

**University of Florida**  
**College of Public Health & Health Professions Syllabus**

**OTH 6904 Doctoral Mentorship 2 (1 cr.)**

Delivery Format: Asynchronous

Summer 2024

Course materials: <http://elearning.ufl.edu>

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

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**Email Address:** [lstruckmeyer@php.ufl.edu](mailto:lstruckmeyer@php.ufl.edu)

**Office hours:** online 7:30-8:30 pm course link/breakout room #1 (and by appointment)

Preferred Course Communication: Email

Link for additional zoom office hours

<https://docs.google.com/document/d/194TibiKUjcvG0SYkDig6mTg7YParXHDfYobnuugoJFI/edit#heading=h.am0ggh2nxikf>

**Prerequisites:** OTH 6906 Doctoral Mentorship 1

#### **PURPOSE AND OUTCOME**

Course Overview: The Doctoral Mentorship 2 (OTH 6904) course will be online/asynchronous in the summer semester of year 2. Opportunities for live interaction with the instructor/Doctoral Capstone Coordinator will be provided through Canvas. This course will provide students with opportunities to further engage in an examination of their interest area(s) for the capstone experience and related capstone project. Students will develop learning objectives for the capstone focused on developing in-depth exposure (beyond a generalist level). During this course, assignment of Capstone faculty mentors and site locations for the Capstone Experience begin. Students will have the opportunity to offer three suggestions for a doctoral faculty mentor in the Department of Occupational Therapy based on the mentor's expertise match with the prospective project.

**Relation to Program Outcomes:** This course is the second in a 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). As an individualized experience and project the student will identify how their capstone relates to the program curricular themes. It is taught during the sixth semester of the OTD program.

#### **Student Learning Objectives:**

Upon the conclusion of this course, the student will:

1. Confirm a specific area of interest for their doctoral capstone experience & draft project idea.
2. Update capstone plan (MOU) that addresses draft goals and objectives related to the capstone experience.
3. Develop draft plans for needs assessment.
4. Demonstrate skill in identifying literature search terms, locating the literature, and critically discussing the literature.
5. Develop draft doctoral capstone project proposal outline.

Course activities support the following ACOTE standards:

D.1.1.	Ensure that the doctoral capstone is designed through collaboration with the student, a faculty member in the occupational therapy educational program who holds a doctoral degree, and an individual with documented expertise in the content area of the capstone.
D.1.2.	Document that the content expert is informed of the plan for and purpose of the doctoral capstone and has content expertise in the focus area
D.1.3.	Document that the doctoral capstone is an integral part of the program's curriculum design. <ul style="list-style-type: none"> <li>• Reflects the mission and philosophy of the program.</li> <li>• Contributes to the development of in-depth knowledge in the designated area of interest.</li> <li>• Includes preparation consisting of a literature review, needs assessment, goals/objectives, and a plan to evaluate project outcomes.</li> </ul>

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Modules must be completed in order and before moving to the next module.

Weeks	Topic(s)/	*Reading(s) OTD Capstone book unless otherwise stated	Assignments
<b>Module 1</b> Weeks 1-2 May 18-25	Course overview: OTH 6904 syllabus & assignments Organization & Planning Experience Fit (2 A worksheet) <a href="#">Literature: Reference management systems</a> Journal club #1	Syllabus OTD Capstone Manual Appendix 2-A pg. 38 Chapter 3 (& 4 if you don't have your site)  Focus on Table 3-6	APA Quiz Reference manager set up screen shot  Journal club report
<b>Module 2</b> Weeks 3-4 May 26-June 8	<a href="#">Literature Search/concept development</a> Work on Literature search with peer Communities of practice (CoP) <a href="https://www.aota.org/community/communities-of-practice">https://www.aota.org/community/communities-of-practice</a>	Chapter 3 Table 3-1 Appendix 3-A,3-B,3-D Article: Find a scoping review	Reading Quiz Planning form #2 Journal club report  Literature search activity (partner)* still have 2 more weeks to complete

