

**University of Florida**  
**College of Public Health & Health Professions**  
**RSD6110: Rehabilitation Science Theory and Applications (3 credits)**

Fall 2021 – HPNP G-108 (on campus)  
Mondays, 8:30-10:25 & Thursdays, 8:30-9:20  
Website: <https://ufl.instructure.com/courses/436378>

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Office hours (In-person/Zoom):

M: 3-4pm / T: 9-10am / Th: 2-3pm

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Office hours: by appointment

**Course Communications:** Post questions to the discussion boards associated with this course Canvas page or email instructors.

## **Course Overview**

This course provides a foundational introduction to Rehabilitation Science as an interdisciplinary and collaborative field. Drs. Kramer and Barnard will coordinate a group of rehabilitation scientists in the teaching of this class. The main goals of the course are to highlight the theory and practice of rehabilitation science and to expose students to special rehabilitation topics. The course will be divided into two overarching units. Sessions will be a combination of lectures, in-class activities, student presentations, guest speakers, and discussion. As with all graduate education, each student's active participation and engagement is encouraged. Any readings will be posted ahead of each session on the course website.

You are expected to actively engage in the course throughout the semester. You should come to class prepared by completing any out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## **Course Objectives and Goals**

1. Compare and contrast the primary elements of a variety of models of enablement.
2. Apply areas of rehabilitation science research to different models of health, function, and disability.
3. Outline the breadth of rehabilitation research and the types of careers within the field.
4. Dissect contemporary issues in rehab, biomedical research, and society within the context of the rehabilitation science discipline and the relevant models of health, function, and disability.
5. Synthesize, evaluate, and critique academic rehabilitation research pertinent to an area of interest keeping in mind research quality and levels of evidence.
6. Provide constructive feedback for peers and colleagues on rehabilitation science related writings, presentations, and ideas.

## Topics and Course Schedule

| <b>Unit 1 - Foundations of Rehabilitation Science</b>          |                                                                  |                                                 |
|----------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------|
| Mon 8/23                                                       | Introduction to Rehabilitation Science                           |                                                 |
| Th 8/26                                                        | Discussion: Language in Rehabilitation Science                   |                                                 |
| Mon 8/30                                                       | Movie: Crip Camp Documentary                                     |                                                 |
| Th 9/2                                                         | Discussion: Crip Camp                                            |                                                 |
| Mon 9/6                                                        | <i>LABOR DAY HOLIDAY – NO CLASS</i>                              |                                                 |
| Th 9/9                                                         | Scope of Rehab Science: short lecture + discussion               | <b>RS Agenda Pt 1 Due 9/9</b>                   |
| Mon 9/13                                                       | Foundational Models in Rehabilitation Science                    |                                                 |
| Th 9/16                                                        | Case studies + Discussion                                        |                                                 |
| Mon 9/20                                                       | Critical Models of Rehabilitation Science                        |                                                 |
| Th 9/23                                                        | Case studies + Discussion                                        |                                                 |
| Mon 9/27                                                       | Rehabilitation Science – Present and Future                      |                                                 |
| Th 9/30                                                        | Discussion                                                       |                                                 |
| Mon 10/4                                                       | Disparities in Rehabilitation Science                            | <b>RS Agenda Pt 2 Due 10/4</b>                  |
| Th 10/7                                                        | Discussion                                                       |                                                 |
| <b>Unit 2 – Becoming an Effective Rehabilitation Scientist</b> |                                                                  |                                                 |
| Mon 10/11                                                      | Becoming a Rehabilitation Scientist                              |                                                 |
| Th 10/14                                                       | Book Club – Chapter 1 and 2                                      |                                                 |
| Mon 10/18                                                      | Rehabilitation Scientist Speakers – Academic Careers             |                                                 |
| Th 10/21                                                       | Book Club – Chapter 3                                            |                                                 |
| Mon 10/25                                                      | Critical Evaluation of Literature                                | <b>RS Agenda Pt 3 Due 10/25</b>                 |
| Th 10/28                                                       | Book Club – Chapter 4 and 5                                      |                                                 |
| Mon 11/1                                                       | Becoming an Excellent Peer Reviewer; Journal Club                |                                                 |
| Th 11/4                                                        | Book Club – Chapter 6                                            |                                                 |
| Mon 11/8                                                       | Being a Good Rehab Researcher and Citizen: Knowledge Translation | <b>Peer Review due 11/8</b>                     |
| Th 11/11                                                       | Book Club – Chapter 7                                            |                                                 |
| Mon 11/15                                                      | Presenting to Diverse Audiences                                  |                                                 |
| Th 11/18                                                       | <i>VETERANS DAY – NO CLASS</i>                                   |                                                 |
| Mon 11/22                                                      | An Orientation to the Entities that Fund Rehabilitation Research | <b>Diverse Audiences Presentations in class</b> |
| Th 11/25                                                       | Book Club – Chapter 8                                            |                                                 |
| Mon 11/29                                                      | The "Other" Quantitative Research: Measurement Rehab Science     | <b>RS Agenda Pt 4 Due 11/29</b>                 |
| Th 12/2                                                        | <i>THANKSGIVING – NO CLASS</i>                                   |                                                 |
| Mon 12/6                                                       | RS Agenda Short Presentations                                    | <b>Research Agenda Presentations in class</b>   |

