

Cover Sheet: Request 11606

OTH 6XXX - Screening, Assessment, Evaluation in Driving Rehabilitation Therapy

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Vogle,Candice Raquel cvogle@ufl.edu
Created	4/10/2017 11:52:00 AM
Updated	4/24/2017 6:49:43 PM
Description of request	This course is designed to advance students' skills towards becoming evidence-based driving rehabilitation therapists in the areas of screening, assessment, evaluation, and intervention. Students will receive instruction on methods of data collection such as gathering information about a client's driving history, driving roles, and collateral information, as well as procedures for screening and assessment tools.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		4/10/2017
No document changes					
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		4/12/2017
Replaced Screening, Assessment, Evaluation and Intervention Syllabus_07April2017.docx					4/11/2017
Added Screening, Assessment, Evaluation and Intervention Syllabus_07April2017.docx					4/11/2017
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 11606

Info

Request: OTH 6XXX - Screening, Assessment, Evaluation in Driving Rehabilitation Therapy

Description of request: This course is designed to advance students' skills towards becoming evidence-based driving rehabilitation therapists in the areas of screening, assessment, evaluation, and intervention. Students will receive instruction on methods of data collection such as gathering information about a client's driving history, driving roles, and collateral information, as well as procedures for screening and assessment tools.

Submitter: Vogtle,Candice Raquel cvogtle@ufl.edu

Created: 4/11/2017 3:54:31 PM

Form version: 3

Responses

Recommended PrefixOTH

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleScreening, Assessment, Evaluation and Intervention in Driving Rehabilitation Therapy

Transcript TitleEval&Int Driving Reha

Degree TypeProfessional

Delivery Method(s)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 This course is designed to advance students' skills towards becoming evidence-based driving rehabilitation therapists in the areas of screening, assessment, evaluation, and intervention. Students will receive instruction on methods of data collection such as gathering information about a client's driving history, driving roles, etc.

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

Completed OTH 6XXX Applied Research in Driving Rehabilitation Therapy

Co-requisites None

Rationale and Placement in Curriculum Students will develop the knowledge (e.g., protocols related to screening, assessment, evaluation, and intervention in driving rehabilitation), skills (e.g., administering evidence-based assessments) and resources (e.g., building an assessment library for different clinically-at-risk populations) to understand, integrate and apply the findings for appropriate decision-making as it pertains to planning driving interventions, outlining rehabilitation strategies, or suggesting

driving cessation. Such actions are required to meet the criteria and competencies necessary to practice as an entry-level driving rehabilitation specialist.

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

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

1. Recognize health history and clinical red flags for fitness to drive.
2. Explain how specific visual, cognitive, visuo-cognitive, motor, and sensory deficits may negatively impact fitness to drive.
3. Appraise clinical screening and assessment tools for their relevance to predicting fitness to drive among different client populations.
4. Construct a clinical screening and assessment battery based on personal, clinical, and driving history.
5. Make fitness to drive recommendations through an evidence based practice approach.
6. Produce a comprehensive driving evaluation report demonstrating proficient knowledge of clinical and behind the wheel terminology.
7. Write a comprehensive driving evaluation report that synthesizes relevant personal, clinical, driving history, and clinical findings with behind the wheel driving performance.
8. Select applicable interventions devised from problem formulation and clinical reasoning.

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

Each week, assigned readings are posted on the course website. The readings are typically discussed during the virtual class or as part of the discussion forums. Students are expected to have read all literature and websites in advance of the class and discussion forums.

Weekly Schedule of Topics Week 1 May 2-8

Gathering essential clinical history for determining fitness to drive

Carr, D. B., Schwartzberg, J. G., Manning, L., & Sempek, J. (2010). *Physician's Guide to Assessing and Counseling Older Drivers*. Retrieved from Washington, D.C.: <http://www.ama-assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/geriatric-health/older-driver-safety/assessing-counseling-older-drivers.shtml>

Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy across the lifespan* (pp. 221-277). Bethesda, MD: AOTA Press.

