

Cover Sheet: Request 15901

OTH 6155 – On-Site Competency Training/ Testing in Driver Rehabilitation Therapy

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	2/26/2021 12:00:54 PM
Updated	4/8/2021 2:47:56 PM
Description of request	Request to increase the total number of course credits from 2 credits to 3, as well as to modify the pre-requisites, co-requisites, and the course description.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Occupational Therapy 33030000	Christine Myers		3/4/2021
No document changes					
College	Conditionally Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson	Please reflect co-req/prereq changes proposed on syllabus submitted	3/9/2021
No document changes					
Department	Approved	PHP - Occupational Therapy 33030000	Christine Myers		3/16/2021
No document changes					
College	Recycled	PHP - College of Public Health and Health Professions	Stephanie Hanson	The syllabus indicates on site training will be 80 hours but the training is only one week and would equate with 40 hours. Please address.	3/29/2021
No document changes					
Department	Approved	PHP - Occupational Therapy 33030000	Christine Myers		4/2/2021
OTH 6155 On-Site Competency Training Credit increase from 2 to 3 credits.4.02.docx					4/2/2021
College	Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson		4/8/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/8/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15901

Info

Request: OTH 6155 – On-Site Competency Training/ Testing in Driver Rehabilitation Therapy

Description of request: Request to increase the total number of course credits from 2 credits to 3, as well as to modify the pre-requisites, co-requisites, and the course description.

Submitter: Candice Vogtle cvogtle@ufl.edu

Created: 2/26/2021 11:47:40 AM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

OTH

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

155

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

On-Site Competency Training/ Testing in Driver Rehabilitation Therapy

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Summer

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
2022

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
Yes

Current Credit Hours

Response:
2

Proposed Credit Hours

Response:
3

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
Yes

Current Course Description

Response:
Students will undergo competency training and testing during two on-site weekends to hone their skills to be independent entry level driving rehabilitation therapists. These skills will include appraising a client's clinical, personal, and driving history; selecting and administering evidence-based clinical assessments; conducting an on-road driving assessment or simulated driving assessment.

Proposed Course Description (500 characters max)

Response:
Students will undergo competency training and testing during a week-long onsite training to hone their skills to be independent entry level driver rehabilitation therapists. These skills will include appraising a client's clinical, personal, and driving history; selecting and administering evidence-based clinical assessments; conducting an on-road driving assessment or simulated driving assessment.

Change Prerequisites?

Response:

Yes

Current Prerequisites

Response:

OTH 6150 Foundations Models and Theory in Driving Rehabilitation Therapy
OTH 6151 Applied Research in Driving Rehabilitation Therapy
OTH 6153 Screening, Assessment, Evaluation and Intervention in Driving Rehabilitation Therapy
OTH 6157 Mentoring in Driving Rehabilitation Therapy
OTH 6152 Independent Study 1: Research in Driving Rehabilitation Therapy

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

Response:

OTH 6150 Foundations Models and Theory in Driver Rehabilitation Therapy
OTH 6153 Screening, Assessment, Evaluation and Intervention in Driving Rehabilitation Therapy

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:

Yes

Current Co-requisites

Response:

OTH 6156 Seminars in Driving Rehabilitation Therapy

Proposed Co-requisites

Response:
OTH 6157 Mentoring in Driving Rehabilitation Therapy

Rationale

Please explain the rationale for the requested change.

Response:
This course is going to be modified from two weekends of onsite training and testing respectively to one full week consisting of both the training and testing. In addition, to account for the addition of a third credit our, we have included two assignments that must be completed prior to the competency training and testing. Based on the results of the program evaluation, students needed more preparation prior the onsite training, which accounts for the addition of the third credit.

