

Cover Sheet: Request 11616

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

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Vogle,Candice Raquel cvogle@ufl.edu
Created	4/12/2017 11:08:30 AM
Updated	4/24/2017 7:44:32 PM
Description of request	The course is designed to provide students with the opportunity to apply theoretical principles learned in Foundations, Models and Theories, knowledge about best evidence and best practices gained in Applied Research to Driving Rehabilitation Therapy, and evaluation and intervention skills.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		4/12/2017
Added On-Site Mentoring in Driving Rehab 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 11616

Info

Request: OTH 6XXX - On-Site Mentoring in Driving Rehabilitation Therapy

Description of request: The course is designed to provide students with the opportunity to apply theoretical principles learned in Foundations, Models and Theories, knowledge about best evidence and best practices gained in Applied Research to Driving Rehabilitation Therapy, and evaluation and intervention skills.

Submitter: Vogtle,Candice Raquel cvogtle@ufl.edu

Created: 4/12/2017 11:08:30 AM

Form version: 1

Responses

Recommended PrefixOTH

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleOn-Site Mentoring in Driving Rehabilitation Therapy

Transcript TitleMentoring Driving Re.

Degree TypeProfessional

Delivery Method(s)Off-Campus

Online

Co-ListingNo

Effective Term Summer

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description The course is designed to provide students with the opportunity to apply theoretical principles learned in Foundations, Models and Theories as well as Screening, Assessment and Intervention, and knowledge about best evidence and best practices gained in Applied Research to Driving Rehabilitation Therapy, in a mentored clinical practice setting.

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

Completed OTH 6XXX Applied Research in Driving Rehabilitation Therapy

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

Rationale and Placement in Curriculum Students will be provided, by the mentor, with opportunities to develop skills, competencies and clinical reasoning necessary to develop entry level driving rehabilitation skills. Students will have opportunities to develop skills in effective communication, collaboration, and practice management in alignment with the expected competencies specific to becoming a driver rehabilitation therapist. Students

may obtain additional benefits related to self-knowledge (e.g., their strengths or limitations), knowledge of others (e.g., client responses to feedback or dealing with less positive news such as having to proceed with driving cessation), and the environment (e.g. practice settings and their demands).

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

- Course Objectives**
1. Gather necessary background information on the clients' personal, clinical and driving histories.
 2. Select, administer, and accurately interpret clinical assessments for fitness to drive determinations.
 3. Assess clients' ability to enter and exit the vehicle and stow/retrieve mobility devices.
 4. Appropriately judge client-vehicle fit.
 5. Assess clients' ability to operate original manufacturer's equipment and/or the need for adaptive equipment.
 6. Assess clients' need for adaptive equipment, or advanced driver assistance systems.
 7. Select an appropriate road course, and/or simulated driving scenario, to assess potential deficits pre-identified during determining the personal/clinical/driving history and based on the clinical assessments.
 8. Appropriately assess, monitor and intervene to mitigate simulator sickness as appropriate.
 9. Synthesize findings from clinical, on-road and simulated driving assessments to inform fitness to drive decisions.
 10. Generate an intervention plan to rehabilitate driving behaviors, driving skills, driving abilities, driving maneuvers, and/or driving performance as appropriate.
 11. Convey fitness to drive recommendations to the client and family members/caregivers in a respectful manner, while explaining the rationale behind such decisions.
 12. Write a comprehensive driving evaluation report and interventions.
 13. Perform adequate discharge planning.
 14. Make appropriate referrals.
 15. Devise a community mobility plan.

Course Textbook(s) and/or Other Assigned Reading Required

Anderson, L., Silet, K., Fleming, M. (2012). Evaluating and giving feedback to mentors: New evidence-based approaches. *Clinical and Translational Science*, 5, 71-77.

Huskins, W. C., Silet, K., Weber-Main, A. M., Begg, M. D., Fowler, V. G., Hamilton, J., Fleming, M. (2011). Identifying and aligning expectations in a mentoring relationship. *Clinical and Translational Science*, 4, 439-47.

Optional

Meagher, E., Taylor, L., Probsfield, J., Fleming, M. (2011). Evaluating research mentors working in the area of clinical translational science: A review of the literature. *Clinical and Translational Science*, 4, 353-358.

Murphy, S., Davies, P., & Skidmore, E. W. (2014). Mentoring: A critical component of doctoral and post-doctoral experiences. Paper presented at the American Occupational Therapy Association: 2014 Annual Conference and Expo, Baltimore, MD.