Hetland, A., & Carr, D. B. (2014). Medications and impaired driving. *Annals of Pharmacotherapy*, 48(4), 494-506.

Week 2

May 9-15 Gathering essential personal and driving history

Raber, C, Touchinsky, M. S., & McGuire, M. J. (2012). Understanding psychosocial needs and issues related to driving and community mobility and the role of occupational therapy. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy strategies across the lifespan* (pp. 79-98). Bethesda, MD: AOTA press.

Classen, S., & Lanford, D. N. (2012). Clinical reasoning process in the comprehensive driving evaluation. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy strategies across the lifespan* (pp. 321-344). Bethesda, MD: AOTA press.

Week 3

May 16-22 Understanding measurement theory and its application to evidence-based assessments and screening tools for driving

Elgin, J., Owsley, C., & Classen, S. (2012). Chapter 8 . Vision and driving. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy*

strategies across the lifespan (pp. 79-98). Bethesda, MD: AOTA press.

Zoltan, B. (2007). Chapter 3. Vision, perception, and cognition. Thorafare, NJ: SLACK Inc.

Week 4

May 23-29 Understanding the visual system and visual demands of driving

Zoltan, B. (2007). Vision, perception, and cognition. Thorafare, NJ: SLACK Inc. (pp 51-108)

Oswanski, M. F., Sharma, O. P., Raj, S. S., Vassar, L. A., Woods, K. L., Sargent, W. M., & Pitock, R. J. (2007). Evaluation of two assessment tools in predicting driving ability of senior drivers. *American Journal of Physical Medicine & Rehabilitation*, 86(3), 190-199.

Owsley, C., & McGwin, G., Jr. (2010). Vision and driving. *Vision Research*, 50(23), 2348-2361. doi:10.1016/j.visres.2010.05.021

Uc, E. Y., Rizzo, M., Anderson, S. W., Dastrup, E., Sparks, J. D., & Dawson, J. D. (2009). Driving under low-contrast visibility conditions in Parkinson's disease. *Neurology*, 73, 1103-1110.

Week 5

May 30-June 5 Clinical battery of evidence-based off-road tests: Visual assessments and visuo-cognitive assessments

Classen, S., Velozo, C. A., Winter, S. M., Bédard, M., & Wang, Y. (2015). Psychometrics of the Fitness-to-Drive Screening Measure. *OTJR: Occupation, Participation and Health*, 35(1), 42-52. doi:10.1177/1539449214561761

Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy across the lifespan* (pp. 221-277). Bethesda, MD: AOTA Press

Critique of a driving rehabilitation assessment due by 11:59 PM EST on June 5th

Week 6

June 6-12 Understanding the cognitive demands of driving

Barco, P. P., & Stav, W. B. (2012). Cognition: A vital component to driving and community mobility. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy strategies across the lifespan* (pp. 137-171). Bethesda, MD: AOTA press.

Iverson, D. J., Gronseth, G. S., Reger, M. A., Classen, S., Dubinsky, R. M., Rizzo, M., & Quality Standards Subcommittee of the American Academy of, N. (2010). Practice parameter update: Evaluation and management of driving risk in dementia: report of the Quality Standards Subcommittee of the American Academy of Neurology. *Neurology*, 74(16), 1316-1324.

Week 7

June 13-19 Writing week No required readings

Week 8 June 20-26 Clinical battery of evidence-based off road-tests: Cognitive assessments

Carr, D. B., Barco, P. P., Wallendorf, M. J., Snellgrove, C. A., & Ott, B. R. (2011).

Predicting road performance in drivers with Dementia. *Journal of the American Geriatric Society*, 59(11), 2112-2117.

Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy across the lifespan* (pp. 221-277). Bethesda, MD: AOTA Press.

Koppel, S., Charlton, J., Langford, J., Vlahodimitrakou, Z., Di Stefano, M., MacDonald, W., . . . Marshall, S. (2013). The Relationship between Older Drivers' Performance on the Driving Observation Schedule (eDOS) and Cognitive Performance. *Annals of advances in automotive medicine*, 57(67-76).

