

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**RSD 6920: Disability, Health, and Participation Journal Club (1 credit hour)**

Semester: 2025  
Delivery Format: On-Campus  
Date and Time: Tuesday, 10:40-11:30AM  
Location: HPNP 2166 (OT Conference Room)  
E-Learning (Canvas): [elearning.ufl.edu](http://elearning.ufl.edu)

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Instructor Name: Chien-Te (Vince) Wu, PhD  
Room Number: HPNP 2162  
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Email Address: [wuchiente@phttp.ufl.edu](mailto:wuchiente@phttp.ufl.edu)  
Office Hours: Tuesday 11:30~12:30  
Teaching Assistants: *N/A*  
Preferred Course Communications: email

### **Prerequisites**

Admission to the Rehabilitation Science Doctoral Program, other graduate program, or permission of instructor

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## **PURPOSE AND OUTCOME**

### **Course Overview**

As a one credit course for RSD students, the journal club centers around a unique interdisciplinary field about how person, activity, and environmental factors affect disability, participation, and health. The course consists of critical review and discussion of theme-relevant seminal work and/or recent literature from top peer-reviewed journals.

### **Relation to Program Outcomes**

As a track in the Rehabilitation Science Doctoral program, Disability, Health and Participation (DHP) is a unique interdisciplinary field aimed at exploring the experience of disability or disease as a social phenomenon reflecting the person/environment interaction. This course supports student's understanding of rehabilitation science as an interdisciplinary field that focuses on restoring human functional capacity and improving a person's interaction with the surrounding environment; it is a core course for the DHP track RSD students. Disability, Health and Participation recognizes the importance of research that includes extensive, prolonged community engagement and reflects the voices of all stakeholders, including people with disabilities, their family members, and their health care providers. Students will critique research literature that reflects theory and evidence-based practice in this broad, interdisciplinary field.

### **Course Objectives and/or Goals**

Upon successful completion of the course, students will be able to:

1. Examine (e.g., compare, contrast) conceptualizations of the interrelationship between disability, health and participation under physical and/or social environmental contexts and discuss research applications of the conceptualizations.
2. Judge quality of research articles and their relevance to Disability, Health, and Participations.
3. Present and lead critical discussion of research information to a diverse (e.g., interdisciplinary) audience; During the presentation and discussion, they will be able to communicate coherently, and debate ideas courteously with those who disagree.
4. Evaluate their peers' presentation and leadership of group discussion.

### Instructional Methods

This class requires readings prior to class, lecture styles presentations, and critical discussions with classmates regarding the ideas presented in the readings and presentation. As part of the student-led presentations and the group discussions, students will form arguments and support them based on their readings and prior knowledge.

For this course:

1. Each student will present, critically review of **2 articles** to the journal club, and lead in-class discussions for the corresponding articles.
2. Each student, who is not the presenter of the week, will read to-be-discussed articles prior to the class presentations, participate the discussion on the quality and relevance of each article in class, and provide a peer review of the presenter via Canvas.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Topical Outline/Course Schedule (Tentative): Note this course will meet weekly unless the class unanimously chooses to meet for two-hour blocks every other week.

Week	Date(s)	Topic(s)
1	1/14	1. Course introduction and assignments
2	1/21	1. Introduction to concepts of disability, health, and participation 2. Presentation and constructive feedback skills
3	1/28	R1-1 Student Presentations & Student-led Discussion [Review due Thu 1/30] (40 mins)
4	2/4	R1-2 Student Presentations & Student-led Discussion [Review due Thu 2/6] (40 mins)
5	2/11	R1-3 Student Presentations & Student-led Discussion [Review due Thu 2/13] (40 mins)
6	2/18	R1-4 Student Presentations & Student-led Discussion [Review due Thu 2/20] (40 mins)
7	2/25	R1-5 Student Presentations & Student-led Discussion [Review due Thu 2/27] (40 mins)
8	3/4	R1-6 Student Presentations & Student-led Discussion [Review due Thu 3/6] (40 mins)
9	3/11	R1-7 Student Presentations & Student-led Discussion [Review due Thu 3/13] (40 mins)
10	3/18	Spring break
11	3/25	R1-8 Student Presentations & Student-led Discussion [Review due Thu 3/27] (40 mins)
12	4/1	R2-1/2 Student Presentations & Student-led Discussion [Review due Thu 4/3] (40 mins each, total 80 mins)
13	4/8	R2-3/4 Student Presentations & Student-led Discussion [Review due Thu 4/10] (40 mins each, total 80 mins)
14	4/15	R2-5/6 Student Presentations & Student-led Discussion [Review due Thu 4/17] (40 mins each, total 80 mins)
15	4/22	R2-7/8 Student Presentations & Student-led Discussion [Review due Wed 4/24] (40 mins each, total 80 mins)
16	4/29	Course Wrap-up & Evaluations

### Course Materials and Technology

This course will have a Canvas website ([www.lss.at.ufl.edu](http://www.lss.at.ufl.edu)) where course materials and readings will be made available to students in the class. Student reading selections should be uploaded at least five days (**the Thursday noon before assigned presentation**) before the discussion. Peer-reviews or self-critiques, as well as PowerPoint presentations will be submitted via the course website on Canvas.