We are concurrently submitting a request to remove OTH 6151 Applied Research in Driver Rehabilitation Therapy, OTH 6152 Independent Study 1 for Research in Driver Rehabilitation Therapy, and OTH 6154: Independent Study 2 for Research in Driver Rehabilitation Therapy from the overall professional certificate This was based on feedback from a full program evaluation completed after the first cohort graduated in December of 2019. We are requesting changing OTH 6157 Mentoring in Driver Rehabilitation Therapy from a prerequisite to a co-requisite because of the timing and challenges for professional students to obtain mentorship prior to their last semester. We found that students who completed OTH 6157 in their last semester were successful in meeting all the objectives of the professional certificate program.

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6155: On-Site Competency Training/ Testing in
Driver Rehabilitation Therapy
(2-3 credit hours)

Fall ~~2018~~2021

Delivery Format: Online (office hours) and On site (training and testing)
 Course Website TBA

Instructor Name: TBA

Room Number: On-Line; On-Site TBD

Phone Number: TBD

Email Address: TBD

Office Hours: By appointment

Teaching Assistants: NA

Preferred Course Communications (e.g. email, office phone): Phone: TBA; Skype: TBA

Prerequisites:

Completed OTH 6150 Foundations Models and Theory in Driver Rehabilitation Therapy

~~Completed OTH 6151 Applied Research in Driver Rehabilitation Therapy~~

Completed OTH 6153 Screening, Assessment, Evaluation and Intervention in Driver Rehabilitation Therapy

Completed OTH 6157 Mentoring in Driver Rehabilitation Therapy

~~Completed OTH 6152 Independent Study 1: Research in Driver Rehabilitation Therapy~~

PURPOSE AND OUTCOME

Course Overview

Students will undergo competency training and testing during ~~two on-site weekends~~ a week long onsite training to hone their skills to be independent entry level driver rehabilitation therapists. These skills will include appraising a client's clinical, personal, and driving history; selecting and administering evidence-based clinical assessments; conducting an on-road driving assessment or simulated driving assessment. In carrying out aspects of the comprehensive driving evaluation (CDE), students will assess client/ vehicle fit; evaluate a "driver" in traffic. In carrying out a simulated driving assessment, students will monitor for simulator sickness and assess driving performance. Students will also devise and implement intervention plans for clients with cognitive, visual, and/or other sensory and motor impairments. Through these activities, students will write CDE reports and vehicle prescriptions to communicate with the appropriate stakeholders that may include physicians, other healthcare professionals, licensing agencies, and vehicle modifiers.

Relation to Program Outcomes

Students will apply the knowledge gained (e.g., selecting and administering evidence-based clinical assessments according to the client's demographic, clinical and functional profile), exercise skills (e.g., evaluating and training a "driver" in real-world traffic, and in real world circumstances) and utilize resources (e.g., intervene with the appropriate stakeholders, including physicians, other healthcare professionals, licensing agencies, and vehicle modifiers) to appraise, synthesize, and apply the evidence and practice based aspects of Driver Rehabilitation Therapy. Such actions are necessary to meet the criteria and competencies necessary to practice as an entry-level driver rehabilitation specialist.

Course Objectives and/or Goals

After successfully completing this course students will be able to:

1. Accurately apply the industry terminology for driver rehabilitation practice when conveying information through written and oral communication.
2. Gather and appraise the clients' background information including personal, clinical, and driving histories.
3. Choose most appropriate clinical assessments to administer for fitness to drive determinations based on the clients' presentation.
4. Accurately administer and interpret clinical assessments for fitness to drive determinations.
5. Select an appropriate road course, and/or simulated driving scenario, to assess potential deficits pre-identified during the personal/clinical/driving history and based on the clinical assessments.
6. Judge client-vehicle fit and make appropriate vehicle or equipment adjustments/ recommendations.
7. Assess clients' ability to operate original manufacturer's equipment and/or the need for adaptive equipment.
8. Accurately identify and rate the type and severity of driving errors on simulator and on road.
9. Make recommendations for adaptive equipment or advanced driver assistance systems based on the clients' presentation.
10. Appropriately monitor, assess, and intervene to mitigate simulator sickness as appropriate.
11. Write a CDE report that summarizes and synthesizes results and explains to the reader the rationale for the fitness to drive decision.
12. Devise an appropriate intervention plan to rehabilitate driving behaviors, driving skills, driving abilities, driving maneuvers, and/or driving performance.
13. Convey fitness to drive recommendations to the client and family members/caregivers in a respectful manner, while explaining the rationale behind such decisions.
14. Demonstrate competency in understanding, applying and synthesizing the course content to make proficient determination on fitness to drive.

