

Cover Sheet: Request 11615

OTH 6XXX - On-Site Competency Training/Testing in Driving Rehabilitation Therapy

Info

| | |
|------------------------|--|
| Process | Course New Ugrad/Pro |
| Status | Pending |
| Submitter | Vogle,Candice Raquel cvogle@ufl.edu |
| Created | 4/12/2017 10:29:59 AM |
| Updated | 4/24/2017 7:48:52 PM |
| Description of request | Students will undergo competency training and testing during two on-site weekends to hone their skills to be independent entry level driving rehabilitation therapists. These skills will include appraising a client's medical, personal, and driving history; selecting and administering evidence-based clinical assessments,etc. |

Actions

| Step | Status | Group | User | Comment | Updated |
|--|----------|--|----------------------|---------|-----------|
| Department | Approved | PHHP - Occupational Therapy 313303000 | Pugh, Emily Strayer | | 4/12/2017 |
| Added On-Site Competency Training 4.12.17.docx | | | | | 4/12/2017 |
| 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 11615

Info

Request: OTH 6XXX - On-Site Competency Training/Testing in Driving Rehabilitation Therapy

Description of request: Students will undergo competency training and testing during two on-site weekends to hone their skills to be independent entry level driving rehabilitation therapists. These skills will include appraising a client's medical, personal, and driving history; selecting and administering evidence-based clinical assessments, etc.

Submitter: Vogtle, Candice Raquel cvogtle@ufl.edu

Created: 4/12/2017 10:29:59 AM

Form version: 1

Responses

Recommended PrefixOTH

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title On-Site Competency Training/Testing in Driving Rehabilitation Therapy

Transcript Title Trng&Test Driving Reh

Degree Type Professional

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Fall

Effective Year 2018

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 2

Course Description Students will undergo competency training and testing during two on-site weekends to hone their skills to be independent entry level driving rehabilitation therapists. These skills will include appraising a client's clinical, personal, and driving history; selecting and administering evidence-based clinical assessments; conducting an on-road driving assessment or simulated driving assessment.

Prerequisites Completed OTH 6XXX Foundations Models and Theory in Driving Rehabilitation Therapy

Completed OTH 6XXX Applied Research in Driving Rehabilitation Therapy

Completed OTH 6XXX Screening, Assessment, Evaluation and Intervention in Driving Rehabilitation Therapy

Completed OTH 6XXX Mentoring in Driving Rehabilitation Therapy

Completed OTH 6XXX Independent Study 1: Research in Driving Rehabilitation Therapy

Co-requisites Enrolled in Course OTH 6XXX Seminars in Driving Rehabilitation Therapy

Rationale and Placement in Curriculum Students will apply the knowledge gained (e.g., selecting and administering evidence-based clinical assessments according to the client's demographic, medical and functional profile), exercise skills (e.g., evaluating and training a "driver" in real world traffic, and in real world circumstances) and utilize resources (e.g., intervene

with the appropriate stakeholders, including physicians, other healthcare professionals, licensing agencies, and vehicle modifiers) to appraise, synthesize, and apply the evidence and practice based aspects of Driving Rehabilitation Therapy. Such actions are necessary to meet the criteria and competencies necessary to practice as an entry-level driving rehabilitation specialist.

This is the sixth course of an eight course curriculum over a one year period.

- Course Objectives**
1. Accurately apply the industry terminology for driving rehabilitation practice when conveying information through written and oral communication.
 2. Gather and appraise the clients' background information including personal, clinical, and driving histories.
 3. Choose most appropriate clinical assessments to administer for fitness to drive determinations based on the clients' presentation.
 4. Accurately administer and interpret clinical assessments for fitness to drive determinations.
 5. Select an appropriate road course, and/or simulated driving scenario, to assess potential deficits pre-identified during the personal/clinical/driving history and based on the clinical assessments.
 6. Judge client-vehicle fit and make appropriate vehicle or equipment adjustments/recommendations.
 7. Assess clients' ability to operate original manufacturer's equipment and/or the need for adaptive equipment.
 8. Accurately identify and rate the type and severity of driving errors on simulator and on road.
 9. Make recommendations for adaptive equipment or advanced driver assistance systems based on the clients' presentation.
 10. Appropriately monitor, assess, and intervene to mitigate simulator sickness as appropriate.
 11. Write a CDE report that summarizes and synthesizes results and explains to the reader the rationale for the fitness to drive decision.
 12. Devise an appropriate intervention plan to rehabilitate driving behaviors, driving skills, driving abilities, driving maneuvers, and/or driving performance.
 13. Convey fitness to drive recommendations to the client and family members/caregivers in a respectful manner, while explaining the rationale behind such decisions.
 14. Demonstrate competency in understanding, applying and synthesizing the course content to make proficient determination on fitness to drive.

