Critically appraise assessment tools and clinical tests for use with clinically at-risk drivers.
3. Analyze and interpret quantitative, qualitative and mixed methods data presented in scientific manuscripts that investigate the fitness to drive of clinically at-risk populations.
4. Evaluate quantitative, qualitative and mixed methods research based on philosophical considerations and methodological rigor.
5. Integrate best evidence into driving rehabilitation therapy practice.

6. Articulate the strengths and limitations of fitness to drive research pertaining to screening, assessment and intervention strategies for clinically-at-risk drivers.
7. Appraise the role of driving rehabilitation specialists as responsible consumers of research, and stakeholders in practice-informed research.

## **Instructional Methods**

### Lecture

Each week a lecture is posted on course website. Students are required to listen to the lecture prior to the online class.

### Readings

Each week, assigned readings are posted on the course website. Students are expected to have read all literature and websites in advance of the class and discussion forums.

### Online Class

The class will meet on **Thursday nights from 8.00 PM-9.00 PM EST**. Students are expected to participate by sharing their perspective, experiences, and ideas. Instructors will “poke” and probe” to invite creative thinking based on knowledge application. Specifically, application of research knowledge will be invited through appraisal of psychometrics of instruments used in the clinics, or problem solving related to the clinical utility of a tool based on its measurement properties. Synthesis of knowledge will be expected through application of critical thinking and clinical reasoning. See the instructions on Canvas for logging onto Canvas. Students are advised to log onto Canvas 15 minutes prior to class in case of technical difficulties.

### Instructor Moderated Discussion Forum Post

Each week, one to two questions are posted on the course website. Students are expected to write a thoughtful, relevant, and original response, synthesizing and applying the knowledge gained from the lecture to each question and where appropriate to cite references. The discussion forum questions are designed to inspire critical thinking and to invite students to negotiate responses or challenge one another’s thoughts in a scholarly and respectful way.

### Responses to the Instructor Moderated Discussion Forum Posts

Students are required to read, analyze, appraise and challenge or support at least one other classmate’s posts each week. Responses must be thoughtful, concise, yet clear and embodying a scholarly rationale. In general responses to discussion posts should expand on, politely challenge, or support with a reasoned rationale, the concepts in the post.

### Mentoring

During the on-site orientation weekend at the start of the Spring semester, students will be paired with faculty mentors (PhD or OTD) for executing a research project. Thereafter, students will meet with their mentors regularly, i.e. at least once per week, throughout the Spring at a time mutually agreed upon, to start their research projects with the adequate supervision and guidance. Students will receive weekly supervision or mentoring to execute aspects of the research project. Specifically, for this course mentors will help students to identify gaps in clinical practice; guide them in choosing a research topic; help operationalize the steps in conducting an evidence based review; and providing feedback on their progress.

### Writing Weeks

During the two scheduled writing weeks, students will make contact with the course professor to synthesize their work for the evidence based review (or similar) project. The synthesis will occur at the level of: formulating a question; synthesizing the background of the study; identifying the rationale and significance,

gaps and purpose of the study; planning the literature review and initiating the process of conducting a literature review.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Required readings</b>
<u>Week 1</u>	January 5-8	Orientation Evidence-based practice: Implications for Driving Rehabilitation	Chapter 1 of required text book.  Bannigan, K., & Moores, A. (2012). A model of professional thinking: Integrating reflective practice and evidence based practice. <i>The Canadian Journal of Occupational Therapy</i> , 76(5), 342-350.
<u>Week 2</u>	January 11-17	Research Projects: Introduction, selection and next steps	Project call and supporting documents (available on the course site)
<u>Week 3</u>	January 18-23	Evidence-informed reviews	Chapter 9 of required text book.  Classen, S., Alvarez, L. (2015). Editorial: Evidence-Informed Reviews—Moving Occupational Therapy Practice and Science Forward. <i>OTJR: Occupation, Participation and Health</i> , 35 (4), 199-203.  Arksey, H., & O'Malley L. (2005). Scoping studies: towards a methodological framework. <i>International Journal of Social Research Methodology: Theory &amp; Practice</i> 2005, 8:19-32.
<u>Week 4</u>	January 25-31	Critical appraisal of assessments Part 1: Validity and Reliability	Classen, S. & Velozo, C.A. (2013). Critiquing assessments. In B.A. Boyt Schell, G. Gillen, M.E. Scaffa, & E.S. Cohn (Eds.), <i>Willard &amp; Spackman's Occupational Therapy (12th Edition)</i> Philadelphia: Lippincott Williams & Wilkins. <b>(Pgs. 302-313)</b>  <u>Recommended:</u> Chapter 8 of required text book.
<u>Week 5</u>	February 1-7	Critical appraisal of assessments Part 2: Traditional approaches -Sensitivity, specificity and predictive value of clinical tests	Classen, S. & Velozo, C.A. (2013). Critiquing assessments. In B.A. Boyt Schell, G. Gillen, M.E. Scaffa, & E.S. Cohn (Eds.), <i>Willard &amp; Spackman's Occupational Therapy (12th Edition)</i> Philadelphia: Lippincott Williams & Wilkins. <b>(Pgs. 313-314)</b>
<u>Week 6</u>	February 8-14	Critical appraisal of assessments Part 3: Modern approaches -Item response theory - Computerized Adaptive testing	Classen, S. & Velozo, C.A. (2013). Critiquing assessments. In B.A. Boyt Schell, G. Gillen, M.E. Scaffa, & E.S. Cohn (Eds.), <i>Willard &amp; Spackman's Occupational Therapy (12th Edition)</i> Philadelphia: Lippincott Williams & Wilkins. <b>(Pgs. 314-320)</b>