Instructional Methods

Experiential learning

During the ~~on-site-weekend-week long training~~, students will interact with peers and faculty to master the skills necessary for administering assessments, making interpretations, and formulating an intervention plan to meet the client's driver rehabilitation and/or community mobility needs. Students will engage hands-on with clinical tests, conduct in-traffic and on-road assessments/interventions, and skillfully use the simulator to assess driving performance, or to conduct training/intervention sessions on the simulator.

Case Studies

Students will be engaged in case studies via role play (taking on the roles as a client, a family member/caregiver, a DRT) to select and apply the skills necessary for screening/assessing and/or intervening with clients who are clinically at risk for being fit to drive.

Community Volunteers

Students will encounter a community vehicle modifier and based on an actual case, write a vehicle prescription. The students will write such a vehicle prescription (template previously created in OTH 6153) to Mr./Ms. XX, a community partner and vehicle modifier. The students will then interact with another community volunteer, Mr./Ms. XX, who has a modified vehicle, and who will demonstrate their vehicle and explain how the actual in-vehicle equipment and technologies are used. Students will have an opportunity to compare their proposed vehicle prescription for the particular client with the actual in-vehicle equipment and technologies used by the client.

Guided Faculty/Peer Discussion

Faculty will provide opportunities to debrief students in a “wrap-up” session every day. This session will be used to: recapitulate the events of the day, ensure students have a thorough understanding of the curricular content, problem solve and clarify, ask additional questions, and orient them for the activities of the next day.

Report Writing

Students will engage in a variety of report writing activities, facilitated by the instructor, to become proficient in addressing the needs/ expectations of a variety of stakeholders, including physicians, vehicle modifiers, administrators, and third party payers. Evening work can be expected to complete such reports.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Assignments due before the week-long on-campus course:

1) Using the road-course that you developed in OTH 6150, create a video of you providing a driver navigational instructions for four intersections and for one strategic maneuver. The driver can be friend or family member. You can set up a camera in the car or have someone film with a cellphone from the backseat. The objective of the assignment is to illustrate your competency with providing verbal instructions during the on-road assessment.

2) Using the assigned case study, create a list of adaptive equipment options for the client in the case study. Since you don't have the client's vehicle, use your vehicle or one you can access. Start by identifying what controls need to be modified. Next select a minimum of two different products for each function that needs to be adapted. Include considerations such as pros and cons for each product on your list.

The on-site training ~~weekend and the on-site testing weekend-week~~ constitute 40-60 hours ~~each~~ and will run ~~Thursday-Saturday~~ through ~~Monday August XX-XX and November XX-XX~~ Saturday (eight days). Classes will begin at 8:00 AM and end at 5:00 PM EST each day. Evening work during the campus visits can be expected to complete assignments (e.g., report writing; comprehensive driving evaluation).

On-site Training-Weekend

Friday August XX <u>Saturday</u>	Saturday August XX <u>Sunday</u>	Sunday August XX <u>Monday</u>	Monday August XX <u>Tuesday</u>
8-8:30 Room TBA Greetings Discuss schedule highlights and learning objectives	8:00 Room TBA Meet for departure 8:00-8:30 Travel to Goldline	8:00-9:30 Room TBA Assignment 5. Case study 1: Clinical 2 Points	8:00-9:30 Room TBA Assignment 9: Case study 3: Clinical 2 Points