Course Textbook(s) and/or Other Assigned Reading Referenced Textbook
McGuire, M. J., & Schold Davis, E. (Eds.). (2012). Driving and community mobility: Occupational therapy strategies across the lifespan. Bethesda, MD: American Occupational Therapy Association, Inc.

Required

- Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E. Schold-Davis (Eds.), Driving and community mobility: Occupational therapy across the lifespan (pp. 221-277). Bethesda, MD: AOTA Press.
- Classen, S., Krasniuk, S., Alvarez, L., Monahan, M., Morrow, S., and Danter, T. (2017). Development and validity of Western University's On-Road Assessment. OTJR: Occupation, Participation & Health, 37(1), 14-29. DOI: 10.1177/1539449216672859
- Classen, S., Krasniuk, S., Knott, M., Alvarez, L., Monahan, M., Morrow, S., and Danter, T. (2016). Inter-Rater Reliability of Western University's On-Road Assessment. The Canadian Journal of Occupational Therapy, 83(5) 317-325. DOI: 10.1177/0008417416663228.
- Transportation Research Board. (2016). Taxonomy and terms for stakeholders in senior

mobility. Transportation Research Circular, E-C211, 1-21.

Weekly Schedule of Topics The on-site training weekend and the on-site testing weekend constitutes 40 hours

each and will run Thursday through Monday August XX-XX and November XX-XX. Classes will begin at 8:00 AM and end at 5:00 PM each day. Evening work will be expected to complete the assignments.

Detailed descriptions of the On-site Trainings' schedules are included in the attached syllabus.

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

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

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

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

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

<https://evaluations.ufl.edu>

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

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

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

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

<https://shcc.ufl.edu/>

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

Grading Scheme On-Site Training Weekend: 30 points

Assignment 1: 10 points

Assignment 2: 20 points

On-Site Competency Testing: 40 points

Total 100 points

Instructor(s) TBD

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXX: On-Site Competency Training/ Testing in
Driving Rehabilitation Therapy
(2 credit hours)
Fall 2018

Delivery Format: Online (office hours) and On site (training and testing)
Course Website TBA

Instructor Name: TBA
Room Number: On-Line; On-Site TBD
Phone Number: TBD
Email Address: TBD
Office Hours: By appointment
Teaching Assistants: NA
Preferred Course Communications (e.g. email, office phone): Phone: TBA; Skype: TBA

Prerequisites:

Completed OTH 6XXX Foundations Models and Theory in Driving Rehabilitation Therapy
Completed OTH 6XXX Applied Research in Driving Rehabilitation Therapy
Completed OTH 6XXX Screening, Assessment, Evaluation and Intervention in Driving Rehabilitation Therapy
Completed OTH 6XXX Mentoring in Driving Rehabilitation Therapy
Completed OTH 6XXX Independent Study 1: Research in Driving Rehabilitation Therapy

PURPOSE AND OUTCOME

Course Overview

Students will undergo competency training and testing during two on-site weekends to hone their skills to be independent entry level driving rehabilitation therapists. These skills will include appraising a client's clinical, personal, and driving history; selecting and administering evidence-based clinical assessments; conducting an on-road driving assessment or simulated driving assessment. In carrying out aspects of the comprehensive driving evaluation (CDE), students will assess client/ vehicle fit; evaluate a "driver" in traffic. In carrying out a simulated driving assessment, students will monitor for simulator sickness and assess driving performance. Students will also devise and implement intervention plans for clients with cognitive, visual, and/or other sensory and motor impairments. Through these activities, students will write CDE reports and vehicle prescriptions to communicate with the appropriate stakeholders that may include physicians, other healthcare professionals, licensing agencies, and vehicle modifiers.