Week 9

June 27-July 3 Understanding the motor and sensory demands of driving and related assessments
Textbook, Chapter 9, pp. 246-249.
Classen, S., Witter, D. P., Lanford, D. N., Okun, M. S., Rodriguez, R. L., Romrell, J., . . . Fernandez, H. H. (2011). Usefulness of screening tools for predicting driving performance in people with Parkinson's Disease. *The American Journal of Occupational Therapy*, 65(5), 579-588.

Week 10

July 4-July 10 Components of the behind the wheel evaluation and intervention
Text book. Chapter 9 pages 252-264
Text book .Chapter 6 pages 129-135
Text book . Chapter 12- Review this chapter concentrate on Table 12.1 and appendices (pages 367-382)

Clinical assessment report template due by 11:59 PM EST on July 10th

Week 11

July 11-17 Intervention strategies for visual and cognitive impairments
Classen, S., Monahan, M., Auten, B., & Yarney, K. A. (2014). Evidence based review of rehabilitation interventions for clinically at risk older drivers. *American Journal of Occupational Therapy*, 68(4), e107-e114.
Dickerson, A. E., Stressel, D., Justiss, M., & Luther-Krug, M. (2012). Behind the wheel: Driver rehabilitation intervention. In M. J. McGuire & E. Schold Davis (Eds.), *Driving and community mobility: Occupational therapy strategies across the lifespan* (pp. 345-382). Bethesda, MD: AOTA press.

Week 12

July 18-24 Intervention strategies for physical impairments
Hegberg, A. (2012). Use of adaptive equipment to compensate for impairments in motor performance skills and client factors. In M. J. McGuire & E. Schold-Davis (Eds.), *Driving and community mobility: Occupational therapy strategies across the lifespan* (pp. 279-319). Bethesda, MD: AOTA press.
Optional: Online course by NMEDA, entitled: Comprehensive Automotive Mobility Solutions Course for Health Professionals (CAMS-Online): <http://www.nmeda.com/CEU/>
On-road or simulator assessment report template due by 11:59 PM EST on July 24th

Week 13

July 25-31 Writing week No required readings
Case studies due by 11:59 PM EST on July 31st

Week 14

Aug 1-Aug 7

Final course project No required readings
Toolbox assignment due by 11:59 PM EST on August 5

Week 15

Aug 7-13 Final course project presentations No required readings

Links and Policies<https://shcc.ufl.edu/>

<https://lss.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>

<https://evaluations.ufl.edu/results/>

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

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

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

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

Learning-support@ufl.edu

Grading Scheme Weekly Discussion Posts: 10 points

Weekly Responses to Discussion Posts: 10 points

Weekly Participation in Virtual Class: 5 points

Assignment 1: 15 points

Assignment 2: 15 points

Assignment 3: 15 points

Assignment 4: 15 points

Assignment 5: 15 points

Total 100 points

Instructor(s) Miriam Monahan, OTD OTR/L CDRS CDI

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXX: Screening, Assessment, Evaluation and Intervention in
Driving Rehabilitation Therapy (Course 3)
(3 credit hours)
Summer: 2018
Delivery Format: Online
Course Website TBA

Instructor Name: Miriam Monahan, OTD OTR/L CDRS CDI
Room Number: On-Line
Phone Number: TBD
Email Address: TBD
Office Hours: By appointment via Canvas
Online Course Times: **Wednesday 8.00PM-9.00PM EST** via Canvas
Teaching Assistants: NA
Preferred Course Communications (e.g. email, office phone): Phone: 1-802-233-8724; Skype: miriam.monahan1

Prerequisites:

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

PURPOSE AND OUTCOME

Course Overview

This course is designed to advance students' skills towards becoming evidence-based driving rehabilitation therapists in the areas of screening, assessment, evaluation, and intervention. Students will receive instruction on methods of data collection such as gathering information about a client's driving history, driving roles, and collateral information, as well as procedures for screening and assessment tools. Through this course student will gain knowledge about appraisal, administration, and interpretation of evidenced-based clinical tools for assessment of vision, visual-cognition, cognition, motor, and sensory abilities as they relate to driving abilities. Students will apply that knowledge to practical projects such as developing their own clinical data collection forms and report templates based on their specific client populations' characteristics. In addition, students will obtain knowledge about conducting and interpreting behind-the wheel driving assessments: in-car and simulators. Students will also consider driving rehabilitation interventions to target specific driving skills and abilities. Through case studies, students will hone their clinical skills for problem formulation, goal writing, and report writing to inform health care providers/insurers.