8:30-10:30 Room TBA Assignment 1: Administration of vision screening tools 3 Points	8:30-10:30 Goldline Vehicle/equipment fit	9:30-10:30 Room TBA-- parking lot Preparations for on-road assessment	
	10:30-11:00 Travel to Elborn College		
10:30-10:45 Rest break	11:00-11:15 Rest break	10:30-10:45 Rest break	9:30-9:45 Rest break
10:45-12:30 Room TBA Assignment 2: Administration of cognitive assessment tools 3 Points	11:15-1:15 Room TBA Conceptualizing a vehicle prescription with first community volunteer	10:45-12:30 Parking lot or simulator Assignment 6: Case study 1: On-road and/or simulator and completion of CDE 3 Points	9:45-11:30 Room TBA Assignment 10: Case study 3: On-road and/or simulator and completion of CDE 3 Points
12:30-1:00 Lunch Room TBA	1:15-1:45 Lunch with guests Room TBA	12:30-1:00 Lunch Room TBA	11:30-12:00 Lunch Room TBA
1:00-2:00 Room TBA Assignment 3: Administration of physical assessment tools 3 Points	1:45-3:30 Room TBA Assignment 4: Writing a vehicle prescription with second community volunteer 2 Points	1:00-2:30 Room TBA Assignment 7: Case study 2: Clinical 2 Points	12:00-1:15 Parking lot TBA Assignment 11: Adaptive equipment installation and use: Hand controls 2 Points
2:00-3:00 Room TBA Use of the simulator for assessment			1:15-2:30 Assignment 12: Adaptive equipment installation and use: Left foot accelerator 2 Points
3:00-3:15 Rest break	3:30-3:45 Rest break	2:30-2:45 Rest Break	2:30-2:45 Rest Break
3:15-4:45 Room TBA Use of simulator for intervention	3:45- 4:45 Room TBA Discussion on vehicle prescriptions	2:45-4:45 Parking lot TBA or simulator Assignment 8: Case study 2: On-road or simulator and completion of CDE 3 Points	2:45-4:30 Parking TBA lot Vision and cognitive intervention strategies
4:45-5:00 Room TBA Wrap up day's activities	4:45-5:00 Room TBA Wrap up day's activities	4:45-5:00 Room TBA Wrap up day's activities	4:30-5:00 Room TBA Wrap up day and weekend

Friday November 18 Wednesday	Saturday November 19 Thursday	Sunday November 20 Friday	Monday November 21 Saturday
8-8:30 Room TBA Greetings Discuss schedule highlights	8:00-9:45 Room TBA Training Administration of vision screening tools	8:00-10:00 Car/ Lab TBA Testing Case study 1: On-road or sim Student Group 1 All other groups observe	8:30-10:45 Room TBA Testing Assignment 4: Writing a vehicle prescription Points 5
8:30-9:30 Car Training On-Road Observation, terminology, and intervention Activity One- Student Group 1			
9:30-9:45 Rest break	9:45-10:00 Rest break	10:00-10:15 Rest break	10:45-11:00 Rest break
9:45-10:45 Car Training On-Road Observation, terminology, and intervention Activity Two- Student Group 2	10:00-11:45 Simulator Lab Testing Case Study 1- Clinical (Student Group 1 case) Student Group 1: Vision Student Group 2: Cognition Student Group 3: Physical	10:15-12:15 Car/ Simulator Lab Testing Case study 2: On-road or sim Student Group 2 All other's observe	11:00-12:30 Room TBA OT 9756 Weekend wrap up Graded assignments/ examination returned Discussion on cases
10:45-11:45 Car Training On-Road Observation, terminology, and intervention Activity Three- Student Group 3	11:45-12:30 Lunch	12:15-1:00 Lunch	12:30-1:45 Lunch
	12:30-2:15 Simulator Lab Testing Case Study 2- Clinical (Student Group 2 case) Student Group 1: Physical Student Group 2: Vision Student Group 3: Cognition	1:00-3:00 Simulator Lab Testing Case study 3: On-road or sim Student Group 3 All other groups observe	1:45-2:00 Room TBA Set-up Posters 2:00-3:30 Research Poster presentations (Refer to Independent Study 2 Syllabus, OTH 6154)
11:45-12:30 Lunch			
12:30-12:45 Room TBA Testing Review CDE for assigned case			3:30-4:00 Room TBA Wrap up
12:45-1:45 Car/ Simulator Lab Testing Intervention case study one- Student 2			4:00-5:00 Room TBA DRT Reception
1:45-2:45	2:15-2:30 Rest break	3:00-3:15 Rest Break	

