University of Florida
College of Public Health & Health Professions
Department of Occupational Therapy

**OTH 6908 Doctoral Mentorship 3 (2 cr.)**
**Spring: 2023**
Section B: Wednesday, 9:35-11:30, Room 1101
Section A: Wednesday, 12:50*-2:45, Room 1101
*On Rehab Science seminar days Section A will be 1:10- 3:05

http://elearning.ufl.edu

**Instructor:** Linda R. Struckmeyer, PhD, OTR/L  
**Room Number:** HPNP 2116 or https://ufl.zoom.us/my/struckmeyermeeting  
**Email Address:** lstruckmeyer@phhp.ufl.edu  
**Office hours:** Tuesdays 12 - 2:30 pm in HPNP 2116 and by appointment

**Prerequisites:** OTH 6906 & OTH 6904: Doctoral Mentorship 1 & 2

**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 complete a needs assessment and literature review in their interest area(s) for the capstone experience and related capstone project. Students collaborate with a faculty mentor and site mentor, to create learning objectives for the capstone experience focused on developing in-depth exposure (beyond a generalist level) in their chosen area of interest.

**Relation to Curriculum Design**

This course addresses the following themes of the UF curriculum:

- health and human occupation
- critical thinking
- valuing of diversity
- collaborative practice
- professionalism

This course, held after the completion of Level II fieldwork, equips students to attain Phase II & III learning outcomes and prepares students for Capstone success. Classroom activities will require students to apply key occupational theories and evidence acquired during Phase I and the concurrent courses, Phase II OTH 6016 and OTH 6724 of the curriculum. Grounded in their understanding of the importance of occupations and participation for health, students will apply their knowledge to complete a needs assessment and literature review in preparation for their doctoral capstone project. Students will continue to reflect on their progress in the program and in the doctoral capstone process.
Student Learning Objectives

| Generate a needs assessment specific to their capstone project. D.1.3 |
| Complete a literature review specific to their capstone project. D.1.3 |
| Propose a (draft) project that includes the outcome measure(s) |
| Display leadership skills in collaboration with mentors and in one or more other professional area D.1.2 |

Course Materials and Technology

Students will need a computer or laptop with internet capability, a webcam, microphone, and speakers.

Required text for this course.

- AOTA membership [www.aota.org](http://www.aota.org)
- UF OTD Capstone Handbook

Recommended/Helpful textbooks:


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

Additional Academic Resources

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2 [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

**Career Connections Center**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**Library Support**: Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**Writing Studio**: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
### DESCRIPTION OF COURSE CONTENT

#### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Jan. 11| Develop plan personal plan for semester  
Reflection notebook  
Organize mentor meetings  
Introduction to needs assessment assignment  
Revisions to needs assessment plan *(from OTH6904)*                                                                                                         | Syllabus & Capstone Manual  
Capstone book pg. 127-129  
& 202-203  
Reflection notebook goals                                                                                                                                                                                                                                                                                                                       |
| Jan. 18| Matching project to curricular threads  
Site mission and vision  
Identifying theory/framework for project  
Starting the needs assessment  
Literature review consult with Librarian ☯                                                                                                                   | Needs assessment plan  
Reflection notebook                                                                                                                                                                                                                                                                                                                                 |
| Jan. 24| Optional: FOTA Hill Day in Tallahassee (especially important if your capstone will have an advocacy component) Make sure to register on FOTA website                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                      |
| Jan. 25| Literature informing needs assessment  
Revised literature review question  
Searching the literature  
Group discussions                                                                                                           | Capstone book Chapter 3  
Planning form 3  
Literature review question posted  
Reflection notebook                                                                                                                                                                                                                                                                                                                               |
| Feb. 1 | Literature search                                                                                                                                                                                                                                                                                                                      | PRISMA Search figure  
Reflection notebook                                                                                                                                                                                                                                                                                                                                 |
| Feb. 8 | Appraise articles (matrix)  
Journal Club #1                                                                                                                                                                                                                                                         | Journal Club #1 assignment  
Reflection notebook                                                                                                                                                                                                                                                                                                                                 |
| Feb. 15| APA  
Synthesizing findings (narrative write up) to answer the search question                                                                                                                   | Matrix due  
Capstone book pg. 203-204  
Reflection notebook                                                                                                                                                                                                                                                                                                                                 |
| Feb. 22| Discuss/conclusion of findings  
Literature Peer review  
Needs assessment next steps                                                                                                                                                                                                                                            | Reflection notebook                                                                                                                                                                                                                                                                                                                                 |
| March 1| Complete literature review  
Work in library as needed  
Individual consults for lit. review or needs assessment  
Mentor meeting confirmation & agenda                                                                                                   | Literature review due  
Reflection notebook                                                                                                                                                                                                                                                                                                                                 |
| March 8| Journal Club #2  
Needs assessment                                                                                                                                                                                                                                                                                                                  | Journal Club #2 assignment  
Reflection notebook                                                                                                                                                                                                                                                                                                                                 |
| **SPRING BREAK** |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                      |
| March 22| Needs assessment Peer review  
meet with site mentor (anytime in March)                                                                                                                                                                                                                       | Needs assessment draft ppt  
Reflection notebook                                                                                                                                                                                                                                                                                                                                 |