Raman, I. M. (2013) How to be a graduate advisee. *Neuron*, 80, 275-279
<http://www.nap.edu/readingroom/books/mentor/>

- Weekly Schedule of Topics**
- Communication skills (5%)
 - Interview and gathers information from other sources (5%)
 - Clinical (20%)
 - Behind the wheel (15%)
 - Route Selection (15%)
 - Simulator (10%)

Written documentation (15%)

Intervention (15%)

Links and Policies<http://www.preceptor.ca/register.html>.

Learning-support@ufl.edu

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

<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>.

at <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 This course consists of two main parts that count toward the final letter grade:

Skills and competencies (100 points), as outlined in the Mentee Competencies and Evaluation Form, that need to be met over a period of 40 hours.

Assignments (100 points) consisting of six papers addressing:

Clinical Battery of tests

Assignment 1: Develop a battery of clinical tests, with a rationale to demonstrate integration of best evidence and best practices for each of the following three

population groups: teen, clinically at risk, and the older driver. Make special note of the communication skills (week 1-2) and information gathering skills (week 3-4) that you will use.

Behind the Wheel

Assignment 2: Provide a write-up to indicate the core components of setting up the assessment vehicle. Pay special attention to the auxiliary controls (gas and brake); the adaptive equipment (e.g. wide view mirrors) to be used; placement and position of the eye check mirror; and use, type/cost and installation of hand controls. Make special note of the communication skills (week 1-2) and information gathering skills (week 3-4) that you will use.

Route Selection

Assignment 3: Develop routes, in real traffic and on real roads, to assess fitness to drive for each of the three population groups: teens, clinically at risk, and the older driver. Provide a rationale for the core components of your routes and demonstrate how you will assess the operational, tactical and strategic skills related to driving behaviors. Make special note of the communication skills (week 1-2) and information gathering skills (week 3-4) that you will use.

Simulator:

Assignment 4: Choose simulator scenarios, to assess driver performance for each of the three population groups: teens, clinically at risk, and the older driver. Provide a rationale for the core components of your scenarios and demonstrate how you will assess the operational, tactical and strategic skills related to driving behaviors on a simulator. Be sure to include, describe and defend the acclimation scenario as well.

Written Documentation

Assignment 5: Based on your clinical batteries of tests, as well as your determination of the on-road fitness to drive abilities of your clients; and results of their driving performances assessed via the driving simulator—design an intervention for each of the clients representing the three population groups: i.e., teens, clinically at risk, and the older driver. Use the SMART principles for goal setting and demonstrate the dose, frequency, and time period of your intervention, substantiated with a rationale demonstrating good critical and clinical reasoning.

Intervention

Assignment 6: Deliver the intervention planned in your previous assignment, for each

one of the clients representing the three population groups: i.e., teens, medically at risk, and the older driver.

Instructor(s) TBD

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXX: On-Site Mentoring in
Driving Rehabilitation Therapy (Course 4)
(3 credit hours)
Summer: 2018
Delivery Format: On-site and On-Line
Course Website TBA

Instructor Name: TBA
Room Number: On-Line and on-site (as agreed with the mentor)
Phone Number: TBD
Email Address: TBD
Office Hours: **Wednesday 6 PM-7 PM EST** (or variable by appointment) via Canvas
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
Enrolled in OTH 6XXX Screening, Assessment, Evaluation and Intervention in Driving Rehabilitation Therapy

PURPOSE AND OUTCOME

Course Overview

This course will be introduced during an on-line one-hour orientation session, then conducted for the remainder of the semester at the clinical site of the mentor, supplemented with available weekly consultation sessions with the course instructor. The course is designed to provide students with the opportunity to apply theoretical principles learned in OTH 6XXX (Foundations, Models and Theories), knowledge about best evidence and best practices gained in OTH 6XXX (Applied Research to Driving Rehabilitation Therapy), and evaluation and intervention skills acquired in OTH 6XXX (Screening, Assessment, Evaluation and Intervention) in a clinical setting. Under the supervision of an experienced (certified) driver rehabilitation specialist (i.e., mentor), students will make fitness to drive decisions and produce assignments consistent with the expectations to be prepared as an entry level driving rehabilitation therapist.

Relation to Program Outcomes

Students will be provided, by the mentor, with opportunities to develop skills, competencies and clinical reasoning necessary to develop entry level driving rehabilitation skills. Students will have opportunities to develop skills in effective communication, collaboration, and practice management in alignment with the expected competencies specific to becoming a driver rehabilitation therapist. Students may obtain additional benefits related to self-knowledge (e.g., their strengths and limitations), knowledge of others (e.g., client responses to feedback or dealing with less positive news such as having to proceed with driving cessation), and the environment (e.g. practice settings and their demands). Besides working with the

mentor, students will be engaged in activities and assignments in consultation with the mentor and instructor to prepare them for the demands, challenges and expectations of clinical practice.

