

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

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**OTH 6908 Doctoral Mentorship 3 (2 cr.)**

**Spring: 2025**

Section B: Tuesday, 8:30-10:25 Room G-201

Section A: Wednesday, 9:35-11:30 Room G-307

<http://elearning.ufl.edu>

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

**Room Number:** HPNP 2116 or zoom office hours @ <https://ufl.zoom.us/my/struckmeyermeeting>

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

**Phone:** 352-273-5216

**Office hours:** Mondays 12-1 in HPNP 2116 and by appointment on zoom Thursday evenings

<https://docs.google.com/document/d/194TibiKUjcvg0SYkDig6mTg7YParXHDfYobnuugojFI/edit?t=ab=t.0>

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

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### **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 preparation for the capstone project. Students will collaborate with their assigned faculty mentor and site mentor to start developing goals and objectives for the Capstone Experience.

### **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/professional identity

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) D.1.3
Display leadership skills in collaboration with mentors and in one or more other professional area D.1.2
Select quantitative and qualitative methods for data analysis to include: <ul style="list-style-type: none"> <li>• Basic descriptive, correlational, and inferential quantitative statistics.</li> <li>• Analysis and synthesis of qualitative data. B.6.2.</li> </ul>

### Course Materials and Technology

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

### Required text for this course.

- Deluliiis, 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.

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>

[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

<i>Date</i>	<i>Topic(s)</i>	<i>Readings</i>
Week 1 Jan. 14/15	Develop personal plan for semester Reflection notebook Organize mentor meetings Introduction to needs assessment assignment Revisions to needs assessment plan <i>(from OTH6904)</i> <i>IF DOING A SITE VISIT IS APPROX 1 HOUR (no shadowing)</i>	Syllabus & Capstone Manual Capstone book pg. 127-129 & 203 Reflection notebook goals Needs assessment plan
Week 2 Jan.21/22	Matching project to curricular threads Site mission and vision Identifying theory/framework for project Starting the needs assessment Literature review consult with Librarian☀	Reflection notebook
Week 3 Jan. 28/29	Literature informing needs assessment Searching the literature (search terms & data bases) Literature Search Table Examples PRISMA figure Covidence <a href="https://www.covidence.org/">https://www.covidence.org/</a> Group discussions	Capstone book Chapter 3 Planning form 3 Literature review question Reflection notebook
Week 4 Feb. 4/5	Literature search continued. What to select in the articles? Create Matrix table	Matrix Table creation Reflection notebook
Week 5 Feb. 11/12	Appraise articles (matrix) Journal Club #1 (a literature review)	Journal Club #1 assignment Reflection notebook
Week 6 Feb. 18/19	APA Synthesizing findings (narrative write up) to answer the search question	Matrix due Capstone book pg. 203-204 Reflection notebook
Week 7 Feb. 25/26	Discuss/conclusion of findings Literature Peer review Needs assessment next steps	Reflection notebook
Feb 28 Capstone fair on campus for Doctoral Mentorship 1. Opportunity for 3 students to host a table inn 1103: 8:30-10:30 <a href="https://docs.google.com/spreadsheets/d/1MdhkmomT7_BmFIAuAHhvKjE37XUTrF2fhkYeXhxoCkc/edit?gid=0#">https://docs.google.com/spreadsheets/d/1MdhkmomT7_BmFIAuAHhvKjE37XUTrF2fhkYeXhxoCkc/edit?gid=0#</a>		
Week 8 March 4/5	Complete literature review Individual consults for lit. review or needs assessment Mentor meeting confirmation & agenda	Literature review due End of week Reflection notebook
Week 9 March 11/12	Journal Club #2 Needs assessment recording Proposal recording	Journal Club #2 Reflection notebook

<i>Date</i>	<i>Topic(s)</i>	<i>Readings</i>
<b>SPRING BREAK</b>		
Week 10 March 25/26	Needs assessment peer reviews.	Needs assessment draft ppt Reflection notebook
Week 11 April 1st/2nd <b>Asynchronous (AOTA week)</b>	Project proposal planning & good week to meet with mentors during what would be class time	Reflection notebook
Week 12 April 8/9	Needs assessment presentations in person. AOTA highlights	Draft proposal/presentation Reflection notebook
Week 13 April 15/16 <b>ONLINE</b>	Needs assessment presentations <b>online</b> . <b>Attend PPHP research day in person this week (schedule for this coming out soon)</b>	Needs assessment due Reflection notebook
Week 14 April 22/23 <b>ONLINE</b>	Needs assessment presentations continued BRING Project proposal drafts to class. Small group presentations in breakout rooms for peer feedback MOU drafts Wrap up	Reflection notebook Portfolio due
2x (minimum) Date varies	Meetings with faculty mentor & site mentor At least one should be with all 3 of you together for project planning.	Resume/cv/link of site mentor

### ACADEMIC REQUIREMENTS AND GRADING

<i>Requirement</i>	<i>Due date</i>	<i>Points*/ % of final grade</i>
Professional Identity: <i>includes prepared for meetings with mentors, reflection notebook &amp; Gator evals</i>	Ongoing reflection Report due April 20	5
Needs assessment plan	Sunday, Jan. 19	5
Literature review concepts or question posted	Sunday, Jan. 26	2
Planning form 3 <i>RE: curricular threads, theory, mentor meetings</i>	Sunday, Feb. 2	10
Literature review Search Table	Sunday, Feb. 9	5
Journal Club #1 (group) Template in Canvas	Tuesday or Wednesday Feb. 11/12	5

<b>Requirement</b>	<b>Due date</b>	<b>Points*/ % of final grade</b>
OPTIONAL EXTRA CREDIT Literature review PRISMA figure	Sunday, Feb. 16	5 (EXTRA CREDIT)
Literature matrix	Sunday, Feb. 23	10
Literature review	Friday, March 14 <i>(just before spring break so not Sunday)</i>	20**
Journal Club #2 Template in Canvas	Tuesday or Wednesday, March 11/12	5
Summary of collaborative meeting with mentors	Sunday, March 30	2
Needs assessment draft PowerPoint	Sunday: March 23/peer reviews by March 30	1
Project Proposal 1 <sup>st</sup> draft with background & lit. paragraph in APA	1 <sup>st</sup> Draft due in class on April 8/9 Submit by Sunday, April 6	5
Needs Assessment with Presentation	Sunday, April 6	14
Learning Portfolio (link and attestation statement)	Sunday, April 20	5%
MOU-draft	Sunday, April 20	6
Gator Eval	Closing date	Not graded
Total		100/105

*\*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, per week they are late.*

\*\*Per UF academic integrity policy – any assignment worth 15% of grade must be checked for plagiarism (e.g., Turnitin)

UF 3.7	Any single assessment that comprises 15% or more of the total grade uses appropriate security measures such as plagiarism detection and/or proctoring services.
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<b>Points earned</b>	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	70-76.99	67-69.99	63-66.99	60-62.99	0-59.99
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	D+	D	D-	E

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.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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:** all assignments are due on the date/time (Eastern) assigned. Attendance to program and course activities is required of OTD students. For a review of the NEW OTD Attendance policies and documentation requirements see the OTD Student Handbook or email the course instructor for a copy of the NEW policy. 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 (HIPAA 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/>.

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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](http://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 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](mailto: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 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>

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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