

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

Fall 2022 – HPNP 1101

Mondays, 8:30-10:25 & Thursdays, 8:30-9:20

Website: <https://ufl.instructure.com/courses/463339>

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Office hours (In-person/Zoom):

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

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<https://ufl.zoom.us/j/2251101219>

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, expose students to special rehabilitation topics, and build scaffolding for future rehabilitation science writing. 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 on time and prepared by completing any out-of-class assignments or readings. 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, you may struggle to keep pace with the activities occurring in each class, 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 and disability.
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

1	Th 8/25	Introduction to Rehabilitation Science	
2	Mon 8/29	History, Origins, and Scope of Rehab Sci	
2	Th 9/1	Critical Evaluation of Literature	
3	Mon 9/5	<i>LABOR DAY HOLIDAY – NO CLASS</i>	
3	Th 9/8	Language in Rehabilitation Science	RS Agenda Pt 1 Due 9/9
4	Mon 9/12	Becoming an Excellent Peer Reviewer	
4	Th 9/15	Writing Workshop 1	
5	Mon 9/19	Movie: Crip Camp Documentary	
5	Th 9/22	Crip Camp Discussion	
6	Mon 9/26	Foundational Models in Rehabilitation Science	
6	Th 9/29	Book Club – Chapter 1 and 2	
7	Mon 10/3	Critical Models of Rehabilitation Science	
7	Th 10/6	Writing Workshop 2	
8	Mon 10/10	Rehabilitation Policy and Law	RS Agenda Pt 2 Due 10/10
8	Th 10/13	Book Club – Chapter 3	
9	Mon 10/17	Becoming a Rehabilitation Scientist	
9	Th 10/20	Writing Workshop 3	
10	Mon 10/24	Rehabilitation Scientist Speakers	
10	Th 10/27	Book Club – Chapter 4 and 5	
11	Mon 10/31	Disparities in Rehabilitation Science	
11	Th 11/3	Writing Workshop 4	
12	Mon 11/7	Rehabilitation Science – Present and Future	RS Agenda Pt 3 Due 11/7
12	Th 11/10	Book Club – Chapter 6	
13	Mon 11/14	Being a Good Rehab Researcher and Citizen: Knowledge Translation	
13	Th 11/17	Writing Workshop 5	
14	Mon 11/21	Presenting to Diverse Audiences	
14	Th 11/24	<i>THANKSGIVING – NO CLASS</i>	
15	Mon 11/28	Funding Rehabilitation Research	
15	Th 12/1	Book Club – Chapter 7	RS Agenda Pt 4 Due 12/1
16	Mon 12/5	RS Agenda Short Presentations	Presentations in class

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, engagement in class, and quiz question submissions
- 10% = Writing Workshop Participation
- 10% = Book Club Participation and Discussion Leadership
- 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.

Participation: Part of graduate education is active and meaningful engagement in class and with course content. Students are expected to participate in class activities and discussions, reflecting their engagement with assigned readings and the presented material. Additionally, to tangibly demonstrate that students are reviewing lectures and assigned readings, they will submit quiz questions on assigned weeks. Details of quiz question submissions will be discussed in class and posted on the course website.

Writing Workshops: Using some of the best practices in peer review discussed in class, each student will actively and critically engage in peer review of other students’ Rehabilitation Science Agenda drafts during class writing workshops. The goal of the workshops are two-fold. First, they provide writers with valuable feedback to improve their research agenda writing. Second, they allow students to practice constructive peer feedback in a guided manner.

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 course. Students are expected to engage in discussion of the required readings during book club discussions on Thursdays, and they will lead discussion with a partner once during the semester.

Course Policies

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>

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 prior to an assignment's due date, 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.

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.aa.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>

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.

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, 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