Course Objectives and/or Goals

After successfully completing this course students will be able to:

1. Gather necessary background information on the clients' personal, clinical and driving histories.
2. Select, administer, and accurately interpret clinical assessments for fitness to drive determinations.
3. Assess clients' ability to enter and exit the vehicle and stow/retrieve mobility devices.
4. Appropriately judge client-vehicle fit.
5. Assess clients' ability to operate original manufacturer's equipment and/or the need for adaptive equipment.
6. Assess clients' need for adaptive equipment, or advanced driver assistance systems.
7. Select an appropriate road course, and/or simulated driving scenario, to assess potential deficits pre-identified during determining the personal/clinical/driving history and based on the clinical assessments.
8. Appropriately assess, monitor and intervene to mitigate simulator sickness as appropriate.
9. Synthesize findings from clinical, on-road and simulated driving assessments to inform fitness to drive decisions.
10. Generate an intervention plan to rehabilitate driving behaviors, driving skills, driving abilities, driving maneuvers, and/or driving performance as appropriate.
11. Convey fitness to drive recommendations to the client and family members/caregivers in a respectful manner, while explaining the rationale behind such decisions.
12. Write a comprehensive driving evaluation report and interventions.
13. Perform adequate discharge planning.
14. Make appropriate referrals.
15. Devise a community mobility plan.

Instructional Methods

Readings

1. At the start of this course students will be required to complete all the modules of an on-line, free of charge Preceptor Education Program: <http://www.preceptor.ca/register.html>. After completion, the students are required to send an electronic copy of the completion certificate to the Administrative Assistant: TBA e-mail: TBD
2. Students are required to read the following resource available on the course website:
 - a. Page, S. J. (2014). Mentoring occupational therapist-scholars: Using principles of client-centered practice. *OT Practice, March 31*, 32-33.
 - b. The Association for Driver Rehabilitation Specialists. (2009). Best practices for the delivery of driver rehabilitation services. Retrieved from http://c.ymcdn.com/sites/www.aded.net/resource/resmgr/Docs/ADED_Best_Practices_2009_Edi.pdf

Mentoring

Mentoring is a critical component of professional development for the entry level driving rehabilitation specialist. Mentors provide opportunities for nurturing, challenging, coaching, and supporting the students in their evolution as a driving rehabilitation therapist. Honest feedback, a respectful disposition of receiving

such feedback and an introspective and reflective mind to synthesize and apply to feedback in the clinical setting are expected. Mentees must actively pursue developing strong mentoring relationships.

Online Class

One on-line session will be conducted to “orient” students to the course requirements. During this session the instructor will ensure that students are fully versed in the prerequisites, expectations, mentee/mentor responsibilities, channels of communication in times of conflict, and appropriate codes of conduct. Following this one hour orientation, the course professor will meet with students, via online meetings, to provide support, monitor students’ progression, identify pitfalls, suggest problem solving strategies, and facilitate successful outcomes.

Assignments (Papers)

Besides being involved in the hands-on experience of clinical practice, students will complete six assignments in paper format during the mentoring experiences. The papers (**See Assignments**) will form the basis from which the students will operate in the clinical field and they will be delivered concurrently with the assessment of their core competencies (see **Mentee Competencies and Evaluation Form**) expected throughout the semester. Specifically, each of the papers will address the needs of three populations (i.e. teens, clinically at risk and older drivers) pertaining to assessment and intervention. The assignments will be targeted to address developing clinical assessments, behind the wheel assessments, route selection, simulated driving assessments, written documentation, and executing intervention plans.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Skills and competencies, as outlined in the **Mentee Competencies and Evaluation Form** below, need to be met over a minimum 40 hour period.

Meeting times: We expect that the mentee and mentor will meet for a minimum 40 hour period.

Course hours: These hours are flexible and are arranged according to the schedules of the mentees and the mentors. For example the mentor and mentee may decide to complete this 40 hours within one week, over a few weekends or a few days a week over a few weeks. Regardless we advise that the mentee and mentor have regular contact, i.e., once per week to ensure that the competencies (outlined below) are being met and that adequate progress is being made.

Mentors will be assigned by the course professor. Criteria for the process of selecting a mentor includes:

- Being a driving rehabilitation specialist (DRS) or a certified DRS
- Practicing in driving rehabilitation in a clinical setting
- Practicing in a geographical region that matches the mentee’s location
- Being a regulated health care professional
- Having had at least two years of experience as a practitioner in Driving Rehabilitation.

