Cover Sheet: Request 11610

OTH 6XXX - Independent Study 1 for Research in Driving Rehabilitation Therapy

Info

Process	Course|New|Ugrad/Pro
Status	Pending
Submitter	Vogtle,Candice Raquel cvogtle@ufl.edu
Created	4/10/2017 1:20:21 PM
Updated	4/24/2017 7:08:23 PM
Description of request	This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course. In this independent study, students will become clear on their research questions, develop an explicit search strategy, produce a criterion-based selection for inclusion/exclusion of studies, etc.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		4/10/2017
Added Independent Study 1 Summer_07April2017.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					

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Submitter: Vogtle,Candice Raquel cvogtle@ufl.edu
Created: 4/10/2017 1:20:21 PM
Form version: 1

Responses

Recommended PrefixOTH
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Independent Study 1 for Research in Driving Rehabilitation Therapy
Transcript Title Indpt Study Driving 1
Degree Type Professional

Delivery Method(s) Online
Co-Listing No

Effective Term Summer
Effective Year2018
Rotating Topic?No
Repeatable Credit?No

Amount of Credit1

S/U Only?No
Contact Type Regularly Scheduled
Weekly Contact Hours 1
Course Description This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course. In this independent study, students will become clear on their research questions, develop an explicit search strategy, produce a criterion-based selection for inclusion/exclusion of studies, etc.
Prerequisites Completed OTH 6XXX Foundations Models and Theory in Driving Rehabilitation Therapy
Completed OTH 6XXX Applied Research in Driving Rehabilitation Therapy

Co-requisites Enrolled OTH 6XXX Screening, Assessment, Evaluation and Intervention in Driving Rehabilitation Therapy
Enrolled OTH 6XXX Mentoring in Driving Rehabilitation Therapy

Rationale and Placement in Curriculum Students will develop the skills necessary to review a body of literature in an evidence-informed way. That is they will formulate a problem, search, extract, and appraise appropriate literature, while consulting with a reference librarian. The outcome is to become adept in the skills (specifically formulate a problem, locate and select studies, and appraise appropriateness of the studies) -- necessary to practice as evidence-informed driving rehabilitation therapists.

This is the seventh course of an eight course sequence over a one year period.

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

1. Formulate a problem
2. Propose, refine and develop a focused and targeted research question, including the keywords and MeSH headings
3. Prepare, discuss, appraise and refine a search strategy
4. Identify the databases for the search
5. Select a reference manager and determine its compatibility with search engines to execute the literature search.
6. Develop criteria for inclusion and exclusion of title and abstract screens
7. Locate and retrieve studies
8. Conduct the title and abstract screens
9. Establish reliability of inclusion/exclusion of the abstracts
10. Develop a data managements system for the next step of the evidence based review, i.e. crucial appraisal of the studies.

Course Textbook(s) and/or Other Assigned Reading Required Textbook
Cooper, H. M., & Hedges, L. V. (1994). The handbook of research synthesis. New York: Russell Sage Foundation.

Required and Optional Readings
Copies of all the articles in the reading list above, and optional readings, are available from the course site.

Weekly Schedule of Topics Week 1
        April
15-21 Identify the gap and formulate a research question   Cooper & Hedges Chapter 1, 2

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.

Week 2   April 22-28   Propose, refine and develop a focused and targeted research question, including the keywords and MeSH headings
Cooper & Hedges Chapter 2
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 3
        April 29-May 5   Prepare, discuss, appraise and refine a search strategy
        Devos, H., Ranchet, M., Akinwuntan, A. E., & Uc, E. Y. (2015). Establishing an evidence-base framework for driving rehabilitation in Parkinson's disease: A systematic review of on-road driving studies. NeuroRehabilitation, 37(1), 35-52.
Week 4
        May 6-12   Consult with the reference librarian to further develop and refine the search strategy
Identify the databases for the search
        Cooper & Hedges Chapter 5, 6, 7

Week 5

        May 13-19   Consult with the reference librarian to further develop and refine the search strategy
Identify the databases for the search
        Cooper & Hedges Chapter 5, 6, 7

Week 6
    May 20-26   Select a reference manager and determine its compatibility with search engines to execute the literature search. NA
Week 7
    May 27-Jun 2 Develop criteria for inclusion and exclusion of title and abstract screens   Cooper & Hedges Chapter 9

Classen, S., & Monahan, M. (2013). Evidence-based review on interventions and determinants of driving performance in teens with attention deficit hyperactivity disorder or autism spectrum disorder. Traffic Injury Prevention, 14(2), 188-193.