Relation to Program Outcomes

Students will develop the knowledge (e.g., protocols related to screening, assessment, evaluation, and intervention in driving rehabilitation), skills (e.g., administering evidence-based assessments) and resources (e.g., building an assessment library for different clinically-at-risk populations) to understand, integrate and apply the findings for appropriate decision-making as it pertains to planning driving interventions, outlining rehabilitation strategies, or suggesting driving cessation. Such actions are required 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 health history and clinical red flags for fitness to drive.
2. Explain how specific visual, cognitive, visuo-cognitive, motor, and sensory deficits may negatively impact fitness to drive.
3. Appraise clinical screening and assessment tools for their relevance to predicting fitness to drive among different client populations.
4. Construct a clinical screening and assessment battery based on personal, clinical, and driving history.
5. Make fitness to drive recommendations through an evidence based practice approach.
6. Produce a comprehensive driving evaluation report demonstrating proficient knowledge of clinical and behind the wheel terminology.
7. Write a comprehensive driving evaluation report that synthesizes relevant personal, clinical, driving history, and clinical findings with behind the wheel driving performance.
8. Select applicable interventions devised from problem formulation and clinical reasoning.

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. The readings are typically discussed during the virtual class or as part of the discussion forums. 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 8.00PM-9.00PM EST**. Students are expected to participate by sharing their perspective, experiences, and ideas. The course instructor will “poke” and “probe” to invite creative thinking based on knowledge application. Specifically, application of screening, assessment and intervention knowledge will be invited through case studies, problem solving related to the clinical usefulness of an assessment or negotiating how best practices for intervention may differ/ or be supported by 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

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 instructor moderated 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 **Thursdays by 11:59 PM EST**.

Responses to the 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 EDT 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.

Writing Weeks

During the 2 scheduled writing weeks, students will have contact with their instructor to synthesize information to deliver high quality class projects. These include, but are not limited to developing the: Critique of a driving rehabilitation assessment; Clinical assessment report; Toolbox assignment; and On-road or simulator assessment report.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic	Required Readings
Week 1	May 2-8	Gathering essential clinical history for determining fitness to drive	Carr, D. B., Schwartzberg, J. G., Manning, L., & Sempek, J. (2010). <i>Physician's Guide to Assessing and Counseling Older Drivers</i> . Retrieved from Washington, D.C.: http://www.ama-assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/geriatric-health/older-driver-safety/assessing-counseling-older-drivers.shtml Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E. Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy across the lifespan</i> (pp. 221-277). Bethesda, MD: AOTA Press. Hetland, A., & Carr, D. B. (2014). Medications and impaired driving. <i>Annals of Pharmacotherapy</i> , 48(4), 494-506.
Week 2	May 9-15	Gathering essential personal and driving history	Raber, C, Touchinsky, M. S., & McGuire, M. J. (2012). Understanding psychosocial needs and issues related to driving and community mobility and the role of occupational therapy. In M. J. McGuire & E. Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy strategies across the lifespan</i> (pp. 79-98). Bethesda, MD: AOTA press. Classen, S., & Lanford, D. N. (2012). Clinical reasoning process in the comprehensive driving evaluation. In M. J. McGuire & E. Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy strategies across the lifespan</i> (pp. 321-344). Bethesda, MD: AOTA press.
Week 3	May 16-22	Understanding measurement theory and its application to evidence-based assessments and	Elgin, J., Owsley, C., & Classen, S. (2012). Chapter 8 . Vision and driving. In M. J. McGuire & E. Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy strategies across the lifespan</i> (pp. 79-98). Bethesda, MD: AOTA press. Zoltan, B. (2007).Chapter 3. Vison, perception, and cognition.