Note: Alternate qualifications may be considered on a case-by-case basis by the Course Professor in collaboration with the Program Director.

Mentee Competencies and Evaluation

The purposes of this competency and evaluation outline (see below) is to provide guidance to the mentor and mentee to the breadth of skills and competencies that are necessary for entry level competency as a Driving Rehabilitation Therapist. Ideally, a mentee should be exposed to 90% or more of these skills during the mentoring experience, and receive a grade of at least a C to pass the course. Students will be engaged in supervised hands-on experience, observation, and by completing assignments. The specific “driving rehabilitation skills” are outlined below in the **Mentee Competencies and Evaluation Form**. Grading is based on the student’s ability to acquire these competencies, as well as completing six targeted assignments as outlined in the **Assignments** section below. The Mentor may complete the form during daily interactions with the mentee and must grade the assignments accordingly. The main purpose of the **Mentee Competencies and Evaluation Form** is to identify what supports and experiences are needed for the mentee to achieve entry level competency; whereas the **Assignments** provide the students with opportunities to thoughtfully articulate aspects of clinical practice as a prerequisite for entry level competency.

Mentee Competencies and Evaluation Form		
Driving Rehabilitation Skills	Task or Example Addressed	Competency displayed Y/N
1. Communication skills (5 %)		
With Driving School Instructor		
With client in car or simulator		
With client to discuss results		
Comments:		
		Total ___/5
2. Interview and gathers information from other sources (5%)		
Independence levels for activities of daily living and instrumental activities of daily living		
Driving and community mobility history and status		
Driving and community mobility goals		
Clinical history		
Current clinical status		
Current medications		
Comments:		
		Total ___/5
3. Clinical (20%)		
Selects appropriate assessments (based on the evidence)		
Administers standardized assessments per protocol		
Accurately interprets results (based on best evidence, best practices, and the client’s context)		
Comments:		
		Total ___/20
4. Behind the wheel (15%)		
Assesses client’s ability to enter/ exit driver’s seat		
Assesses client-vehicle fit		
Assesses client’s ability to use vehicle controls		
Assesses client’s need for adaptive equipment and/or need for advanced driver assistance systems		

Assesses client's cognitive skills based on concerns identified in clinical assessment		
Assesses client's visual skills based on concerns identified in clinical assessment		
Assesses client's visual-perceptual skills based on concerns identified in clinical assessment		
Comments:		
		Total __/15
5. Route Selection (15%)		
Selects appropriate route for evaluation or intervention		
Adjusts route based on client's performance		
Comments:		
		Total __/15
6. Simulator (10%)		
Prepares the room and the simulator to optimize comfort and confidence for the client		
Follows protocol for simulator sickness (SS) assessment		
Follows protocol for simulator sickness (SS) mitigation		
Monitor's client for signs of SS		
Intervenes appropriately to manage signs of SS		
Uses acclimation drives appropriately		
Selects appropriate driving scenarios		
Ends the drive appropriately		
Comments:		
		Total __/10
7. Intervention (15%)		
Instruction on new equipment as appropriate		
Selects appropriate route(s)		
Graduates the demands of the skill being taught		
Adjusts per the client's performance, context or wishes		
Comments:		
		Total __/15
8. Written documentation (15%)		
Comprehensive Driving evaluation (CDE):		
Includes all components of a CDE that are relevant to client		
Clearly articulates assessment findings for the client		
Accurately describes challenges for the client		
Devises an appropriate intervention plan or community mobility plan		
Comprehensively documents the intervention plan		
Other Documentation:		
Document findings of re-assessment regularly		
Document findings of new interventions regularly		
Accurately list the equipment for a low tech vehicle		

prescription		
Write a clear discharge plan		
Make appropriate referrals		
Comments:		
		Total ___/15
TOTAL COURSE		___/100 Points
Narrative Feedback		
1. Please comment on the mentee's professional conduct e.g., being on-time, dressing appropriately, showing respect, managing conflict appropriately, displaying effective communication, showing self-awareness and awareness of others, taking responsibility for behaviors, completing work-related task in a timely manner, understanding strengths and limitations, seeking council, understanding scope of practice.		
2. Please comment on the mentee's readiness to begin practice as a Driving Rehabilitation Therapist.		
3. Please describe areas where the mentee requires further growth or needs more training for entry-level practice competencies.		
4. Please describe areas where the mentee has excelled, by specifically indicating such practice areas or competencies.		

