

Cover Sheet: Request 11608

OTH 6XXX - Seminars in Driving Rehabilitation Therapy

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Vogle,Candice Raquel cvogle@ufl.edu
Created	4/10/2017 12:40:43 PM
Updated	4/24/2017 7:12:08 PM
Description of request	This course is designed to inform students about a variety of practices/ policies/ procedures and skills in the field of driving rehabilitation therapy. Two-hour lecture/discussions will be led by seasoned driving researchers, driver rehabilitation specialists, a transportation engineer, rehabilitation scientists, an ethicist, and physicians. This course will complement the specific in depth knowledge of the students pertaining to a wide variety of topics, and will also add breadth of knowledge for the entry level driving rehabilitation therapist.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		4/10/2017
Added Seminars in Driving Rehab Therapy_ 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					

Course|New for request 11608

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Request: OTH 6XXX - Seminars in Driving Rehabilitation Therapy

Description of request: This course is designed to inform students about a variety of practices/ policies/ procedures and skills in the field of driving rehabilitation therapy. Two-hour lecture/discussions will be led by seasoned driving researchers, driver rehabilitation specialists, a transportation engineer, rehabilitation scientists, an ethicist, and physicians. This course will complement the specific in depth knowledge of the students pertaining to a wide variety of topics, and will also add breadth of knowledge for the entry level driving rehabilitation therapist.

Submitter: Vogtle,Candice Raquel cvogtle@ufl.edu

Created: 4/12/2017 9:14:22 AM

Form version: 2

Responses

Recommended PrefixOTH

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleSeminars in Driving Rehabilitation Therapy

Transcript TitleSeminars Driving Reha

Degree TypeProfessional

Delivery Method(s)Online

Co-ListingNo

Effective Term Fall

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 This course is designed to inform students about a variety of practices/ policies/procedures and skills in the field of driving rehabilitation therapy. Lecture/discussions will be led by seasoned driving researchers, driver rehabilitation specialists, transportation engineers, etc.

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

Co-requisites Enrolled in OTH 6XXX On-Site Mentoring in Driving Rehabilitation Therapy

Rationale and Placement in Curriculum Students will develop the knowledge (e.g., leadership styles/opportunities/roles), skills (e.g., imparting risk management strategies to DRT practices) and resources

(e.g., strategies/resources/organizations to help clients adjust to driving cessation and alternative transportation) to understand, integrate and apply the theoretical underpinnings 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 fifth course of an eight course curriculum over a one year period.

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

1. Recognize the opportunities for leadership roles in driving rehabilitation therapy.
2. Describe the implications of the cultural context on driving performance.
3. Outline key considerations and resources for operating a driving rehabilitation business.
4. Synthesize approaches in dealing with populations with neurological disorders (specifically epilepsy, multiple sclerosis, and Parkinson's disease).
5. Describe risk management strategies for driving rehabilitation therapy practice.
6. Locate and identify potential community mobility resources.
7. Explain strategies to help clients adjust to driving cessation and alternative transportation.
8. Identify the utility of technology for driving rehabilitation therapy.
9. Compare and contrast the use of automated vehicles vs. standard vehicles for the clinically-at-risk populations
10. Evaluate appropriate clinical responses to manage potential ethical issues that may arise in a driving rehabilitation therapy practice.
11. Synopsise the physician's roles, tasks and responsibilities in determining and reporting issues in clinical 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 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 22-28 Course overview

TBA

Week 2

August 29 - Sept 3 Leadership in driving rehabilitation therapy

Sherrilene Classen, PhD

Professor and Director

Dep of OT, UF

Week 3

September 4 - 10 Cultural underpinnings of driving rehabilitation therapy

Lilian Magalhaes, PhD

Professor Emeritus

School of Occupational Therapy, UWO

Week 4 September 11 - 17 Business practices for a driving rehabilitation therapist

PART I Miriam Monahan, OTD

Week 5 September 18 - 24 Epilepsy and driving—an international perspective

Stephan Eisenschenk, Dep of Neurology, UF

Week 6 September 25 – October 1 Risk management in driving rehabilitation

therapy Dianna Robertson, BScOT, MScOT (research), CDRS, JD

Access Driver Rehab Specialists

Vancouver, BC

Week 7 October 2 - 8 Community mobility Sandra Winter. PhD, Dep of OT, UF

Week 8 October 9 -15 Multiple sclerosis and driving.

