### Cover Sheet: Request 11610

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

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<tr>
<td><strong>Submitter</strong></td>
<td>Vogtle,Candice Raquel <a href="mailto:cvogtle@ufl.edu">cvogtle@ufl.edu</a></td>
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<td><strong>Created</strong></td>
<td>4/10/2017 1:20:21 PM</td>
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<td><strong>Updated</strong></td>
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<td>This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course. In this independent study, students will become clear on their research questions, develop an explicit search strategy, produce a criterion-based selection for inclusion/exclusion of studies, etc.</td>
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<td><strong>User</strong></td>
<td>Pugh, Emily Strayer</td>
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<td><strong>User</strong></td>
<td>HANSON, STEPHANIE L.</td>
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Course|New for request 11610

Info

Request: OTH 6XXX - Independent Study 1 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. In this independent study, students will become clear on their research questions, develop an explicit search strategy, produce a criterion-based selection for inclusion/exclusion of studies, etc.

Submitter: Vogtle,Candice Raquel cvogtle@ufl.edu

Created: 4/10/2017 1:20:21 PM

Form version: 1

Responses

Recommended Prefix OTH

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Independent Study 1 for Research in Driving Rehabilitation Therapy

Transcript Title Indpt Study Driving 1

Degree Type Professional

Delivery Method(s) Online

Co-Listing No

Effective Term Summer

Effective Year 2018

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 1

Course Description This course is designed to provide students the opportunity to apply the knowledge and skills gained from the research course. In this independent study, students will become clear on their research questions, develop an explicit search strategy, produce a criterion-based selection for inclusion/exclusion of studies, etc.

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

Completed OTH 6XXX Applied Research in Driving Rehabilitation Therapy

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

Enrolled OTH 6XXX Mentoring in Driving Rehabilitation Therapy

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

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

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

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


Required and Optional Readings

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

**Weekly Schedule of Topics** Week 1

April 15-21 Identify the gap and formulate a research question

Cooper & Hedges Chapter 1, 2


Week 2 April 22-28 Propose, refine and develop a focused and targeted research question, including the keywords and MeSH headings

Cooper & Hedges Chapter 2


Week 3 April 29-May 5 Prepare, discuss, appraise and refine a search strategy


Week 4 May 6-12 Consult with the reference librarian to further develop and refine the search strategy

Identify the databases for the search

Cooper & Hedges Chapter 5, 6, 7

Week 5 May 13-19 Consult with the reference librarian to further develop and refine the search strategy

Identify the databases for the search

Cooper & Hedges Chapter 5, 6, 7
Week 6
May 20-26 Select a reference manager and determine its compatibility with search engines to execute the literature search. NA

Week 7
May 27-Jun 2 Develop criteria for inclusion and exclusion of title and abstract screens


Week 8
Jun 3-9 Locate and retrieve studies


Week 9
Jun 10-16 Locate and retrieve studies


Week 10
Jun 17-23 Conduct the title and abstract screens


Week 11
June 24-30 Conduct the title and abstract screens NA

Week 12
July 1-7 Establish reliability of inclusion/exclusion of the abstracts


Week 13
July 8-14 Develop a data management system for the next step of the evidence based review, i.e. crucial appraisal of the studies


Week 14
July 15-21 Writing week NA

Week 15
July 22-28 Presenting the data NA

Links and Policies
Learning-support@ufl.edu
https://iss.at.ufl.edu/help.shtml
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
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/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
Activity 1 Formulate a research problem: 10 points.
Activity 2 Develop and present the research question, including the keywords and MeSH headings: 10 points.
Activity 3 Present the search strategy: 5 points.
Activity 4 Consult with the reference librarian to further develop and refine the search strategy and to identify the databases for the search: 10 points.
Activity 5 Select a reference manager and determine its compatibility with search engines to execute the literature search: 5 points.
Activity 6 Develop criteria for inclusion and exclusion of title and abstract screens: 10 points.
Activity 7 Locate and retrieve studies: 10 points.
Activity 8 Conduct the title and abstract screens: 10 points.
Activity 9 Establish reliability of inclusion/exclusion of the abstracts: 10 points.
Activity 10 Develop a data management system for the next step of the evidence based review, i.e. crucial appraisal of the studies: 10 points.
Activity 11 Presenting the data: 10 points.
Total 100 points.