Weeks	Topic(s)/	*Reading(s) OTD Capstone book unless otherwise stated	Assignments
<b>Module 3</b> Weeks 5-6 June 9-22	Needs assessment planning Needs assessment planning continued <i>If needed complete Lit. review assignment</i>	<ul style="list-style-type: none"> <li>Scaffa &amp; Reitz chapter 5</li> <li>Pg. 127-129 &amp; 202-203</li> <li>Article: Waiting for the expert to arrive.</li> </ul>	Needs assessment plan with five (5) questions for site  Literature search activity due June 23
<b>Module 4</b> Weeks 7-8 June 23-July 6	Project proposal outline (APA headings) peer reviews	<ul style="list-style-type: none"> <li>Chapter 10</li> <li>Bonnell &amp; Smith (posted)</li> </ul>	<ul style="list-style-type: none"> <li>Reading quiz</li> <li>Proposal outline</li> </ul>
<b>Module 5</b> Weeks 9-10 July 7-20	Using the literature Critically Appraised Topics/papers Journal Club #2	Article: Waiting for the expert to arrive	Journal Club report
<b>Module 6</b> Weeks 11-12 July 22-Aug. 3	Introduction to draft MOU objective & evidence Communication: Mentor meeting plan Wrap up & next steps <i>Aug 7 is Last day to turn in any late assignments</i>		Mentor meeting plan  MOU draft  Professional Identity reflection post

Late assignments will result in a 10% reduction in grade per late assignment.

## 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* (3<sup>rd</sup> ed.). Philadelphia: F.A. Davis Company

AOTA membership [www.aota.org](http://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* (7<sup>th</sup> ed.).

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

Bonnel, W. & Smith, K.V. (2018). *Proposal writing for clinical nursing and DNP projects* (2<sup>nd</sup> ed.) Springer Publishing Company, New York, NY

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

Computer/Laptop/ or Tablet with web cam, speakers, microphone, and internet access is required

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2  
<https://helpdesk.ufl.edu/>

## ADDITIONAL ACADEMIC RESOURCES

[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.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## 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. **ALL assignments must be completed in order to pass this course.**

**Late assignments will result in a 10% reduction of grade for each week they are late.**

Module	Requirement	Due date	Points
1	Commitment form for Capstone experience site	Varies: Due when site is set up.	C/I
1	APA Quiz	May 26	5
1	<b>Literature review</b> reference manager set up screen shot	May 26	5
1	Journal Club #1 Report (group)	May 26	10
2	Reading Quiz	June 9	5
2	Planning form #2	June 9	10

Module	Requirement	Due date	Points
2	<b>Literature</b> review question discussion post with partner	June 9	C/I
3	<b>Literature</b> search activity (done over 1 <sup>st</sup> 6 weeks with partner)	June 23	20
3	Needs assessment plan with five (5) questions for site	June 23	10
4	Reading Quiz	July 7	5
4	Capstone project proposal outline	July 7	5
5	Journal Club #2 report (group)	July 21	10
6	Draft MOU	Aug. 4	5
6	Mentor Meeting Plan	Aug. 4	5
6	Professional identity reflection post	Ongoing/Aug. 4	5
	LAST DAY TO SUBMIT LATE ASSIGNMENTS	Aug. 10	100/100%

**Late assignments will result in a 10% reduction in grade for each week the assignment is late.**

<b>Points earned</b>	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
<b>Letter Grade</b>	A	A-	B+	B	B-	C	D+	D	D-	E

<b>Letter Grade</b>	A	A-	B+	B	B-	C	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

**Policy Related to Attendance, make up work:** 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.

**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 attentive until class is dismissed; being courteous in lecture by muting microphone when not speaking; turning off your cellular phone; not reading other material during class, 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. 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:**

Class lectures will be recorded. 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 breakout rooms, student presentations, academic exercises involving solely student participation, private conversations between students in the class or between a student and the faculty 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.

### **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/>.

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. 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 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 as soon as possible and no later than the beginning of the Doctoral Mentorship 4 course.

### Counseling and Student Health

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.
- 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.
- 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/>
- 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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.

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