

Cover Sheet: Request 11609

OTH 6XXX - Independent Study 2 for Research in Driving Rehabilitation Therapy

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Vogle,Candice Raquel cvogle@ufl.edu
Created	4/10/2017 12:59:58 PM
Updated	4/24/2017 7:04:26 PM
Description of request	This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course, and to continue with the research work started in the Summer Independent Study. In this Fall independent study, students will extract the data from the selected literature.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		4/10/2017
Added Independent Study 2 Fall_10April2017.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 11609

Info

Request: OTH 6XXX - Independent Study 2 for Research in Driving Rehabilitation Therapy

Description of request: This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course, and to continue with the research work started in the Summer Independent Study. In this Fall independent study, students will extract the data from the selected literature.

Submitter: Vogtle, Candice Raquel cvogtle@ufl.edu

Created: 4/10/2017 12:59:59 PM

Form version: 1

Responses

Recommended PrefixOTH

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Independent Study 2 for Research in Driving Rehabilitation Therapy

Transcript Title Indpt Study Driving 2

Degree Type Professional

Delivery Method(s) On-Campus
Online

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 This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course and to continue the research work started during Summer Independent Study. In this Fall independent study, students will complete their research projects, produce a manuscript and defend their research posters.

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 On-Site Mentoring in Driving Rehabilitation Therapy

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

Co-requisites Enrolled in OTH 6XXX Seminars 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, critically appraise, synthesize and present the data. Students will produce a manuscript of publishable quality and defend their evidence-based project

via a research poster. The outcome is to become proficient in appraising, presenting and defending the integration of evidence based information into practice – a necessary prerequisite to practice as an evidence-informed driving rehabilitation therapists.

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

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

1. Extract the data from the selected literature (completed in the Summer)
2. Identify, select, develop and refine data tables
3. Extract the data from the selected studies
4. Input the data into the data tables
5. Select a classification strategy
6. Classify the level of evidence according to a classification strategy
7. Perform reliability checks
8. Refine the classification in the case of incongruence
9. Interpret the data
10. Present the data
11. Complete the write up of the research project in a format for a publishable manuscript
12. Develop and defend a poster as a culmination project
13. Defend a body of scholarly work demonstrating the integration of best evidence into best practice.

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 are available from the course site.

Weekly Schedule of Topics Week 1

Aug 5-11 Extract the data from the selected literature (completed in the Summer) Cooper & Hedges Chapter 8

Week 2 Aug 12-18 Extract the data from the selected literature (completed in the Summer) Cooper & Hedges Chapter 9

Week 3

Aug 19-25 Identify, select, develop and refine data tables Cooper & Hedges Chapter 10, 11

Week 4

Sep 2-8 Writing week: Instructor moderated guidance to refine the research projects NA

Week 5

Sep 9-15 Input the data into the data tables Cooper & Hedges Chapter 12 Cooper & Hedges, Appendix A

Week 6

Sep 16-22 Select a classification strategy Stav, W. B., Arbesman, M., & Lieberman, D. (2008). Background and methodology of the older driver evidence-based systematic literature review. *American Journal of Occupational Therapy*, 62, 130-135.

Week 7

Sep 23-29 Classify the level of evidence according to a classification strategy Edlund, W., Gronseth, G., So, Y., & Franklin, G. (2004). *Clinical practice guideline process manual*. St. Paul, MN: American Academy of Neurology.

Week 8 Sep 30-Oct 6 Perform reliability checks Cooper & Hedges Chapter 11

Week 9 Oct 7-13 Refine the classification in the case of incongruence

NA

Week 10

	Oct 14-20	Interpret the data	NA
Week 11	Oct 21-27	Present the data in poster format	Cooper & Hedges Chapter 27
Week 12	Oct 28-Nov 3	Develop the research project in a format of a publishable manuscript	Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. <i>Human Resource Development Review</i> , 4(3), 356-367.
Week 13	Nov 4-10	Complete the research project in a format of a publishable manuscript	Cooper & Hedges Chapter 30
Week 14	Nov 11-17	Writing week: Instructor moderated guidance to complete a final draft of the research poster	NA
Week 15	Nov 18-24	Present and defend the research poster	NA

Links and Policies<http://www.counseling.ufl.edu>.