Car/ Simulator Lab Testing Intervention case study two- Student 3	2:30-4:15 Simulator Lab Testing Case Study 3- Clinical (Student Group 3 case) Student 3: Vision Student 1: Cognition Student 2: Physical	3:15-4:45 Room TBA Testing Assignment 3: Documentation time to complete CDE-Due by 4:45 Points 15	
2:45-3:15 Rest break			
3:15-4:15 Car/ Simulator Lab Testing Intervention case study three- Student 1	4:15-5:00 Room TBA Testing Assignment 2: Clinical Assessment Documentation Points 10		
4:15-5:00 Room TBA Testing Assignment 1: Intervention Documentation-Due by 5:00 PM Points 10			

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

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.

Classen, S., Krasniuk, S., Alvarez, L., Monahan, M., Morrow, S., and Danter, T. (2017). Development and validity of Western University's On-Road Assessment. *OTJR: Occupation, Participation & Health*, 37(1), 14-29. DOI: [10.1177/1539449216672859](https://doi.org/10.1177/1539449216672859)

Classen, S., Krasniuk, S., Knott, M., Alvarez, L., Monahan, M., Morrow, S., and Danter, T. (2016). Inter-Rater Reliability of Western University's On-Road Assessment. *The Canadian Journal of Occupational Therapy*, 83(5) 317-325. DOI: 10.1177/0008417416663228.

Transportation Research Board. (2016). Taxonomy and terms for stakeholders in senior mobility. *Transportation Research Circular, E-C211*, 1-21.

Optional Readings

Listed on the course web-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. All written assignments will be submitted through canvas unless otherwise stated.

Onsite Attendance

All students are expected to attend the week long onsite training. Accomodations will be made on a student by student basis for any unforeseen circumstances that affect travel (i.e. flight cancellations, weather, etc.).

Late Submission of Course Work Policy

-All course work must be submitted no later than the due date unless prior arrangements are made with the instructor and a new due date is established*. If a student submits an assignment after the due date without having made arrangements with the mentor, a minimum of 5 points, (based on an assignment grading scale of 100 points), will be deducted for each week, or part thereof, that the assignment is late.

Students with documented evidence of an emergency which prevented prior communication with the mentor may present documentation to the mentor for consideration. Course work will not be accepted after the last day of the term.

Overall Course Grading for On-site Training and On-site Testing

Requirement	Due date	Points
<u>Driver Video Navigation Assignment</u>	<u>TBD</u>	<u>10</u>
<u>Adpted Equipment Assignment</u>	<u>TBD</u>	<u>10</u>
On-site training weekendweek. Students are expected to actively participate in the on-site training weekend and will complete 12 mini-assignments, as indicated on the schedule, for a total of 30 points.	<u>August XX-XX</u> <u>TBD</u>	<u>30</u> <u>20</u>
Assignment 1. Comprehensive Driving Evaluation Report. Based on a case study, students will write a Comprehensive Driving Evaluation Report.	<u>August-30</u> <u>TBD</u>	10
Assignment 2: Resource Manual. <u>S</u> tudents will complete a resource manual (jurisdiction's vision standards, licensing requirements, role of clinical advisory board, laws and rules of practice, etc.) to be used in their driver rehabilitation therapy practice.	<u>November-01</u> <u>TBD</u>	20
On-site Competency Testing. Proficiency will be tested via 4 major assignments (hands-on demonstration, verbal defense and/or written reports) as indicated in the schedule, for a total of 40 points. (Detailed criteria are listed on the Course web-site).	<u>November-XX</u> <u>TBD</u>	<u>3</u> <u>40</u>

	Total = 100 points
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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

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/>.

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
