University of Florida  
College of Public Health & Health  
Department of Occupational Therapy  
OTH 6909 Doctoral Mentorship 4 (2 cr.)  
Summer: 2024  
Delivery Format: In Person, Online, & Asynchronous (see week by week)  
Section A Wednesday 8:00am - 10:20am  
Section B Tuesday 9:15am - 11:35am

Instructor Name: Linda R. Struckmeyer, PhD, OTR/L  
Office: HPNP 2116  
Email Address: lstruckmeyer@phhp.ufl.edu  
Office hours: Wednesday 10:30-11:30  
Preferred Course Communications: email

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

PURPOSE AND OUTCOME

Course Overview: The Doctoral Mentorship 4 (OTH 6909) course will be held during summer semester of year 3. This course builds on the work in OTH 6908, Doctoral Mentorship 3, for completion of a Capstone Project proposal. The Capstone Project proposal, the Capstone Experience week-by-week plan, and the Memorandum of Understanding (MOU) with the student’s individualized specific goals and evaluation plan will all be completed, approved, and signed by all parties during this course.

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® 2023 standards:

<table>
<thead>
<tr>
<th>D.1.3</th>
<th>Document that the doctoral capstone is an integral part of the program’s curriculum design • Reflects the mission and philosophy of the program. • Contributes to the development of in-depth knowledge in the designated area of interest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1.4</td>
<td>Document that the process for ensuring valid written agreements between the organization and the program are in effect prior to and for the duration of the capstone experience. Ensure that there is a valid plan for the individual doctoral capstone experience that, at a minimum, includes:</td>
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</tbody>
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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.


AOTA membership [www.aota.org](http://www.aota.org)

UF OTD Capstone Handbook.

Recommended/Helpful textbooks:


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
## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings (additional readings may be posted in CANVAS)</th>
</tr>
</thead>
</table>
| 1    | Course Introduction  
        • Planning & Organizing your schedule  
        • 2 credit SUMMER course  
        Journal Club organization  
        FL Licensure exemption  
        Schedule mentor meetings | Syllabus  
UF OTD Capstone Manual  
Comments on Draft proposal |
| 2    | Capstone Experience: Individualized goals for MOU  
Week by week plan  
Journal Club #1 | Delulii & Bednarski pg. 98-118  
Journal club article |
| 3    | 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 | Delulii & Bednarski Chapter 8  
AOTA Ethics Document  
Consult with faculty mentor:  
• IRB  
• Licensing  
• Authorship form |
| 4    | Outcomes Measures/Program Evaluation  
Discussion board posts | Delulii & Bednarski pg 144-149  
Journal Club article  
Delulii & Bednarski pg 150-153  
*Bonnel & Smith chapter 11 (posted)* |
| 5    | Journal Club #2  
Mentor meetings | Journal Club article |
| 6    | Updated review of literature |  |
| 7    | Updated review of literature  
Journal Club #3 | Delulii & Bednarski pg 198-201  
Journal Club article |
| 8    | Strategies & evaluation plan  
Proposal | *Bonnel & Smith Chapter 15 (posted)* |
<table>
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<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings (additional readings may be posted in CANVAS)</th>
</tr>
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</table>
| 9    | Finalizing the Proposal  
Proposal peer reviews  
Journal Club #4               | Journal Club article                                  |
| 10   | *Capstone Project Proposal Presentations (in person)  
Wednesday: 10:30-11:30 Capstone sendoff celebration |                                                       |
| 11   | *Capstone Project Proposal Presentations (zoom)  
Journal Club #5               | Journal Club article                                  |
| 12   | *Capstone Project Proposal Presentations (cont.)  
Planning the dissemination &  
Preparing to Implement your Proposal  
Fall site visits/class schedule |                                                       |

*Presentations may include your faculty mentor so times may vary

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## 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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points and % of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Club plan with template</td>
<td>May 19</td>
<td>5</td>
</tr>
</tbody>
</table>
| Journal Club  
  • Completed template                                                      | After each meeting day of your class | 5 each (total 25; 25%) |
| Planning form 4                                                             | May 26         | 5                           |
| Florida licensure exemption letter Florida capstone’s only                  | June 9         | C/I                         |
| Logic Model                                                                | June 9         | 10                          |
| Authorship form                                                            | June 16        | C/I                         |
| Week by week plan for Capstone Experience                                  | July 7         | 10                          |
| Peer review of capstone paper  
July 13 is upload of your paper (I/C)  
July 15/16 is your review of peers work                                      | July 16/17     | 5                           |
| Capstone Project Proposal                                                   | July 21        | 20                          |
**Requirement**                  | **Due date** | **Points and % of final grade**
--- | --- | ---
With presentation (Paper & PowerPoint) | | |
*Capstone Experience: Signed MOU *requires signatures
  - Supervision plan
  - Individual goals & supporting evidence final
  - Evaluation plan | July 28 | 10 |
Portfolio Update with inventory | Aug. 4 | C/I |
Professionalism
  - -1 point each unexcused absence.
  - Reflection on rubric criteria | Ongoing/Aug. 7 | 10 |

**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.

| 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](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) A student who must be absent must notify the course instructor lstruckmeyer@phhp.ufl.edu

b) See the “Policy Related to Make up Exams or Other Work” above related to missing exams.

c) 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](https://catalog.ufl.edu/graduate/regulations/#text)). Additional information can be found here: [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 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:
“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](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](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/](https://evaluations.ufl.edu/results/).

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**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.