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

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

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

<http://www.dso.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

Grading Scheme Assignment 1: Extract the data from the selected literature (completed in the Summer) 5

Assignment 2: Identify, select, develop and refine data tables 5

Input the data into the data tables 5

Assignment 3: Present the classification of evidence according to a classification strategy 10

Assignment 4: Perform reliability checks and present results 5

Assignment 5: Interpret the data 10

Assignment 6: Write the research project up in a format of original research that may be submitted for publication in a credible peer reviewed journal 20

Assignment 7: Develop the synthesized information into a research poster (please see below for poster instructions) 10

Assignment 8: Defend the research poster (please see below for poster rubric) 30

Total= 100

Instructor(s) TBD

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXX: Independent Study 2 for Research in Driving Rehabilitation Therapy
(2 credit hours)

Fall: 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

Online Course Hours: **Thursday 8.00 PM-9.00PM 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

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

Completed OTH 6XXX On-Site Mentoring in Driving Rehabilitation Therapy

Enrolled in OTH 6XXX Seminars in Driving Rehabilitation Therapy

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

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 and to continue with the research work started in OTH 6XXX, the Summer Independent Study. In this Fall independent study, students will extract the data from the selected literature (completed in the Summer); identify, select, develop and refine data tables; extract the data from the selected studies; input the data into the data tables; select a classification strategy; classify the level of evidence according to a classification strategy; perform reliability checks; refine the classification in the case of incongruence; interpret the data; present the data; complete the write up of the research project in a format for a publishable manuscript; and develop and defend a poster as a culmination project for the evidence-based review.

Relation to Program Outcomes

Students will develop the skills necessary to review a body of literature in an evidence-informed way, critically appraise, synthesize and present the data. Students will produce a manuscript of publishable quality and defend their evidence-based project via a research poster. The outcome is to become proficient in appraising, presenting and defending the integration of evidence based information into practice – a necessary prerequisite to practice as an evidence-informed driving rehabilitation therapists.

Course Objectives and/or Goals

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

1. Extract the data from the selected literature (completed in the Summer)
2. Identify, select, develop and refine data tables
3. Extract the data from the selected studies
4. Input the data into the data tables
5. Select a classification strategy
6. Classify the level of evidence according to a classification strategy
7. Perform reliability checks
8. Refine the classification in the case of incongruence
9. Interpret the data
10. Present the data
11. Complete the write up of the research project in a format for a publishable manuscript
12. Develop and defend a poster as a culmination project
13. Defend a body of scholarly work demonstrating the integration of best evidence into best practice.

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 Fall, to receive targeted feedback, problem solving strategies, and clear guidance on the next step of developing, refining and completing their research projects and posters.

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 instructor moderated writing weeks, students will work on their research projects, including but not limited to: literature appraisal, data extraction, data analysis, data interpretation and presentation, virtual meetings with the instructor, and developing research posters and final drafts of a publishable manuscript.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Required readings</i>
-------------	-------------	--------------	--------------------------

<u>Week 1</u>	Aug 5-11	Extract the data from the selected literature (completed in the Summer)	Cooper & Hedges Chapter 8
<u>Week 2</u>	Aug 12-18	Extract the data from the selected literature (completed in the Summer)	Cooper & Hedges Chapter 9
<u>Week 3</u>	Aug 19-25	Identify, select, develop and refine data tables	Cooper & Hedges Chapter 10, 11
<u>Week 4</u>	Sep 2-8	Writing week: Instructor moderated guidance to refine the research projects	NA
<u>Week 5</u>	Sep 9-15	Input the data into the data tables	Cooper & Hedges Chapter 12 Cooper & Hedges, Appendix A
<u>Week 6</u>	Sep 16-22	Select a classification strategy	Stav, W. B., Arbesman, M., & Lieberman, D. (2008). Background and methodology of the older driver evidence-based systematic literature review. <i>American Journal of Occupational Therapy</i> , 62, 130-135.
<u>Week 7</u>	Sep 23-29	Classify the level of evidence according to a classification strategy	Edlund, W., Gronseth, G., So, Y., & Franklin, G. (2004). <i>Clinical practice guideline process manual</i> . St. Paul, MN: American Academy of Neurology.
<u>Week 8</u>	Sep 30-Oct 6	Perform reliability checks	Cooper & Hedges Chapter 11
<u>Week 9</u>	Oct 7-13	Refine the classification in the case of incongruence	NA
<u>Week 10</u>	Oct 14-20	Interpret the data	NA
<u>Week 11</u>	Oct 21-27	Present the data in poster format	Cooper & Hedges Chapter 27
<u>Week 12</u>	Oct 28-Nov 3	Develop the research project in a format of a publishable manuscript	Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. <i>Human Resource Development Review</i> , 4(3), 356-367.
<u>Week 13</u>	Nov 4-10	Complete the research project in a format of a publishable manuscript	Cooper & Hedges Chapter 30
<u>Week 14</u>	Nov 11-17	Writing week: Instructor moderated guidance to complete a final draft of the research poster	NA