		screening tools for driving	Thorafare, NJ: SLACK Inc.
Week 4	May 23-29	Understanding the visual system and visual demands of driving	Zoltan, B. (2007). <i>Vision, perception, and cognition</i> . Thorafare, NJ: SLACK Inc. (pp 51-108) Oswanski, M. F., Sharma, O. P., Raj, S. S., Vassar, L. A., Woods, K. L., Sargent, W. M., & Pitock, R. J. (2007). Evaluation of two assessment tools in predicting driving ability of senior drivers. <i>American Journal of Physical Medicine & Rehabilitation</i> , 86(3), 190-199. Owsley, C., & McGwin, G., Jr. (2010). Vision and driving. <i>Vision Research</i> , 50(23), 2348-2361. doi:10.1016/j.visres.2010.05.021 Uc, E. Y., Rizzo, M., Anderson, S. W., Dastrup, E., Sparks, J. D., & Dawson, J. D. (2009). Driving under low-contrast visibility conditions in Parkinson's disease. <i>Neurology</i> , 73, 1103-1110.
Week 5	May 30-June 5	Clinical battery of evidence-based off-road tests: Visual assessments and visuo-cognitive assessments	Classen, S., Velozo, C. A., Winter, S. M., Bédard, M., & Wang, Y. (2015). Psychometrics of the Fitness-to-Drive Screening Measure. <i>OTJR: Occupation, Participation and Health</i> , 35(1), 42-52. doi:10.1177/1539449214561761 Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E. Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy across the lifespan</i> (pp. 221-277). Bethesda, MD: AOTA Press Critique of a driving rehabilitation assessment due by 11:59 PM EST on June 5th
Week 6	June 6-12	Understanding the cognitive demands of driving	Barco, P. P., & Stav, W. B. (2012). Cognition: A vital component to driving and community mobility. In M. J. McGuire & E. Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy strategies across the lifespan</i> (pp. 137-171). Bethesda, MD: AOTA press. Iverson, D. J., Gronseth, G. S., Reger, M. A., Classen, S., Dubinsky, R. M., Rizzo, M., & Quality Standards Subcommittee of the American Academy of N. (2010). Practice parameter update: Evaluation and management of driving risk in dementia: report of the Quality Standards Subcommittee of the American Academy of Neurology. <i>Neurology</i> , 74(16), 1316-1324.
Week 7	June 13-19	Writing week	No required readings
Week 8	June 20-26	Clinical battery of evidence-based off road-tests: Cognitive assessments	Carr, D. B., Barco, P. P., Wallendorf, M. J., Snellgrove, C. A., & Ott, B. R. (2011). Predicting road performance in drivers with Dementia. <i>Journal of the American Geriatric Society</i> , 59(11), 2112-2117. Classen, S., Dickerson, A. E., & Justiss, M. D. (2012). Occupational therapy driving evaluation: Using evidence-based screening and assessment tools. In M. J. McGuire & E.