		-Critical appraisal of modern approaches	
<u>Week 7</u>	February 15-21	Quantitative Inquiry Part 1: -Observational, pre-experimental, quasi-experimental and experimental designs - Sampling and data collection	Chapter 3 of required text book.  Classen, S., Cormack, N. L., Winter, S. M., Monahan, M., Yarney, A., Lutz, A. L., & Platek, K. (2014). Efficacy of an occupational therapy driving intervention for returning combat veterans. OTJR: Occupation, Participation and Health, 34(4), 177-182.
<u>Week 8</u>		Writing Week February 22- 28	No required readings
<u>Week 9</u>	February 28- March 6	Quantitative Inquiry Part 2: Understanding and interpreting statistics	Chapter 5 of required text book.  <u>Recommended:</u> DePoy, E., Gitlin, L.N. (2011). Statistical Analysis in Experimental- Type Research. In: DePoy, E., Gitlin, L.N. (Eds.), Introduction to Research: Understanding and Applying multiple Research strategies (242-262). St. Louis, Missouri: Elsevier.
<u>Week 10</u>	March 7- 13	Quantitative Inquiry Part 3: - Critical appraisal -Assessing Methodological quality	Chapter 4 of required text book.  <u>Recommended:</u> Tickle-Degnen, L., & Bedell, G. (2003). Heterarchy and hierarchy: A critical appraisal of the “levels of evidence” as a tool for clinical decision making. American Journal of Occupational Therapy, 57, 234-237.
<u>Week 11</u>	March 14- 20	Qualitative Inquiry Part 1: -Qualitative designs -Methodological and philosophical considerations of qualitative research -Contributions to DRT	Chapter 12 of required text book.  <u>Recommended:</u> Creswell, J. (2007). Five qualitative approaches to inquiry. In J. Creswell, Qualitative inquiry & research design (pp.53-84). Thousand Oaks, CA: Sage.
<u>Week 12</u>	March 21- 27	Qualitative Inquiry Part 2: Critically appraising qualitative studies	Morrow, S.L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. Journal of Counseling Psychology, 52(2), 250-260.  <u>Recommended:</u> Classen, S., Winter, S., & Lopez, E. D. S. (2009). Meta-synthesis of qualitative studies on older driver safety and mobility. OTJR: Occupation, Participation and Health, 29(1), 24-31.
<u>Week 13</u>	March 28 - April 3	Mixed methods research -Exploratory mixed methods framework -Explanatory mixed methods framework - Transformative framework	Johnson, B., Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. Educational Researcher, 33(7), 14-26.  <u>Recommended:</u> Vrkljan, B. H. (2009). Constructing a mixed methods design to explore the older driver - copilot relationship. Journal of Mixed Methods Research, 3(4), 371-385.

<u>Week 14</u>	April 4- April 10	Writing Week No required readings	
<u>Week 15</u> Virtual classroom	April 11- April 18	Applied research in DRT: Lessons and opportunities	Tickle-Degnen, L., & Bedell, G. (2000). Client-centred practice, therapeutic relationship and the use of research evidence. <i>American Journal of Occupational Therapy</i> , 56, 470-474.