Week 8   Jun 3-9   Locate and retrieve studies
    Classen, S., & Lopez, E. D. S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. Topics in Geriatric Rehabilitation, 22, 99-112.

Week 9   Jun 10-16   Locate and retrieve studies
    Classen, S., & Lopez, E. D. S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. Topics in Geriatric Rehabilitation, 22, 99-112.

Week 10
    Jun 17-23   Conduct the title and abstract screens
    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   June 24-30   Conduct the title and abstract screens   NA
Week 12
    July 1-7   Establish reliability of inclusion/exclusion of the abstracts
    Classen, S., & Lopez, E. D. S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. Topics in Geriatric Rehabilitation, 22, 99-112.
Week 13   July 8-14   Develop a data management system for the next step of the evidence based review, i.e. crucial appraisal of the studies   Tickle-Degnen, L., & Bedell, G. (2000). What is the best evidence to use in practice? American Journal of Occupational Therapy, 54, 218-221.

Week 14   July 15-21   Writing week NA
Week 15
    July 22-28   Presenting the data NA

Grading Scheme Activity 1 Formulate a research problem: 10 points.
Activity 2 Develop and present the research question, including the keywords and MeSH headings: 10 points.
Activity 3 Present the search strategy: 5 points.

Activity 4 Consult with the reference librarian to further develop and refine the search strategy and to Identify the databases for the search: 10 points.

Activity 5 Select a reference manager and determine its compatibility with search engines to execute the literature search: 5 points.

Activity 6 Develop criteria for inclusion and exclusion of title and abstract screens: 10 points.

Activity 7 Locate and retrieve studies: 10points.

Activity 8 Conduct the title and abstract screens: 10 points..

Activity 9 Establish reliability of inclusion/exclusion of the abstracts: 10 points.

Activity 10 Develop a data management system for the next step of the evidence based review, i.e. crucial appraisal of the studies: 10 points.

Activity 11 Presenting the data: 10 points.

Total 100 points.

Instructor(s) TBD

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXX: Independent Study 1 for Research in Driving Rehabilitation Therapy
(1 credit hour)
Summer: 2018
Delivery Format: Online and On-site
Course Website TBA

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

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

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PURPOSE AND OUTCOME

Course Overview
This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course, i.e., OTH 6XXX. In this independent study, students will become clear on their research questions, develop an explicit search strategy, produce a criterion-based selection for inclusion/exclusion of studies, conduct the search, identify and use a reference manager execute the search, and critically appraise the title and abstracts of the studies according to the principles and practices of conducting an evidence-based review.

Relation to Program Outcomes
Students will develop the skills necessary to review a body of literature in an evidence-informed way. That is they will formulate a problem, search, extract, and appraise appropriate literature, while consulting with a reference librarian. The outcome is to become adept in the skills (specifically formulate a problem, locate and select studies, and appraise appropriateness of the studies) -- necessary to practice as evidence-informed driving rehabilitation therapists.

Course Objectives and/or Goals

After successfully completing this course, students will be able to:
1. Formulate a problem
2. Propose, refine and develop a focused and targeted research question, including the keywords and MeSH headings

3. Prepare, discuss, appraise and refine a search strategy
4. Identify the databases for the search
5. Select a reference manager and determine its compatibility with search engines to execute the literature search.
6. Develop criteria for inclusion and exclusion of title and abstract screens
7. Locate and retrieve studies
8. Conduct the title and abstract screens
9. Establish reliability of inclusion/exclusion of the abstracts
10. Develop a data managements system for the next step of the evidence based review, i.e. crucial appraisal of the studies.

Instructional Methods

Mentoring
Students will be supervised/mentored by a faculty mentor (PhD or OTD) to oversee their progress in executing these aspects (see course objectives) of the research project. Thus, students will meet with their mentors weekly, throughout the Summer, to receive targeted feedback, problem solving strategies, and clear guidance on the next step of executing the research project.

