University of Florida  
College of Public Health & Health Professions Syllabus  
OTH 6906 Doctoral Mentorship 1 (1 cr.)  
Spring: 2020  
Delivery Format: On-Campus  
http://elearning.ufl.edu

Instructor Name: Linda R. Struckmeyer, PhD, OTR/L  
Room Number: 2116  
Email Address: lstruckmeyer@phhp.ufl.edu  
Office hours: Monday 3pm-4pm

Prerequisites: OTH 6722 Professional Development in Occupational Therapy

PURPOSE AND OUTCOME
This course provides the foundational work for development of the 14-week Capstone Experience and Project (OTH 6985 Doctoral Capstone Experience & OTH 6911 Doctoral Capstone Project). Students will engage in an examination of their interest area(s) for the capstone experience and related capstone project. Students create a professional development plan with an initial draft of learning objectives for the capstone focused on developing in-depth exposure (beyond a generalist level).

Student Learning Objectives:
Upon the conclusion of this course, the student will:
1. Examine & reflect on area(s) of interest within the scope of occupational therapy practice for the capstone experience and project.
2. Prepare a Capstone plan that addresses draft goals and objectives related to the capstone experience and project.

Course Materials and Technology


University of Florida Occupational Therapy Capstone Manual. (Available online and in CANVAS course)

AOTA Membership.

Additional course materials will be provided on the Canvas e-learning course site.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)*</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan. 6</td>
<td>Course overview: OTH 6906 syllabus &amp; assignments&lt;br&gt;Introduction Capstone Experience &amp; Capstone Project</td>
<td>• Syllabus&lt;br&gt;• OTD Capstone Manual&lt;br&gt;• Chapter 1</td>
</tr>
<tr>
<td>2 Jan 13</td>
<td>Guest speakers ☼&lt;br&gt;12:50: Lindsey Telg, MOT, OTR/L&lt;br&gt;1:15: Dr. Carolyn Hanson, w/c basketball program</td>
<td>• OT scope of Practice&lt;br&gt;• UF OTD curricular Design &amp; Framework&lt;br&gt;• Chapter 2</td>
</tr>
<tr>
<td>3 Holiday – no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Jan 27</td>
<td>Guest speakers ☼&lt;br&gt;12:15 Dr. Kreider; teaching and research&lt;br&gt;1:15 Dr. Jessica Kramer &amp; Fiorella (Warnakuma Hope, YELL Lab, Alachua Transition &amp; Farming)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>5 Feb 3</td>
<td>Guest speaker ☼&lt;br&gt;Mike Cricchio/OSMI therapist(s)&lt;br&gt;Hand and Upper Extremity</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>6 Feb 10</td>
<td>Guest speakers ☼&lt;br&gt;12:50 Sira Botes OTR/L CHT CDP&lt;br&gt;Concierge Home Care/Dementia Project&lt;br&gt;1:15 Dr. S. Classen: Smart Driver/I-MAP</td>
<td>AOTA fact sheets:&lt;br&gt;• OT role in Dementia care&lt;br&gt;• OT role in Home Health&lt;br&gt;• OT role in Driving Rehab</td>
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<tr>
<td>7 Feb 17</td>
<td>Guest speakers ☼&lt;br&gt;12:50 Delaine Guitian, OTR, MBA/HCM&lt;br&gt;In pt. rehab &amp; Golf Cart Fit/The Villages&lt;br&gt;1:15 Dr. Myers; teaching opportunities</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>8 Feb 24</td>
<td>Other opportunities: (pre)schools, w/c and seating, DRC, Beacon College, Haven Hospice, zoo, botanical gardens, Alz Place, PACE, CIL, Meridian, Home Mods lab at Wash. Univ., NICU, OTA education,</td>
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Spring Break (or Level 1 Fieldwork)

Level 1 Fieldwork (or Spring Break)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)*</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 March 16</td>
<td>Capstone goals and objectives &amp; Memorandum of Understanding (MOU) paperwork</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>11 March 23</td>
<td>Advising appointments no in class meeting</td>
<td>Skim Chapter 7</td>
</tr>
<tr>
<td>12 March 30</td>
<td>Advising appointments no in class meeting</td>
<td>Skim Chapter 8</td>
</tr>
<tr>
<td>13 April 6</td>
<td>Small Group Presentations of Project plan objectives and goals with peer feedback</td>
<td>Chapter 6: Pg. 96-97</td>
</tr>
<tr>
<td>14 April 13</td>
<td>Course wrap up</td>
<td></td>
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<tr>
<td>15 April 20</td>
<td>Introduction to Doctoral Mentorship 2 OTH 6904</td>
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</tbody>
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*Schedule is subject to change, any changes will be made in CANVAS announcements.

**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.

**Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
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</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>1/13/19</td>
<td>5</td>
</tr>
<tr>
<td>Interest Reflection Paper 1</td>
<td>1/27</td>
<td>20</td>
</tr>
<tr>
<td>Interest Reflection Paper 2</td>
<td>2/24</td>
<td>20</td>
</tr>
<tr>
<td>Capstone Planning Form &amp; Meeting</td>
<td>3/23</td>
<td>20</td>
</tr>
<tr>
<td>Presentation/Peer feedback</td>
<td>4/13</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Reflections/Journaling</td>
<td></td>
<td>5 (5 random checks)</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Learning Portfolio</td>
<td>3/30</td>
<td>10</td>
</tr>
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</table>
Please be aware that a C- is not an acceptable grade for graduate students. In addition, 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.

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

Policy Related to Attendance, make up work and exams: all assignments are due by class time on the on the date assigned. Attendance to program and course activities is required of OTD students. For a review of the OTD Attendance policies and documentation requirements see the OTD Student Handbook. Emergency issues will be handled on an individual basis.

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: Professional Behavior is expected of health professional students at all times.

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

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.

Preparation for class: To maximize the use of class time, students are expected to read and study assigned readings in text and course syllabus prior to coming to class.

Participation: Students are expected to actively participate in discussions and class activities. Attendance assists student to develop knowledge and skill in interpersonal relationships and communication by relating to others of different backgrounds and performance deficits.

Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during; getting your work in on time; arranging with another students to get handouts or announcements if you cannot attend class.

Laptop policy: Course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated
course objectives. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, Face Book, chat rooms, games, surfing the net, etc.

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluecom/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-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 (DRC) by visiting 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.

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. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We 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 located on Fletcher Drive on campus. Student Health at UF Health 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.