

University of Florida
College of Public Health & Health
Department of Occupational Therapy
OTH 6909 Doctoral Mentorship 4 (2 cr.)

Summer: 2023

Delivery Format: In Person, Online, & Asynchronous (see week by week)

Section A Monday 12:30-3:15 Section B Monday 8-10:45

Instructor Name: Linda R. Struckmeyer, PhD, OTR/L

Office: HPNP 2116

Email Address: lstruckmeyer@php.ufl.edu

Office hours: Monday 11-12 & Thursday zoom by appointment

Preferred Course Communications: email

Prerequisites: OTH 6906, OTH 6904, OTH 6908 (Doctoral Mentorship courses 1-3)

PURPOSE AND OUTCOME

Course Overview: Students will develop the final memorandum of understanding that will serve as the evaluation for the Capstone Experience (OTH 6985) and the complete the proposal for the Capstone Project (OTH6911). The focus of the assignments in this course are on planning for the Capstone Experience and Project to develop an in-depth exposure (beyond a generalist level) in an individualized area of interest within the scope of occupational therapy.

Relation to Program Outcomes: This course builds on the work in previous Doctoral Mentorship courses 1-3. It is the 4th and final course in the series of four doctoral mentorship courses that provide the foundational work for development of the 14-week Doctoral Capstone Experience and Project (OTH 6985 Doctoral Capstone Experience & OTH 6911 Doctoral Capstone Project).

Student Learning Objectives

Upon the conclusion of this course, the student will:

1. Lead collaboration with faculty mentor and site mentor to finalize an individualized Capstone Project proposal.
2. Develop, in collaboration with mentors and doctoral capstone coordinator, an individualized set of goals and objectives for the Capstone Experience.
3. Develop a week by week plan for the Capstone Experience & Capstone Project
4. Complete the signed evaluation plan that includes supervision plan (MOU).
5. Lead and participate in a journal club related to their Capstone Experience topic area.
6. If applicable - Prepare and submit an Institutional Review Board (IRB) application to perform human subject's research for the Capstone Project.
7. Synthesize the core components (i.e., ethical conduct of scientific/evaluative/developmental/clinical project, confidentiality, privacy, justice, autonomy of client [person or organization], respect for others) to successfully present an individualized capstone project proposal. (UF OTD outcome)

Course activities support the following ACOTE standards:

<https://acoteonline.org/wp-content/uploads/2020/10/2018-ACOTE-Standards.pdf>

D.1.2. Ensure that the Doctoral Capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.

D.1.3. Preparation for Doctoral Capstone Project. Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week Doctoral Capstone Experience.

Instructional Methods

This class uses advanced readings and advanced homework preparation for journal clubs and peer review of assignments. This advanced work/assignments are critical to your ability to engage meaningfully (professionally) and maximally benefit from in class work, facilitated discussions and group activities. Completion of assigned advanced activities will set you to grapple aloud with classmates regarding the new and challenging ideas in your capstone preparations. Your participation fosters a rich course experience for you and your peers and your attendance and engagement in the in class small group activities is required in order to facilitate your overall mastery of the course objectives.

Course Materials and Technology

Required text for this course.

Deluliis, E. & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc.

Scaffa, M.E. & Reitz, S.M. (2020). *Occupational Therapy in Community and Population Health Practice* (3rd ed.). Philadelphia, PA: F.A. Davis Company.

AOTA membership www.aota.org

UF OTD Capstone Handbook.

Recommended/Helpful textbooks:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

Bonnel & Smith (2018). *Proposal Writing for Clinical Nursing and DNP Projects* (2nd ed.). New York, NY: Springer Publishing Company.

Additional course materials may be required by your individual faculty or site mentor, as related to your capstone project.