<u>Week 15</u>	Nov 18-24	Present and defend the research poster	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 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

<i>Activity</i>	<i>Due Date</i>	<i>Points</i>
Assignment 1: Extract the data from the selected literature (completed in the Summer)	Week 2	5
Assignment 2: Identify, select, develop and refine data tables	Week 4	5
Input the data into the data tables	Week 5	5
Assignment 3: Present the classification of evidence according to a classification strategy	Week 7	10
Assignment 4: Perform reliability checks and present results	Week 8	5
Assignment 5: Interpret the data	Week 10	10
Assignment 6: Write the research project up in a format of original research that may be submitted for publication in a credible peer reviewed journal	Week 14	20
Assignment 7: Develop the synthesized information into a research poster (please see below for poster instructions)	Week 11	10
Assignment 8: Defend the research poster (please see below for poster rubric)	Week 15	30
		Total= 100

Research Project Poster—Grading Rubric

Poster Instructions

The poster should include the following sections: Title, Authors, Affiliation, Background Information, Purpose, Methods, Findings, Implications, and References (if applicable). Posters will be graded based on the presentation of a succinct, yet comprehensive description of the research project. Posters must follow a logical presentation of information and be visually appealing. The students will be responsible for the creation of the poster and will assume all costs associated with the creation of the poster unless otherwise negotiated with the topic supervisor. Posters may be no larger than 3 feet x 4 feet (horizontal or vertical orientation). Students will be assigned a poster board and will be expected to have their poster set up prior to the poster session (details to follow). In addition, a minimum of two students must always be in attendance at their poster for the entire time period of the poster session. Finally, students are expected to remove all materials associated with their poster at the end of the poster session. The course coordinators will use the assessment rubric at the end of this document to evaluate your poster. In addition, the presentation of your poster will also be evaluated (e.g., the presentation of your research and your ability to respond to questions about your poster). A separate rubric is available on Canvas for your oral presentation. Students will be evaluated as a group for their poster and oral presentation.

Poster Grading Rubric

Poster Title:

Authors:

Faculty Mentor:

1. Background Information

Provides a synopsis of key research studies
Rationale for study clear and compelling
References included where appropriate

Comments:

0	1	2	3	4	5
Incomplete	Unacceptable	Poor	Average	Good	Excellent

2. Purpose

Clearly articulates the purpose of the research study

Comments:

0	1	2	3	4	5
Incomplete	Unacceptable	Poor	Average	Good	Excellent

3. Method

Methodology (design) clearly specified (e.g., appropriateness of selected review type or study design)

Comments:

Specific data collection strategies described with adequate detail (databases searched, search terms, inclusion/exclusion criteria, # of studies included)

Describes how data were analyzed

0	1	2	3	4	5
Incomplete	Unacceptable	Poor	Average	Good	Excellent

4. Findings

Sample clearly and adequately described (acceptable to have in methods) Comments:
 Complete description of major findings from the study
 Results presented correspond to the study purpose
 Appropriate representation of data using and displaying appropriate quotes, tables, graphs and figures

0 1 2 3 4 5
 Incomplete Unacceptable Poor Average Good Excellent

5. Implications

Conclusions of study are accurate and well-articulated Comments:
 – offers a clear and thoughtful interpretation of the results
 Relates findings to studies in the literature review/background information
 Includes discussion of OT clinical, educational, and/or policy relevance
 Discusses limitations and includes suggestions for further research

0 1 2 3 4 5
 Incomplete Unacceptable Poor Average Good Excellent

6. Presentation

Clarity, accuracy, articulation of presentation Comments:

0 1 2 3 4 5
 Incomplete Unacceptable Poor Average Good Excellent

Total: /30 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

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% 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.