*Note: ☯ Reflect on the process and implications of your literature review.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>March 29</td>
<td>Complete needs assessment &amp; identify needs assessment results</td>
<td>Reflection notebook</td>
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<tr>
<td></td>
<td>Project proposal planning</td>
<td></td>
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<tr>
<td>April 5</td>
<td>Project proposal drafts</td>
<td>Needs assessment due</td>
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<tr>
<td></td>
<td></td>
<td>Reflection notebook</td>
</tr>
<tr>
<td>April 12</td>
<td>Doctoral capstone project proposal small group presentations for peer feedback</td>
<td>Draft proposal/presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection notebook</td>
</tr>
<tr>
<td>April 19</td>
<td><strong>AOTA INSPIRE CONFERENCE</strong></td>
<td>Reflection notebook</td>
</tr>
<tr>
<td></td>
<td><strong>Travel day- no class</strong></td>
<td>Portfolio due</td>
</tr>
<tr>
<td>April 26</td>
<td>MOU</td>
<td>Reflection notebook</td>
</tr>
<tr>
<td></td>
<td>AOTA highlights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrap up</td>
<td></td>
</tr>
<tr>
<td>2x (minimum)</td>
<td>Meeting with faculty mentor &amp; site mentor</td>
<td>Resume/cv of site mentor</td>
</tr>
<tr>
<td>Date varies</td>
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**ACADEMIC REQUIREMENTS AND GRADING**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points/ % of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism: <em>includes prepared for meetings with mentors, reflection notebook &amp; Gator evals</em></td>
<td>Ongoing, reflection due April 19</td>
<td>5</td>
</tr>
<tr>
<td>Needs assessment plan</td>
<td>Jan. 18</td>
<td>5</td>
</tr>
<tr>
<td>Planning form 3 <em>RE: curricular threads, theory, mentor meetings</em></td>
<td>Jan. 25</td>
<td>10</td>
</tr>
<tr>
<td>Literature review question posted</td>
<td>Jan. 25</td>
<td>Must be completed/ no points</td>
</tr>
<tr>
<td>Literature review PRISMA figure</td>
<td>Feb. 1</td>
<td>5</td>
</tr>
<tr>
<td>Journal Club #1 (group) Template in Canvas</td>
<td>Feb. 8</td>
<td>5</td>
</tr>
<tr>
<td>Literature matrix</td>
<td>Feb. 15</td>
<td>10</td>
</tr>
<tr>
<td>Literature review</td>
<td>March 1</td>
<td>20</td>
</tr>
<tr>
<td>Journal Club #2 Template in Canvas</td>
<td>March 8</td>
<td>5</td>
</tr>
<tr>
<td>Needs assessment draft PowerPoint</td>
<td>March 22</td>
<td>5</td>
</tr>
<tr>
<td>Needs Assessment PowerPoint</td>
<td>April 5</td>
<td>20</td>
</tr>
<tr>
<td>Project Proposal Presentation Outline</td>
<td>April 12</td>
<td>5 (peer graded)</td>
</tr>
<tr>
<td>Requirement</td>
<td>Due date</td>
<td>Points/ % of final grade</td>
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<tr>
<td>Learning Portfolio (link and attestation statement)</td>
<td>April 19</td>
<td>5%</td>
</tr>
<tr>
<td>MOU</td>
<td>April 26</td>
<td>I/C</td>
</tr>
<tr>
<td>Gator Eval</td>
<td>April 26</td>
<td>Not graded</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
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*All assignments must be submitted to pass this course, any unsubmitted assignments will result in an incomplete in the course. Late assignments will result in a 10% grade reduction.*

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<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
</tr>
</tbody>
</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.

**Policy Related to Attendance, make up work:** 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](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 class (such as the newspaper, crossword puzzles, internet, etc.). Getting your work in on time; arranging with another students to get handouts or announcements if you cannot attend class.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. Turn It In may be used as check for plagiarism. 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/](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/](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](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.

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**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](http://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.