			<p>Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy across the lifespan</i> (pp. 221-277). Bethesda, MD: AOTA Press.</p> <p>Koppel, S., Charlton, J., Langford, J., Vlahodimitrakou, Z., Di Stefano, M., MacDonald, W., . . . Marshall, S. (2013). The Relationship between Older Drivers' Performance on the Driving Observation Schedule (eDOS) and Cognitive Performance. <i>Annals of advances in automotive medicine</i>, 57(67-76).</p>
Week 9	June 27- July 3	Understanding the motor and sensory demands of driving and related assessments	<p>Textbook, Chapter 9, pp. 246-249.</p> <p>Classen, S., Witter, D. P., Lanford, D. N., Okun, M. S., Rodriguez, R. L., Romrell, J., . . . Fernandez, H. H. (2011). Usefulness of screening tools for predicting driving performance in people with Parkinson's Disease. <i>The American Journal of Occupational Therapy</i>, 65(5), 579-588.</p>
Week 10	July 4- July 10	Components of the behind the wheel evaluation and intervention	<p>Text book. Chapter 9 pages 252-264</p> <p>Text book. Chapter 6 pages 129-135</p> <p>Text book. Chapter 12- Review this chapter concentrate on Table 12.1 and appendices (pages 367-382)</p> <p>Clinical assessment report template due by 11:59 PM EST on July 10th</p>
Week 11	July 11- 17	Intervention strategies for visual and cognitive impairments	<p>Classen, S., Monahan, M., Auten, B., & Yarney, K. A. (2014). Evidence based review of rehabilitation interventions for clinically at risk older drivers. <i>American Journal of Occupational Therapy</i>, 68(4), e107-e114.</p> <p>Dickerson, A. E., Stresel, D., Justiss, M., & Luther-Krug, M. (2012). Behind the wheel: Driver rehabilitation intervention. In M. J. McGuire & E. Schold Davis (Eds.), <i>Driving and community mobility: Occupational therapy strategies across the lifespan</i> (pp. 345-382). Bethesda, MD: AOTA press.</p>
Week 12	July 18- 24	Intervention strategies for physical impairments	<p>Hegberg, A. (2012). Use of adaptive equipment to compensate for impairments in motor performance skills and client factors. In M. J. McGuire & E. Schold-Davis (Eds.), <i>Driving and community mobility: Occupational therapy strategies across the lifespan</i> (pp. 279-319). Bethesda, MD: AOTA press.</p> <p>Optional: Online course by NMEDA, entitled: <i>Comprehensive Automotive Mobility Solutions Course for Health Professionals (CAMS-Online)</i>: http://www.nmeda.com/CEU/</p> <p>On-road or simulator assessment report template due by 11:59</p>

			PM EST on July 24th
Week 13	July 25-31	Writing week	No required readings Case studies due by 11:59 PM EST on July 31st
Week 14	Aug 1-Aug 7	Final course project	No required readings Toolbox assignment due by 11:59 PM EST on August 5
Week 15	Aug 7-13	Final course project presentations	No required readings

Course Materials and Technology

Required 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

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

Overall Course Grading

Requirement	Due date	Points
Discussion posts. Weekly questions will be posted by the instructor that will require students to reflect on reading materials and class lectures, and respond accordingly.	Weekly	10
Responses to discussion posts. Students will have the opportunity to reflect, critique, support, challenge and comment on the posts of at least one classmate (after responding to the Discussion post of the course instructor).	Weekly	10

Participation in virtual class. Students will have the opportunity to reflect, critique, challenge, and comment on the lecture and readings during this time.	Weekly	5
Assignment 1: Critique of a driving rehabilitation assessment. Students will decide on what clinical assessments to include in their battery of clinical tests.	June 19	15
Assignment 2: Clinical assessment report template. Students will create a clinical assessment report template reflective of the populations they are evaluating in their driving rehabilitation program.	July 10	15
Assignment 3: On-road or simulator assessment report template. Student will create an on-road or simulator assessment template that summarizes the information from the actual data collection form (introduced in OTH 6XXX: Models and Theory), with appropriate an accurate selection of driving terms and definitions.	July 24	15
Assignment 4: Case study reports. Students will receive three case studies that provide background information on a client and his/her clinical and on-road or simulator driving results. They will write a comprehensive driving evaluation (CDE) assessment, make fitness to drive recommendations, and create a plan of care and goals for each of the clients in the case studies.	July 31	15
Assignment 5: Final Tool box. Students will make a resource for their screening, assessment, evaluation and interventions that will be included in their final policy and procedure manual.	August 5	15
		Total = 100 points

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

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

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

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

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

This course does not have formal examinations.

Policy Related to Make up Exams or Other Work

Assignments throughout this course will cumulatively contribute to the student's grade. If a student misses elements in this course equal to 10% (e.g., class attendance, discussion forums, and assignments) 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 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.