### Course Materials and Technology

#### Required Textbook

Greenhalgh, Trisha. (2014). How to read a paper: The basics of evidence-based medicine (5th ed). Hoboken, New Jersey: Wiley Blackwell & BMJI Books.

#### Required and Optional Readings

Copies of all the articles in the reading list above are available from the course site.

**Technology requirements** include the following:

High speed internet access

A computer that:

- Enables connection to outside websites (flexible firewall)
- Has multimedia playback capabilities (video/audio)
- Is capable of running a recent version of Chrome, Firefox, or Safari
- Earphones with microphone

For technical support for this class, please contact the UF Help Desk at:

[Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)

(352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

For full descriptions of assignments and grading rubrics see the course website

### Overall Course Grading

<b>Activity</b>	<b>Due Date</b>	<b>Points</b>
<b>Question Posts.</b> Weekly questions will be posted by the instructor that will require students to reflect on reading materials and class lectures, and respond accordingly.	Weekly	10
<b>Discussion forum posts.</b> Students will have the opportunity to reflect, critique, challenge, and comment on the forum posts.	Weekly	10
<b>Responses to posts.</b> Students will have the opportunity to reflect, critique, support,	Weekly	10

challenge and comment on the posts of at least one classmate.		
Assignment 1: Synopsize the steps in conducting an evidence based review.	Sunday, Jan 28 <sup>th</sup> , 2018 at 11:59 PM EST	10
Assignment 2: Outline the properties and components for critically appraising an assessment tool. Make note of the psychometric characteristics	Sunday, Feb 25 <sup>th</sup> , 2018 at 11:59 PM EST	10
Assignment 3. Research Project Proposal: Identify a gap in clinical practice and identify how to answer such a gap.	Sunday, March 25 <sup>th</sup> , 2018 at 11:59 PM EST	10
<b>Assignment 4.</b> Select a research paper and using the methods imparted in this course, critically appraised that paper.	Sunday, April 1 <sup>st</sup> , 2018 at 11:59 PM EST	10
<b>Assignment 5:</b> Final presentation of proposed research project.	Sunday, April 15 <sup>th</sup> , 2018 at 11:59 PM EST	20
Presentation feedback	Friday, April 29 <sup>th</sup> , 2018 at 11:59 PM EST	10
		<b>Total= 100</b>

**Point system** (i.e., how do course points translate into letter grades).

<b>Points earned</b>	<b>93-100</b>	<b>90-92</b>	<b>87-89</b>	<b>83-86</b>	<b>80-82</b>	<b>77-79</b>	<b>73-76</b>	<b>70-72</b>	<b>67-69</b>	<b>63-66</b>	<b>60-62</b>	<b>Below 60</b>
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

The letter grade to grade point conversion table is below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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>

### Exam Policy

This course does not have formal examinations.

### Policy Related to Make up Exams or Other Work

Assignments throughout this course will cumulatively contribute to the student's grade. If a student misses elements in this course equal to 10% (e.g., class attendance, discussion forums, and assignments) the student will be required to provide documentation of medical or emergency issues. Alternative methods of evaluation may be negotiated.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. Students must e-mail the course instructor within 24 hours of the technical difficulty to request a make-up.

### **Policy Related to Required Class Attendance**

Students are expected to attend all class activities. Regardless of attendance students will be held accountable for all course material.

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>

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Responsible professional and ethical conduct is expected throughout the course. Netiquette, i.e., the correct or acceptable way of communicating on the Internet, is expected from students during all virtual interactions. Students are expected to actively engage throughout the semester through respectful interaction with all members involved in the course (peers, instructors, faculty, etc.). Student will be expected to apply self-management skills to balance meeting virtual setting course demands with competing time and resources. Students will utilize self-appraisal and feedback from course members to continuously improve clinical reasoning, critical thinking, professional (and personal) growth, and roles consistent to those expected from an entry level DRS. Finally, students will provide and receive constructive feedback to/from course members to foster a rich course experience for you and your peers that facilitates overall mastery of the course objectives

### **Communication Guidelines**

Professional interaction, and consistently modelling a professional demeanor, will be expected during all communications with fellow students, peers, colleagues, course instructors, faculty, staff and other stakeholders. Phone, Skype and e-mail are acceptable forms of communication, as agreed upon, with the course instructor.

### **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**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

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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