Relation to Program Outcomes

Students will apply the knowledge gained (e.g., selecting and administering evidence-based clinical assessments according to the client's demographic, clinical and functional profile), exercise skills (e.g., evaluating and training a "driver" in real-world traffic, and in real world circumstances) and utilize resources (e.g., intervene with the appropriate stakeholders, including physicians, other healthcare professionals, licensing agencies, and vehicle modifiers) to appraise, synthesize, and apply the evidence and practice based aspects of Driving Rehabilitation Therapy. Such actions are necessary to meet the criteria and competencies 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. Accurately apply the industry terminology for driving rehabilitation practice when conveying information through written and oral communication.
2. Gather and appraise the clients' background information including personal, clinical, and driving histories.
3. Choose most appropriate clinical assessments to administer for fitness to drive determinations based on the clients' presentation.
4. Accurately administer and interpret clinical assessments for fitness to drive determinations.
5. Select an appropriate road course, and/or simulated driving scenario, to assess potential deficits pre-identified during the personal/clinical/driving history and based on the clinical assessments.
6. Judge client-vehicle fit and make appropriate vehicle or equipment adjustments/ recommendations.
7. Assess clients' ability to operate original manufacturer's equipment and/or the need for adaptive equipment.
8. Accurately identify and rate the type and severity of driving errors on simulator and on road.
9. Make recommendations for adaptive equipment or advanced driver assistance systems based on the clients' presentation.
10. Appropriately monitor, assess, and intervene to mitigate simulator sickness as appropriate.
11. Write a CDE report that summarizes and synthesizes results and explains to the reader the rationale for the fitness to drive decision.
12. Devise an appropriate intervention plan to rehabilitate driving behaviors, driving skills, driving abilities, driving maneuvers, and/or driving performance.
13. Convey fitness to drive recommendations to the client and family members/caregivers in a respectful manner, while explaining the rationale behind such decisions.
14. Demonstrate competency in understanding, applying and synthesizing the course content to make proficient determination on fitness to drive.

Instructional Methods

Experiential learning

During the on-site weekend students will interact with peers and faculty to master the skills necessary for administering assessments, making interpretations, and formulating an intervention plan to meet the client's driving rehabilitation and/or community mobility needs. Students will engage hands-on with clinical tests, conduct in-traffic and on-road assessments/interventions, and skillfully use the simulator to assess driving performance, or to conduct training/intervention sessions on the simulator.

Case Studies

Students will be engaged in case studies via role play (taking on the roles as a client, a family member/caregiver, a DRT) to select and apply the skills necessary for screening/assessing and/or intervening with clients who are clinically at risk for being fit to drive.

Community Volunteers

Students will encounter a community vehicle modifier and based on an actual case, write a vehicle prescription. The students will write such a vehicle prescription (template previously created in OTH 6XXX) to Mr./Ms. XX, a community partner and vehicle modifier. The students will then interact with another community volunteer, Mr./Ms. XX, who has a modified vehicle, and who will demonstrate their vehicle and explain how the actual in-vehicle equipment and technologies are used. Students will have an opportunity to compare their proposed vehicle prescription for the particular client with the actual in-vehicle equipment and technologies used by the client.

Guided Faculty/Peer Discussion

Faculty will provide opportunities to debrief students in a “wrap-up” session every day. This session will be used to: recapitulate the events of the day, ensure students have a thorough understanding of the curricular content, problem solve and clarify, ask additional questions, and orient them for the activities of the next day.

Report Writing

Students will engage in a variety of report writing activities, facilitated by the instructor, to become proficient in addressing the needs/ expectations of a variety of stakeholders, including physicians, vehicle modifiers, administrators, and third party payers. Evening work can be expected to complete such reports.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

The on-site training weekend and the on-site testing weekend constitute 40 hours each and will run Thursday through Monday August XX-XX and November XX-XX. Classes will begin at 8:00 AM and end at 5:00 PM EST each day. Evening work during the campus visits can be expected to complete assignments (e.g., report writing; comprehensive driving evaluation).


