Cover Sheet: Request 11607

OTH 6XXX - Applied Research in Driving Rehabilitation Therapy

Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Ugrad/Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Vogtle,Candice Raquel <a href="mailto:cvogtle@ufl.edu">cvogtle@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>4/10/2017 12:23:13 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/24/2017 6:55:49 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of request

This course provides students with the knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for medically at-risk drivers.

Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>PHHP - Occupational Therapy 313303000</td>
<td>Pugh, Emily Strayer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Approved</td>
<td>PHHP - College of Public Health and Health Professions</td>
<td>HANSON, STEPHANIE L.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td>Pending</td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td>4/12/2017</td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No document changes
Course|New for request 11607

Info

Request: OTH 6XXX - Applied Research in Driving Rehabilitation Therapy
Description of request: This course provides students with the knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for medically at-risk drivers.
Submitter: Vogtle, Candice Raquel cvogtle@ufl.edu
Created: 4/10/2017 12:23:13 PM
Form version: 1

Responses

Recommended Prefix OTH
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Applied Research in Driving Rehabilitation Therapy
Transcript Title Research Driving Reha
Degree Type Professional

Delivery Method(s) Online
Co-Listing No

Effective Term Spring
Effective Year 2018
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 4

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 4
Course Description This course provides students with the knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for medically at-risk drivers.

Prerequisites Regulated health care professional with a clinically relevant degree.
Co-requisites Enrolled in OTH6XXX Foundations, Models and Theory in Driving Rehabilitation Therapy

Rationale and Placement in Curriculum Students will develop the knowledge (e.g. evidence-informed reviews, evidence based practice, etc.) and skills (e.g. critically appraising a research paper) to become scholarly driving rehabilitation therapists committed to evidence-based practice. Thus, this course will enable students to meet the competencies that are necessary to practice as an entry-level driving rehabilitation specialist.

Course Objectives After successfully completing this course, students will be able to:
1. Formulate a theoretical evidence-based process in response to a practice need for screening, assessment, and intervention of clinically at-risk drivers.
2. Critically appraise assessment tools and clinical tests for use with clinically at-risk drivers.
3. Analyze and interpret quantitative, qualitative and mixed methods data presented in scientific manuscripts that investigate the fitness to drive of clinically at-risk populations.
4. Evaluate quantitative, qualitative and mixed methods research based on philosophical considerations and methodological rigor.
5. Integrate best evidence into driving rehabilitation therapy practice.
6. Articulate the strengths and limitations of fitness to drive research pertaining to screening, assessment and intervention strategies for clinically-at-risk drivers.
7. Appraise the role of driving rehabilitation specialists as responsible consumers of research, and stakeholders in practice-informed research.

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


Copies of all the articles in the reading list above are available from the course site.

**Weekly Schedule of Topics**

**Week 1** January 5-8 Orientation Evidence-based practice: Implications for Driving Rehabilitation

**Week 2** January 11-17 Research Projects: Introduction, selection and next steps Project call and supporting documents (available on the course site).


**Week 7**
February 15-21  
Quantitative Inquiry Part 1: 
- Observational, pre-experimental, quasi-experimental and experimental designs
- Sampling and data collection  
Chapter 3 of required text book.


Week 8  
Writing Week February 22- 28 No required readings

Week 9
February 28- March 6  
Quantitative Inquiry Part 2:
Understanding and interpreting statistics  
Chapter 5 of required text book. 

Recommended:

Week 10
March 7-13  
Quantitative Inquiry Part 3:
- Critical appraisal
- Assessing Methodological quality  
Chapter 4 of required text book.

Recommended:

Week 11
March 14- 20 Qualitative Inquiry Part 1: 
- Qualitative designs
- Methodological and philosophical considerations of qualitative research
- Contributions to DRT  
Chapter 12 of required text book.

Recommended:

Week 12
March 21-27  
Qualitative Inquiry Part 2:
Critically appraising qualitative studies  

Recommended:

Week 13
March 28 - April 3  
Mixed methods research
- Exploratory mixed methods framework
- Explanatory mixed methods framework
- Transformative framework  
14-26.

Recommended:

Week 14  April 4- April 10  Writing Week
No required readings
Week 15

Links and Policies
https://shcc.ufl.edu/
http://www.alachua.gl.gov/DEPTS/CSS/CRISICENTER/Pages/CrisisCenter.aspx
http://www.umatter.ufl.edu/
http://www.counseling.ufl.edu
https://evaluations.ufl.edu/results/.
https://evaluations.ufl.edu
https://www.dso.ufl.edu/scrr/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
Weekly Question Posts: 10 points
Weekly Discussion Forum Posts: 10 points
Weekly Responses to posts: 10 points
Assignment 1: 10 points
Assignment 2: 10 points
Assignment 3: 10 points
Assignment 4: 10 points
Assignment 5: 20 points
Presentation Feedback: 10 points
Total 100 points

Instructor(s) TBD
Instructor Name: TBD  
Room Number: On-Line  
Phone Number: TBD  
Email Address: TBD  
Office Hours: By appointment  
On-line Course Hours: **Thursday 8.00PM-9.00PM EST** via Canvas  
Teaching Assistants: NA  
Preferred Course Communications (e.g. email, office phone): TBD

**Prerequisites:** Regulated health care professional with a clinically relevant degree.  

**PURPOSE AND OUTCOME**

**Course Overview**
This course is designed to provide students with the necessary knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. In this course, students will gain in-depth knowledge of a diverse range of research methodologies as applied to the screening, assessment, and rehabilitation of fitness to drive for clinically at-risk drivers. Specifically, drawing on research evidence and the understanding of evidence-informed reviews, quantitative, qualitative and mixed methods, this course will enable students to identify, critically appraise, critique, and integrate best evidence into their driving rehabilitation practice.

