

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6906 Doctoral Mentorship 1 (1 cr.)
Spring: 2023
Delivery Format: On-Campus, HPNP
Tuesday, 10:40 -11:30 am Section B Room 1102
Wednesday, 8:30-9:20 am Section A Room 1102

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

Room Number: HPNP 2116

Email Address: lstruckmeyer@phhp.ufl.edu

Office hours: Tuesday 11:45 - 12:30 (section B) 1:45- 2:30 (section A) &
Thursday evenings (by sign up) on zoom

<https://docs.google.com/document/d/194TibiKUjcvG0SYkDig6mTg7YParXHDfYobnuugoJFI/edit>

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 Residency, 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 successful completion of this course, the student will:

1. Examine & reflect on area(s) of interest within the scope of occupational therapy practice for the capstone.
2. Prepare a Capstone plan related to the capstone experience.
3. Describe how your individualized plan relates to Department of Occupational Therapy themes.
4. Use Critically Appraised Topics (CAT) to inform ideas for in-depth learning in area of interest for capstone.

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.

AOTA membership is required. 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.).

Aveyard, H. (2014). *Doing a literature review in health & social Care: A practical guide* (3rd ed.). England: Open University Press.

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

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

8:30-9:20 ☼ Professional dress

Week	Topic(s)*	Readings
1 Jan. 10/11	Course overview: OTH 6906 syllabus & assignments Introduction Capstone Experience & Capstone Project Reflection notebook goals	Syllabus Capstone Manual Chapter 1
2 Jan.17/18	Areas of Focus, OT Scope of Practice Integrating Theory into your capstone Reflection notebook	Chapter 2
3 Jan. 24/25	24 th : Hill Day in Tallahassee Lecture will be online. No in person Tuesday section. Optional: Q&A in person at 8:30 Wednesday in 1102 for any interested students in either section Synthesizing the Evidence & Self-directed Learning Critically Appraised Topics	Chapter 3
4 Jan. 31/Feb.1	Professional communication APA Training and Quiz Reflection notebook	Chapter 4

Week	Topic(s)*	Readings
5 Feb. 7/8	Practice ready skills & capstone ideas Reflection notebook	Chapter 5
6 Feb 14/15	Planning your capstone Reflection notebook	Chapter 6
FRIDAY Feb. 17th 8:30-10:00	Capstone Fair: start in the first room you signed up for ☼ Professional Dress & name tags	
7 Feb 21/22	UF OTD curricular Design & Framework Reflection notebook	UF OTD curricular Design & Framework
8 Feb 28/ March 1	Reflections & Exploring more capstone ideas	
FRIDAY March 3 8:30-10:00	Capstone Fair on Zoom ☼ Professional Dress & name on zoom screen	
9 March 7/8	Decision making to start Make appointment with DCC Reflection notebook Presentation slide instructions	
Spring Break and Level 1 Pediatric Fieldwork (week 10)		
11 March 28/29	Capstone goals and objectives Memorandum of Understanding (MOU) paperwork Reflection notebook	Chapter 9
12 April 4/5	Presentations of "about me" slide Reflection notebook	
13 April 11/12	Presentations of "about me" slide Reflection notebook	
14 April 18/19	NO CLASS AOTA INSPIRE 2023 CONFERENCE	
15 April 25/26	Wrap up & Next steps in capstone process Reflection notebook	

*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. Submission of all assignments is in Canvas course.

Grading

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
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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.

Letter Grade	A	A-	B+	B	B-	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	1.33	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>

Policy Related to Attendance, make up work and exams: all assignments are due in CANVAS 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.bluera.com/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 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. 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, Lisa Diekow ldiekow@ufsa.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. 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 at UF Health Shands is a satellite clinic of the main 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 .

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.

Recording Lectures

“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.”