ADDITIONAL ACADEMIC REQUIREMENTS

Assignments

Formal assignments are outlined below:

Week	Academic requirements	Grading
1-2	Communication skills Assessed via Assignment 1, 2 and 3, described below	5
3-4	Interview and gathers information from other sources Assessed via Assignment 1, 2 and 3, described below	5
5-6	Clinical Assignment 1: Develop a battery of clinical tests, with a rationale to demonstrate integration of best evidence and best practices for each of the following three population groups: teen, clinically at risk, and the older driver. Make special note of the communication skills (week 1-2) and information gathering skills (week 3-4) that you will use.	20
7-8	Behind the wheel Assignment 2: Provide a write-up to indicate the core components of setting up the assessment vehicle. Pay special attention to the auxiliary controls (gas and brake); the adaptive equipment (e.g. wide view mirrors) to be used; placement and position of the eye check mirror; and use, type/cost and installation of hand controls. Make special note of the communication skills (week 1-2) and information gathering skills (week 3-	15

	4) that you will use.	
8-9	Route Selection Assignment 3: Develop routes, in real traffic and on real roads, to assess fitness to drive for each of the three population groups: teens, clinically at risk, and the older driver. Provide a rationale for the core components of your routes and demonstrate how you will assess the operational, tactical and strategic skills related to driving behaviors. Make special note of the communication skills (week 1-2) and information gathering skills (week 3-4) that you will use.	15
10-11	Simulator: Assignment 4: Choose simulator scenarios, to assess driver performance for each of the three population groups: teens, clinically at risk, and the older driver. Provide a rationale for the core components of your scenarios and demonstrate how you will assess the operational, tactical and strategic skills related to driving behaviors on a simulator. Be sure to include, describe and defend the acclimation scenario as well.	10
12-13	Written documentation Assignment 5: Based on your clinical batteries of tests, as well as your determination of the on-road fitness to drive abilities of your clients; and results of their driving performances assessed via the driving simulator—design an intervention for each of the clients representing the three population groups: i.e., teens, clinically at risk, and the older driver. Use the SMART principles for goal setting and demonstrate the dose, frequency, and time period of your intervention, substantiated with a rationale demonstrating good critical and clinical reasoning.	15
14-15	Intervention Assignment 6: Deliver the intervention planned in your previous assignment, for each one of the clients representing the three population groups: i.e., teens, clinically at risk, and the older driver.	15
		Total 100 points

Evaluation of Mentees

The mentee evaluation form (see above) is discussed during orientation. Mentors can complete the document throughout their time with the student(s). Mentors and the Course Professor must sign off on the documents before the end of that semester.

GRADING

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

NOTE: The points for this course pertain to those derived from the **Mentee Competencies and Evaluation Form** and the **Assignments**. Although the total points are out of 200 (100 for the clinical component and 100 for the written assignments as described in the previous section), the total grade for this course is expressed as a percentage out of 100 as indicated below.

Percentage 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

Students must achieve a C or higher to pass this course. 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>

Course Materials and Technology

Required On-line Training

Preceptor Education Program: <http://www.preceptor.ca/register.html>.

Readings

Required

Anderson, L., Silet, K., Fleming, M. (2012). Evaluating and giving feedback to mentors: New evidence-based approaches. *Clinical and Translational Science*, 5, 71-77.

Huskins, W. C., Silet, K., Weber-Main, A. M., Begg, M. D., Fowler, V. G., Hamilton, J., Fleming, M. (2011). Identifying and aligning expectations in a mentoring relationship. *Clinical and Translational Science*, 4, 439-47.

Optional

Meagher, E., Taylor, L., Probsfield, J., Fleming, M. (2011). Evaluating research mentors working in the area of clinical translational science: A review of the literature. *Clinical and Translational Science*, 4, 353-358.

Murphy, S., Davies, P., & Skidmore, E. W. (2014). *Mentoring: A critical component of doctoral and post-doctoral experiences*. Paper presented at the American Occupational Therapy Association: 2014 Annual Conference and Expo, Baltimore, MD.

Raman, I. M. (2013) How to be a graduate advisee. *Neuron*, 80, 275-279
<http://www.nap.edu/readingroom/books/mentor/>

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>

Exam Policy

This course does not have formal examinations.

Policy Related to Make up Exams or Other Work

Student participation to meet the skills as outlined in the **Mentee Competencies and Evaluation Form**. If a student misses elements of the mentoring experience equal to 10% 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 Attendance

Students are expected to attend all mentoring 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

Each mentee must display responsible professional conduct (as evaluated in the narrative feedback portion of the **Mentee Competencies and Evaluation Form**) and ethical conduct 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 mentoring demands with competing time and resources. Students will utilize feedback from the mentor 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 from course mentors to foster a rich course experience 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.