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>

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic(s)	Readings(additional readings may be posted in CANVAS)
1 May 15 Zoom (may be an person option)	Course Introduction <ul style="list-style-type: none"> Planning & Organizing your schedule 2 credit SUMMER course Journal Club organization <i>Schedule mentor meetings</i>	Syllabus UF OTD Capstone Manual Comments on Draft proposal
2 May 22 Zoom	Capstone Experience Individualized goals for MOU (breakout rooms) Week by week plan (breakout rooms) Journal Club #1	Deluliis & Bednarski pg. 98-118 Journal club article
3. Memorial Day Holiday No class		
4 June 5 <i>In PERSON</i>	Updated Logic Model Ethics & Approvals related to OTD Capstone Capstone Project: Authorship/Ownership Do I need an IRB? Other approval? UF HEALTH students only last 30 minutes	Deluliis & Bednarski Chapter 8 AOTA Ethics Document Consult with faculty mentor: <ul style="list-style-type: none"> IRB Licensing Authorship form
5 June 12 Asynchronous	Outcomes Measures/Program Evaluation Discussion board posts Journal Club #2	Deluliis & Bednarski pg 144-149 Journal Club article
6 June 19 <i>In PERSON</i>	Planning & Writing the Methods Section	Deluliis & Bednarski pg 150-153 <i>Bonnel & Smith chapter 11 (posted)</i>
Summer Break Week		
7 July 3 Asynchronous	Individual work on proposal Updated review of literature Journal Club #3	Deluliis & Bednarski pg 198-201 Journal Club article
8 July 10 <i>In PERSON</i>	Strategies & evaluation plan Proposal	Bonnel & Smith Chapter 15 <i>(posted)</i>
9 July 17 <i>In PERSON</i>	Finalizing the Proposal Proposal peer reviews Journal Club #4	Journal Club article
10 July 24 <i>In PERSON</i>	FL Licensure exemption Capstone Project Proposal Presentations 11-12 Capstone sendoff celebration	
11 July 31 ZOOM	*Capstone Project Proposal Presentations Journal Club #5	Journal Club article

Week	Topic(s)	Readings(additional readings may be posted in CANVAS)
12 Aug 7 ZOOM	*Capstone Project Proposal Presentations (cont.) Planning the dissemination & Preparing to Implement your Proposal Fall site visits/class schedule	Deluliis& Bednarski Chapter 11

*Presentations may include your faculty mentor so times may vary

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Individual assignments are described under *Assignments* on the course website. Each assignment will be discussed in class and students will be given the opportunity to ask questions about the assignment requirements.

Requirement	Due date	Points and % of final grade
Journal Club plan with template	May 21	5
Journal Club <ul style="list-style-type: none"> Attendance sheet Completed templates 	After each meeting day of your class	5 each (total 25; 25%)
Planning form 4	May 28	5
Logic Model	June 11	10
*Authorship form	June 18	C/I
Week by week plan for Capstone Experience	July 9	10
Peer review of capstone paper July 16 is upload of your paper (I/C) July 17 is your review of peers work	July 16/17 Grade is based on the review you provide (not on your paper)	5
Capstone Project Proposal With presentation (Paper and PowerPoint)	July 30	20
*Capstone Experience: Signed MOU <ul style="list-style-type: none"> Supervision plan Individual goals & supporting evidence final Evaluation plan 	Aug 6	10
Portfolio Update with inventory	Aug. 6	C/I
Professionalism <ul style="list-style-type: none"> -1 point each unexcused absence 	Ongoing/Aug. 6	10

Requirement	Due date	Points and % of final grade
• Reflection on rubric criteria		
*require signatures (or approvals)		100%

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE. Late assignments will result in a 10% reduction in grade per each week the assignment is late, unless prior arrangements have been approved by the instructor at least 24 hours in advance of the original due date.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	70-79.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.0	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>

Attendance Policies: Attendance to all class activities is mandatory. The success of the course design (i.e., group-based in class activities) used in each class requires the complete preparation and active engagement of all students, thus class attendance and active participation in class is required. No make-ups will be provided for missed classes that are not excused. All students will be held responsible for all material presented and discussed in class and during in class activities regardless of attendance. For students with an excused absence, an alternative activity may be provided.

If possible, the instructor should be informed of absences **prior to class** unless it is an illness or emergency.

- A student who must be absent must notify the course instructor lstruckmeyer@php.ufl.edu
- See the "Policy Related to Make up Exams or Other Work" above related to missing exams.
- See the Attendance Policy in the OTD Student Manual

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog

(<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior For further information about the material provided below see the relevant sections of the OTD Student Handbook or the websites provided.

Communication Guidelines

- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
- Students are expected to actively participate in discussions and activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role. Personal

responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class time.

Professional Behavior

- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices that are not critical for formal classroom activities; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
- Professional attire when there are guests and mentor meetings.
- Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.

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.

Recording within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

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

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework. **Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Beth Roland blroland@ufl.edu, is highly encouraged.**

Students anticipating a need for accommodations during the Capstone Experience will need to notify all involved mentors in advance of the experience and should begin this discussion with the DRC and mentors PRIOR to the Doctoral Mentorship 4 course.

Counseling and Student Health

Your well-being is important to the University of Florida. **Campus Assistance & Resources for Empowerment (CARE) provides connection, support and guidance for students as they navigate anticipated transitions and unexpected events.** You can reach out for help through the Care Team website, <https://care.dso.ufl.edu/> which is staffed by Dean of Students and Counseling Center personnel. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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 is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at UF Health 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.

To create as inclusive a learning environment as possible, I will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.