Responsibilities to identify and report fitness to drive issues. Paper 1 Due (application of

a topic discussed in the preceding weeks to clinical practice) UF Movement Disorders

Fellow

Week 9 October 16 - 22 Driving cessation and alternative transportation

Miriam Monahan, OTD

Week 10 October 23 – October 29 Transportation Engineering—The future is here

Siva Srinivasan, PhD, College of Engineering, UF
Week 11 October 30 - November 5 Assistive technology and
smart technology applied to driving rehabilitation therapy
Liliana Alvarez, PhD

Assistant Professor, UWO

Week 12 November 6 - 12 Ethical issues in driving rehabilitation therapy

William Allen, PhD
Professor, UF

Week 13 November 13 - 19

Medications and driving; Parkinson's disease and driving; Breaking the news
related to driving cessation UF Movement Disorder Fellow

Week 14 November 20-26 Automated vehicles

Sherrilene Classen, PhD, Professor and Dire UF Movement Disorder Fellow ctor
Dep of OT, UF

Week 15 Nov 27-Dec3 Business practices for a driving rehabilitation therapist PART
2

Paper 2 Due (application of a topic discussed in the preceding weeks to clinical practice)
Miriam Monahan, OTD

Links and Policies 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>.

<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 Letter Grade

Instructor Moderated Discussion posts: Weekly 20%

Responses to Instructor Moderated discussion posts: Weekly 20%

Participation in online class: Weekly 20%

Two application papers on any two of the topics presented with total for two papers 40%

Total: 100%

For full descriptions of assignments and grading rubrics see the course website. 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 clincinal or emergency issues.

Instructor(s) TBD

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXX: Seminars in
Driving Rehabilitation Therapy (Course 5)
(3 credit hours)
Fall 2018
Delivery Format: Online
Course Website TBA

Instructor Name: TBA
Room Number: On-Line
Phone Number: TBD
Email Address: TBD
Office Hours: By appointment
On-line Course Hours: **Wednesday 8.00 PM- 9.00PM EST** via Canvas
Semester: Fall
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
Co-requisite: Enrolled in OTH 6XXX On-Site Mentoring in Driving Rehabilitation Therapy

PURPOSE AND OUTCOME

Course Overview

This course is designed to inform students about a variety of practices/ policies/ procedures and skills in the field of driving rehabilitation therapy. Two-hour lecture/discussions will be led by seasoned driving researchers, driver rehabilitation specialists, a transportation engineer, rehabilitation scientists, an ethicist, and physicians. This course will complement the specific in depth knowledge of the students pertaining to a wide variety of topics, and will also add breadth of knowledge for the entry level driving rehabilitation therapist.

Relation to Program Outcomes

Students will develop the knowledge (e.g., leadership styles/opportunities/roles), skills (e.g., imparting risk management strategies to DRT practices) and resources (e.g., strategies/resources/organizations to help clients adjust to driving cessation and alternative transportation) to understand, integrate and apply the theoretical underpinnings 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 student will be able to:

1. Recognize the opportunities for leadership roles in driving rehabilitation therapy.

2. Describe the implications of the cultural context on driving performance.
3. Outline key considerations and resources for operating a driving rehabilitation business.
4. Synthesize approaches in dealing with populations with neurological disorders (specifically epilepsy, multiple sclerosis, and Parkinson's disease).
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8. Identify the utility of technology for driving rehabilitation therapy.
9. Compare and contrast the use of automated vehicles vs. standard vehicles for the clinically-at-risk populations
10. Evaluate appropriate clinical responses to manage potential ethical issues that may arise in a driving rehabilitation therapy practice.
11. Synopsise the physician's roles, tasks and responsibilities in determining and reporting issues in clinical fitness to drive.

Instructional Methods

Lecture

Each week a lecture is conducted by a content expert. Slides are posted on the course website prior to the lecture. Students are required to go through the slides and complete the required readings prior to listening to the content expert during the online class.