Instructor Moderated Online Class
As indicated above, each student will be assigned to a faculty mentor. The mentor will meet with the student **at a time as mutually agreed upon for at least one hour** per week. Students are expected to participate by sharing their plans, challenges, supports and potential solutions pertaining to the research project. Faculty mentors will guide and mentor students to execute next steps for task completion. Specifically, application of research knowledge will be used as each one of the steps necessary to conduct this evidence based review is attempted. Synthesis of knowledge will be expected through the student's active engagement during the class, showing evidence of understanding the core research principles, by proposing strategies to problem solve, and ability to plan the next step in executing the evidence-based review. 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.

Writing Weeks
During the 2 scheduled writing weeks, students will work, with their faculty mentors, on their research projects, including but not limited to: literature search, review and appraisal, data analysis, virtual meetings with the instructor, draft preparations and developing presentation.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic	Required readings
Week 1	April 15-21	Identify the gap and formulate a research question	Cooper & Hedges Chapter 1, 2 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.

Week 2	April 22-28	Propose, refine and develop a focused and targeted research question, including the keywords and MeSH headings	Cooper & Hedges Chapter 2 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 3	April 29-May 5	Prepare, discuss, appraise and refine a search strategy	Devos, H., Ranchet, M., Akinwuntan, A. E., & Uc, E. Y. (2015). Establishing an evidence-base framework for driving rehabilitation in Parkinson's disease: A systematic review of on-road driving studies. *NeuroRehabilitation*, 37(1), 35-52.
Week 4	May 6-12	Consult with the reference librarian to further develop and refine the search strategy Identify the databases for the search	Cooper & Hedges Chapter 5, 6, 7
Week 5	May 13-19	Consult with the reference librarian to further develop and refine the search strategy Identify the databases for the search	Cooper & Hedges Chapter 5, 6, 7
Week 6	May 20-26	Select a reference manager and determine its compatibility with search engines to execute the literature search.	NA
Week 7	May 27-Jun 2	Develop criteria for inclusion and exclusion of title and abstract screens	Cooper & Hedges Chapter 9 Classen, S., & Monahan, M. (2013). Evidence-based review on interventions and determinants of driving performance in teens with attention deficit hyperactivity disorder or autism spectrum disorder. *Traffic Injury Prevention*, 14(2), 188-193.
Week 8	Jun 3-9	Locate and retrieve studies	Classen, S., & Lopez, E. D. S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. Topics in Geriatric Rehabilitation, 22, 99-112.
Week 9	Jun 10-16	Locate and retrieve studies	Classen, S., & Lopez, E. D. S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. Topics in Geriatric Rehabilitation, 22, 99-112.
Week 10	Jun 17-23	Conduct the title and abstract screens	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	June 24-30	Conduct the title and abstract screens	NA

Week 12	July 1-7	Establish reliability of inclusion/exclusion of the abstracts	Classen, S., & Lopez, E. D. S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. Topics in Geriatric Rehabilitation, 22, 99-112.
Week 13	July 8-14	Develop a data management system for the next step of the evidence based review, i.e. crucial appraisal of the studies	Tickle-Degnen, L., & Bedell, G. (2000). What is the best evidence to use in practice? *American Journal of Occupational Therapy*, 54, 218-221.
Week 14	July 15-21	Writing week	NA
Week 15	July 22-28	Presenting the data	NA

Course Materials and Technology

Required Textbook
Cooper, H. M., & Hedges, L. V. (1994). *The handbook of research synthesis*. New York: Russell Sage Foundation.

Required and Optional Readings
Copies of all the articles in the reading list above, and optional readings, 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
(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

Activity	Due Date	Points
Formulate a research problem	Week 1	10
Develop and present the research question, including the keywords and MeSH headings	Week 2	10

	Week 3	5
Present the search strategy		
Consult with the reference librarian to further develop and refine the search strategy and to identify the databases for the search	Week 5	10
Select a reference manager and determine its compatibility with search engines to execute the literature search.	Week 6	5
Develop criteria for inclusion and exclusion of title and abstract screens	Week 7	10
Locate and retrieve studies	Week 9	10
Conduct the title and abstract screens	Week 11	10
Establish reliability of inclusion/exclusion of the abstracts	Week 12	10
Develop a data management system for the next step of the evidence based review, i.e. crucial appraisal of the studies	Week 13	10
Presenting the data	Week 15	10
		Total=100

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

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.

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 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 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.