On-site Training Weekend

| Friday August XX | Saturday August XX | Sunday August XX | Monday August XX |
|---|--|---|---|
| 8-8:30 Room TBA Greetings Discuss schedule highlights and learning objectives | 8:00 Room TBA Meet for departure 8:00-8:30 Travel to Goldline | 8:00-9:30 Room TBA Assignment 5. Case study 1: Clinical 2 Points | 8:00-9:30 Room TBA Assignment 9: Case study 3: Clinical 2 Points |
| 8:30-10:30 Room TBA Assignment 1: Administration of vision screening tools 3 Points | 8:30-10:30 Goldline Vehicle/equipment fit 10:30-11:00 Travel to Elborn College | 9:30-10:30 Room TBA-- parking lot Preparations for on-road assessment | |
| 10:30-10:45 Rest break | 11:00-11:15 Rest break | 10:30-10:45 Rest break | 9:30-9:45 Rest break |
| 10:45-12:30 Room TBA Assignment 2: Administration of cognitive assessment tools 3 Points | 11:15-1:15 Room TBA Conceptualizing a vehicle prescription with first community volunteer | 10:45-12:30 Parking lot or simulator Assignment 6: Case study 1: On-road and/or simulator and completion of CDE 3 Points | 9:45-11:30 Room TBA Assignment 10: Case study 3: On-road and/or simulator and completion of CDE 3 Points |
| 12:30-1:00 Lunch Room TBA | 1:15-1:45 Lunch with guests Room TBA | 12:30-1:00 Lunch Room TBA | 11:30-12:00 Lunch Room TBA |

| | | | |
|---|---|--|---|
| 1:00-2:00 Room TBA Assignment 3: Administration of physical assessment tools 3 Points | 1:45-3:30 Room TBA Assignment 4: Writing a vehicle prescription with second community volunteer 2 Points | 1:00-2:30 Room TBA Assignment 7: Case study 2: Clinical 2 Points | 12:00-1:15 Parking lot TBA Assignment 11: Adaptive equipment installation and use: Hand controls 2 Points |
| 2:00-3:00 Room TBA Use of the simulator for assessment | | | 1:15-2:30 Assignment 12: Adaptive equipment installation and use: Left foot accelerator 2 Points |
| 3:00-3:15 Rest break | 3:30-3:45 Rest break | 2:30-2:45 Rest Break | 2:30-2:45 Rest Break |
| 3:15-4:45 Room TBA Use of simulator for intervention | 3:45- 4:45 Room TBA Discussion on vehicle prescriptions | 2:45-4:45 Parking lot TBA or simulator Assignment 8: Case study 2: On-road or simulator and completion of CDE 3 Points | 2:45-4:30 Parking TBA lot Vision and cognitive intervention strategies |
| 4:45-5:00 Room TBA Wrap up day's activities | 4:45-5:00 Room TBA Wrap up day's activities | 4:45-5:00 Room TBA Wrap up day's activities | 4:30-5:00 Room TBA Wrap up day and weekend |

On-Site Testing Weekend Schedule

| Friday November 18 | Saturday November 19 | Sunday November 20 | Monday November 21 |
|---|--|---|---|
| 8-8:30 Room TBA Greetings Discuss schedule highlights | 8:00-9:45 Room TBA Training Administration of vision screening tools | 8:00-10:00 Car/ Lab TBA Testing Case study 1: On-road or sim Student Group 1 All other groups observe | 8:30-10:45 Room TBA Testing Assignment 4: Writing a vehicle prescription Points 5 |
| 8:30-9:30 Car Training On-Road Observation, terminology, and intervention Activity One- Student Group 1 | | | |
| 9:30-9:45 Rest break | 9:45-10:00 Rest break | 10:00-10:15 Rest break | 10:45-11:00 Rest break |