**Relation to Program Outcomes**
Students will develop the knowledge (e.g. evidence-informed reviews, evidence-based practice, etc.) and skills (e.g. critically appraising a research paper) to become scholarly driving rehabilitation therapists committed to evidence-based practice. Thus, this course will enable students to fulfill one of the competencies that are necessary to practice as an entry-level driving rehabilitation specialist.

**Course Objectives and/or Goals**
After successfully completing this course, students will be able to:
1. Formulate a theoretical evidence-based process in response to a practice need for screening, assessment, and intervention of clinically at-risk drivers.
2. Critically appraise assessment tools and clinical tests for use with clinically at-risk drivers.
3. Analyze and interpret quantitative, qualitative and mixed methods data presented in scientific manuscripts that investigate the fitness to drive of clinically at-risk populations.
4. Evaluate quantitative, qualitative and mixed methods research based on philosophical considerations and methodological rigor.
5. Integrate best evidence into driving rehabilitation therapy practice.
6. Articulate the strengths and limitations of fitness to drive research pertaining to screening, assessment and intervention strategies for clinically-at-risk drivers.

7. Appraise the role of driving rehabilitation specialists as responsible consumers of research, and stakeholders in practice-informed research.

Instructional Methods

Lecture
Each week a lecture is posted on course website. Students are required to listen to the lecture prior to 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 Thursday nights from 8.00 PM-9.00 PM EST. Students are expected to participate by sharing their perspective, experiences, and ideas. Instructors will “poke” and probe” to invite creative thinking based on knowledge application. Specifically, application of research knowledge will be invited through appraisal of psychometrics of instruments used in the clinics, or problem solving related to the clinical utility of a tool based on its measurement properties. 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
Each week, one to two questions are posted on the course website. Students are expected to write a thoughtful, relevant, and original response, synthesizing and applying the knowledge gained from the lecture to each question and where appropriate to 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.

Responses to the Instructor Moderated Discussion Forum Posts
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.

Mentoring
During the on-site orientation weekend at the start of the Spring semester, students will be paired with faculty mentors (PhD or OTD) for executing a research project. Thereafter, students will meet with their mentors regularly, i.e. at least once per week, throughout the Spring at a time mutually agreed upon, to start their research projects with the adequate supervision and guidance. Students will receive weekly supervision or mentoring to execute aspects of the research project. Specifically, for this course mentors will help students to identify gaps in clinical practice; guide them in choosing a research topic; help operationalize the steps in conducting an evidence based review; and providing feedback on their progress.

Writing Weeks
During the two scheduled writing weeks, students will make contact with the course professor to synthesize their work for the evidence based review (or similar) project. The synthesis will occur at the level of: formulating a question; synthesizing the background of the study; identifying the rational and significance,
gaps and purpose of the study; planning the literature review and initiating the process of conducting a literature review.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>January 11-17</td>
<td>Research Projects: Introduction, selection and next steps</td>
<td>Project call and supporting documents (available on the course site)</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Week 8</td>
<td>Writing Week February 22-28</td>
<td>No required readings</td>
<td></td>
</tr>
</tbody>
</table>
Course Materials and Technology

**Required Textbook**

**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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question Posts.</strong> Weekly questions will be posted by the instructor that will require students to reflect on reading materials and class lectures, and respond accordingly.</td>
<td>Weekly</td>
<td>10</td>
</tr>
<tr>
<td><strong>Discussion forum posts.</strong> Students will have the opportunity to reflect, critique, challenge, and comment on the forum posts.</td>
<td>Weekly</td>
<td>10</td>
</tr>
<tr>
<td><strong>Responses to posts.</strong> Students will have the opportunity to reflect, critique, support,</td>
<td>Weekly</td>
<td>10</td>
</tr>
</tbody>
</table>
challenge and comment on the posts of at least one classmate.

| Assignment 1: Synopsize the steps in conducting an evidence based review. | Sunday, Jan 28th, 2018 at 11:59 PM EST | 10 |
| Assignment 2: Outline the properties and components for critically appraising an assessment tool. Make note of the psychometric characteristics | Sunday, Feb 25th, 2018 at 11:59 PM EST | 10 |
| Assignment 4. Select a research paper and using the methods imparted in this course, critically appraised that paper. | Sunday, April 1st, 2018 at 11:59 PM EST | 10 |
| Assignment 5: Final presentation of proposed research project. | Sunday, April 15th, 2018 at 11:59 PM EST | 20 |
| Presentation feedback | Friday, April 29th, 2018 at 11:59 PM EST | 10 |
| **Total** | **100** |

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

<table>
<thead>
<tr>
<th>Points earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Points</strong></td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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](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 and e-mail are 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.