Readings

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

Online Class

The class will meet on Wednesday **from 8.00 PM- 9.00PM EST**. Students are expected to participate by sharing their reflections based on the course readings. The course instructor will lecture, but also "poke" and "probe" to invite creative thinking based on knowledge application. Specifically, student perspectives will be solicited through case study discussions, sharing of best practices, making clear the best evidence. Synthesis of knowledge will be expected through application of critical thinking and clinical reasoning. See the instructions on Canvas for logging onto Canvas. Students are advised to log onto Canvas 15 minutes prior to class in case of technical difficulties.

Instructor Moderated Discussion Forum Post

The week's content expert/lecturer posts a discussion question on the course site. Students are expected to write a thoughtful, relevant, and original response to the question and when appropriate cite references. The discussion forum questions are designed to inspire critical thinking and to invite students to negotiate responses or challenge one another's thoughts in a scholarly and respectful way. When writing posts it is best to compose responses on a word processing software, check for grammar and spelling, and then paste into the weekly discussion forum. All posts are due on **Fridays by 11:59 PM EST**.

Responses to Instructor Moderated Discussion Forum Posts

Students are required to respond to a minimum of two other classmates' posts by **Sunday at 11:59 PM EST each week**. Students are required to read, analyze, appraise and challenge or support at least one other classmate's posts each week. Responses must be thoughtful, concise, yet clear and embodying a scholarly rationale. In general responses to discussion posts should expand on, politely challenge, or support with a reasoned rationale, the concepts in the post.

Application Papers

By week 8 and 15 of the fall semester, students will deliver a paper (for each of those weeks) to further explore and reflect on the topics under discussion. Specifically, the papers will demand a reflection on a topic of interest (delivered during the seminar series), synthesis and integration of additional information related to the topic under discussion, and a clear application of how the topic informs clinical practice.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (All of the instructors below need to be confirmed)

Week	Date	Topic	Lecturer (Assignments are specific to each lecturer)
Week 1	Aug 22-28	Course overview	TBA
Week 2	August 29 - Sept 3	Leadership in driving rehabilitation therapy	Sherrilene Classen, PhD Professor and Director Dep of OT, UF
Week 3	September 4 - 10	Cultural underpinnings of driving rehabilitation therapy	Lilian Magalhaes, PhD Professor Emeritus School of Occupational Therapy, UWO
Week 4	September 11 - 17	Business practices for a driving rehabilitation therapist PART I	Miriam Monahan, OTD
Week 5	September 18 - 24	Epilepsy and driving—an international perspective	Stephan Eisenschenk, Dep of Neurology, UF
Week 6	September 25 – October 1	Risk management in driving rehabilitation therapy	Dianna Robertson, BScOT, MScOT (research), CDRS, JD Access Driver Rehab Specialists Vancouver, BC
Week 7	October 2 - 8	Community mobility	Sandra Winter. PhD, Dep of OT, UF
Week 8	October 9 -15	Multiple sclerosis and driving. Responsibilities to identify and report fitness to drive issues. Paper 1 Due (application of a topic discussed in the preceding weeks to clinical practice)	UF Movement Disorders Fellow
Week 9	October 16 - 22	Driving cessation and alternative transportation	Miriam Monahan, OTD
Week 10	October 23 – October 29	Transportation Engineering—The future is here	Siva Srinivasan, PhD, College of Engineering, UF
Week 11	October 30 - November 5	Assistive technology and smart technology applied to driving rehabilitation therapy	Liliana Alvarez, PhD Assistant Professor, UWO
Week 12	November 6 - 12	Ethical issues in driving rehabilitation therapy	William Allen, PhD Professor, UF

Week 13	November 13 - 19	Medications and driving; Parkinson's disease and driving; Breaking the news related to driving cessation	UF Movement Disorder Fellow
Week 14	November 20-26	Automated vehicles	Sherrilene Classen, PhD, Professor and Dire UF Movement Disorder Fellow ctor Dep of OT, UF
Week 15	Nov 27-Dec3	Business practices for a driving rehabilitation therapist PART 2 Paper 2 Due (application of a topic discussed in the preceding weeks to clinical practice)	Miriam Monahan, OTD

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 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

Activity	Due Date	Weight
Discussion posts	Weekly	20%
Responses to discussion posts	Weekly	20%
Participation in online class	Weekly	20%
Two application papers on any two of the topics presented (Application of a topic to clinical practice chosen from topics discussed in the preceding weeks)	Paper 1: 15 Oct 2018 Paper 2: 03 Dec 2018	40%
		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.