**Textbook:** No required text. All readings will be provided on the course website or in print

**Course Delivery:** This course will be delivered in-class as appropriate given the ongoing pandemic.

## Assignments and Grading

### Course Grading Breakdown

- 20% = Participation in discussions (including book club) and engagement in class
- 10% = Peer Review activity
- 10% = Presenting to Diverse Audiences assignment
- 10% = Rehab Science Agenda Part 1
- 15% = Rehab Science Agenda Part 2
- 15% = Rehab Science Agenda Part 3
- 20% = Rehab Science Agenda Part 4 + Short Class Presentation

### Grading System

|               |        |       |       |       |       |       |       |       |       |       |       |          |
|---------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|
| Points earned | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | Below 60 |
| Letter Grade  | A      | A-    | B+    | B     | B-    | C+    | C     | C-    | D+    | D     | D-    | E        |

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

For greater detail on the meaning of letter grades and university policies related to them, see: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

**Rehabilitation Science Agenda (Parts 1-4):** The overall purpose of this semester long project is to identify, research, and critically evaluate an area of interest in the field of rehabilitation science. Ultimately, you will formulate a future rehabilitation research agenda for your selected topic to continue to move the field forward in that area. The assignment is divided into four parts designed to build upon one another and culminate in the rehabilitation research agenda. Assignment details and grading rubric will be provided on the course website, and due dates for each portion are listed in the “Topics and Course Schedule” table above (always due at 11:59pm on the posted date).

**Peer Review Activity:** Using some of the best practices in peer review discussed in class, each student will provide a peer review of another students’ Rehabilitation Science Agenda Part 3 paper. Assignment details and grading rubric will be provided on the course website. Due Nov 8<sup>th</sup> at 11:59pm.

**Presenting to Diverse Audiences:** Students will present two brief powerpoint talks or mock science posters on the same topic but designed for two separate “audiences.” Assignment details and grading rubric will be provided on the course website. Students will present in class on Nov 22<sup>rd</sup>.

**Book Club:** This semester, students will read the nonfiction book *Sitting Pretty: The View from My Ordinary Resilient Disabled Body*, by Rebekah Taussig throughout the second unit of the course. Students are expected to engage in discussion of the required readings during book club discussions on Thursdays.

## Course Policies

### **Policy Related to the COVID19 Pandemic**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.

If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

Continue to follow healthy habits, including best practices like frequent hand washing.

Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

## COVID-19 SYMPTOMS

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **Policy Related to Make up Work**

Submission of work after the posted deadline will result in a reduction of 10% off the final grade per day late unless an alternative due date has been discussed and approved by one of the instructors. If special circumstances arise, please communicate this to the instructors, and we will do our best to be flexible. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

Excused absences must be consistent with university policies in the Graduate Catalog: <https://catalog.ufl.edu/graduate/regulations/#text>. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students

will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

#### **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.php.ufl.edu/services/resourceguide/getstarted.htm>

## **Support Services and Resources**

#### **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.

#### **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:** Visit <http://www.counseling.ufl.edu> or call 352-392-1575 for information on crisis services as well as non-crisis services (counseling, group therapy, online resources, etc).
- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit <http://www.umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.
- **Alachua County Crisis Center:** Crisis intervention is always available 24/7. Call (352) 264-6789 or visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** Visit <https://police.ufl.edu/> 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; <https://ufhealth.org/emergency-room-trauma-center>

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](http://www.multicultural.ufl.edu)