| | | | |
|---|---|---|---|
| 9:45-10:45 Car Training On-Road Observation, terminology, and intervention Activity Two- Student Group 2 | 10:00-11:45 Simulator Lab Testing Case Study 1- Clinical (Student Group 1 case) Student Group 1: Vision Student Group 2: Cognition Student Group 3: Physical | 10:15-12:15 Car/ Simulator Lab Testing Case study 2: On-road or sim Student Group 2 All other's observe | 11:00-12:30 Room TBA OT 9756 Weekend wrap up Graded assignments/ examination returned Discussion on cases |
| 10:45-11:45 Car Training On-Road Observation, terminology, and intervention Activity Three- Student Group 3 | 11:45-12:30 Lunch 12:30-2:15 Simulator Lab Testing Case Study 2- Clinical (Student Group 2 case) Student Group 1: Physical Student Group 2: Vision Student Group 3: Cognition | 12:15-1:00 Lunch 1:00-3:00 Simulator Lab Testing Case study 3: On-road or sim Student Group 3 All other groups observe | 12:30-1:45 Lunch 1:45-2:00 Room TBA Set-up Posters 2:00-3:30 Research Poster presentations (Refer to Independent Study 2 Syllabus, OTH 6XXX) |
| 11:45-12:30 Lunch | | | 3:30-4:00 Room TBA Wrap up |
| 12:30-12:45 Room TBA Testing Review CDE for assigned case | | | |
| 12:45-1:45 Car/ Simulator Lab Testing Intervention case study one- Student 2 | | | 4:00-5:00 Room TBA DRT Reception |
| 1:45-2:45 Car/ Simulator Lab Testing Intervention case study two- Student 3 | 2:15-2:30 Rest break 2:30-4:15 Simulator Lab Testing Case Study 3- Clinical (Student Group 3 case) Student 3: Vision Student 1: Cognition Student 2: Physical | 3:00-3:15 Rest Break 3:15-4:45 Room TBA Testing Assignment 3: Documentation time to complete CDE-Due by 4:45 Points 15 |  |
| 2:45-3:15 Rest break | | | |
| 3:15-4:15 Car/ Simulator Lab Testing Intervention case study three- Student 1 | | | |
| 4:15-5:00 Room TBA Testing Assignment 1: Intervention Documentation-Due by 5:00 PM Points 10 | 4:15-5:00 Room TBA Testing Assignment 2: Clinical Assessment Documentation Points 10 | | |

Course Materials and Technology

Referenced Textbook

McGuire, M. J., & Schold Davis, E. (Eds.). (2012). *Driving and community mobility: Occupational therapy strategies across the lifespan*. Bethesda, MD: American Occupational Therapy Association, Inc.

Required

Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy across the lifespan* (pp. 221-277). Bethesda, MD: AOTA Press.

Classen, S., Krasniuk, S., Alvarez, L., Monahan, M., Morrow, S., and Danter, T. (2017). Development and validity of Western University's On-Road Assessment. *OTJR: Occupation, Participation & Health*, 37(1), 14-29. DOI: [10.1177/1539449216672859](https://doi.org/10.1177/1539449216672859)

Classen, S., Krasniuk, S., Knott, M., Alvarez, L., Monahan, M., Morrow, S., and Danter, T. (2016). Inter-Rater Reliability of Western University's On-Road Assessment. *The Canadian Journal of Occupational Therapy*, 83(5) 317-325. DOI: 10.1177/0008417416663228.

Transportation Research Board. (2016). Taxonomy and terms for stakeholders in senior mobility. *Transportation Research Circular, E-C211*, 1-21.

Optional Readings

Listed on the course web-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

(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 for On-site Training and On-site Testing

| Requirement | Due date | Points |
|---|--------------|--------|
| On-site training weekend. Students are expected to actively participate in the on-site training weekend and will complete 12 mini-assignments, as indicated on the schedule, for a total of 30 points. | August XX-XX | 30 |
| Assignment 1. Comprehensive Driving Evaluation Report. Based on a case study, students will write a Comprehensive Driving Evaluation | August 30 | 10 |

| | | |
|---|-------------|---------------------------|
| Report. | | |
| Assignment 2: Resource Manual. After the first on-campus weekend, students will complete a resource manual (jurisdiction's vision standards, licensing requirements, role of clinical advisory board, laws and rules of practice, etc.) to be used in their driving rehabilitation therapy practice. | November 01 | 20 |
| On-site Competency Testing. Proficiency will be tested via 4 major assignments (hands-on demonstration, verbal defense and/or written reports) as indicated in the schedule, for a total of 40 points. (Detailed criteria are listed on the Course web-site). | November XX | 40 |
| | | Total = 100 points |

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

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

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

| | | | | | | | | | | | | | | | | |
|---------------------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|-----------|----------|-----------|------------|
| 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>

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 clinical 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 or e-mail is 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/>.

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.