**Instructor(s) TBD**
PURPOSE AND OUTCOME

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

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

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

**Instructional Methods**

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

**Instructor Moderated Online Class**
As indicated above, each student will be assigned to a faculty mentor. The mentor will meet with the student **at a time as mutually agreed upon for at least one hour** per week. Students are expected to participate by sharing their plans, challenges, supports, and potential solutions pertaining to the research project. Faculty mentors will guide and mentor students to execute next steps for task completion. Specifically, application of research knowledge will be used as each one of the steps necessary to conduct this evidence-based review is attempted. Synthesis of knowledge will be expected through the student’s active engagement during the class, showing evidence of understanding the core research principles, by proposing strategies to problem solve, and ability to plan the next step in executing the evidence-based review. See the instructions on Canvas for logging onto Canvas. Students are advised to log onto Canvas 15 minutes prior to class in case of technical difficulties.

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

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required readings</th>
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| Week 2 | April 22-28 | Propose, refine and develop a focused and targeted research question, including the keywords and MeSH headings | Cooper & Hedges Chapter 2
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<tbody>
<tr>
<td>Week 4</td>
<td>May 6-12</td>
<td>Consult with the reference librarian to further develop and refine the search strategy. Identify the databases for the search</td>
<td>Cooper &amp; Hedges Chapter 5, 6, 7</td>
</tr>
<tr>
<td>Week 5</td>
<td>May 13-19</td>
<td>Consult with the reference librarian to further develop and refine the search strategy. Identify the databases for the search</td>
<td>Cooper &amp; Hedges Chapter 5, 6, 7</td>
</tr>
<tr>
<td>Week 6</td>
<td>May 20-26</td>
<td>Select a reference manager and determine its compatibility with search engines to execute the literature search.</td>
<td>NA</td>
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</tbody>
</table>
| Week 7 | May 27-Jun 2 | Develop criteria for inclusion and exclusion of title and abstract screens | Cooper & Hedges Chapter 9
| Week 11 | June 24-30 | Conduct the title and abstract screens | NA |
### Course Materials and Technology

**Required Textbook**

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

**Technology requirements** include the following:
- High speed internet access

A computer that:
- Enables connection to outside websites (flexible firewall)
- Has multimedia playback capabilities (video/audio)
- Is capable of running a recent version of Chrome, Firefox, or Safari
- Earphones with microphone

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

### ACADEMIC REQUIREMENTS AND GRADING

**Assignments**
For full descriptions of assignments and grading rubrics see the course website

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Due Date</th>
<th>Points</th>
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<tr>
<td>Formulate a research problem</td>
<td>Week 1</td>
<td>10</td>
</tr>
<tr>
<td>Develop and present the research question, including the keywords and MeSH headings</td>
<td>Week 2</td>
<td>10</td>
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</table>
Present the search strategy | Week 3 | 5
Consult with the reference librarian to further develop and refine the search strategy and to identify the databases for the search | Week 5 | 10
Select a reference manager and determine its compatibility with search engines to execute the literature search. | Week 6 | 5
Develop criteria for inclusion and exclusion of title and abstract screens | Week 7 | 10
Locate and retrieve studies | Week 9 | 10
Conduct the title and abstract screens | Week 11 | 10
Establish reliability of inclusion/exclusion of the abstracts | Week 12 | 10
Develop a data management system for the next step of the evidence based review, i.e. crucial appraisal of the studies | Week 13 | 10
Presenting the data | Week 15 | 10
Total=100

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

| Points earned | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | Below 60 |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

The letter grade to grade point conversion table is below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U |
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 |

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 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:

“Oh 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 website 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 website 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/CRISIS/CRI/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.