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](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### I. Article presentation & critiques (50% total; 25% for each article)

Student will take the lead in presenting and critiquing **2** articles during the semester (articles should be approved by the instructor). Each presentation/critique should reflect the following elements as appropriate and should focus on the critique aspects of the presentation:

1. Background section
  - a. Reporting element: A general introduction to the type of research study and topic being discussed.
  - b. Critique element: Do the introduction and background present a logical argument for the research based on existing knowledge and/or a theoretical framework?
2. Purpose
  - a. Reporting element: A statement on the goal(s) or central question(s) of the paper.
  - b. Critique element: Is(are) the research question(s) clear?
3. Methods section
  - a. Reporting element: An overview of the methods used.
  - b. Critique elements: (a) Are the methods appropriate to the research question(s)? (b) Does the methods section include sampling, inclusion, exclusion criteria, procedures for data collection and data analysis? (c) Do the methods address appropriate criteria for evaluating the research (e.g. power analysis, reliability, validity, generalizability for quantitative methods or credibility/trustworthiness for qualitative methods)?
4. Results section
  - a. Reporting element: A clear explanation of the figures/tables presented in the paper.
  - b. Critique element:

- (a) Are the results clearly presented, presented in order of research question, and presented without interpretation?
  - (b) Explanation as to how (extent to which) the data addressed or did not address the hypotheses/goals of the paper.
5. Discussion section
    - a. Reporting element: (a) Primary discussion points
    - b. Critique element:
      - (a) Extent to which the interpretations/conclusions were justified based on the data.
      - (b) Does the discussion/conclusion section tie results to existing literature/theory, discuss implications for clinical practice, delineate future research directions, and describe study limitations?
      - (c) Is the discussion section organized according to the order of research questions addressed in results?
      - (d) Does the section interpret all findings without repeating results, explain unexpected findings, describe whether findings are novel or support previous work, and keep interpretation of finding related only to the study sample?
  6. Group discussion:
    - a. Provide a statement as to why the paper was chosen
    - b. Prepare a minimum of 3 discussion questions/prompts
      - i. A brief discussion of the scientific implications of the paper [1 question]
      - ii. A question that guides others in (1) analyzing, (2) reflecting, (3) relating, or (4) questioning what they have read. [1 question]
      - iii. A focused discussion of the paper's utility as a contribution to Disability, Occupation and Participation Science [1 question]

**Deadlines:**

- The presenting student is required to e-mail PDF of their selected manuscript to the course instructors for approval **no later than the Tuesday noon in the week before the scheduled presentation.**
- With approval from the instructors, the presenting student will post articles in pdf format on the designated folder in Files within the Canvas course website **no later than the Thursday noon before the scheduled presentation.** When uploading the file, please use the following naming rubric: "R#\_#[your last name].pdf"(here, # refers to the number of rounds and presentation order).
- Students will also upload the presentation files in \*.pdf format on the assignment group (i.e., Presentation 1 or Presentation 2) Canvas website **no later than 5pm on their scheduled presentation day.**
- Lastly, the presenting student is expected to e-mail their 3 questions/prompts related to the selected manuscript to the instructor, **no later than the Friday noon in the week before the scheduled presentation** and must be prepared to adjust questions as directed.

## **II. Peer-review of presentations (35%)**

Students will provide **14 peer reviews** for other student presentation attended (both 1<sup>st</sup> and 2<sup>nd</sup> round); Peer reviews should be submitted by the **Wednesday 11:59 pm immediately following the presentation.** The total number of peer reviews will vary based on the number of students enrolled in the Journal Club. The rubric for peer review will represent adequacy of addressing criteria above, plus presentation style, organization, and facilitation of the discussion; it will also include comments and suggestions for improvement.

Criteria for reviews: Comprehensive (quantitative and qualitative), where the qualitative feedback is based on a critical appraisal and is professionally worded. Comprehensive feedback will be provided in at least one area for all major sections (i.e., Background, Purpose, Methods, Results, Discussion, Presentation/Group Discussion).

## **III. Class participation (15%)**

Must attend and participate actively for full credit for each class. Active participation entails:

- Complete/advance class preparation

- Active participation in group and class discussions, including active listening with demonstration of understanding through use of paraphrasing or by acknowledging and building on others' ideas, asking questions, and occasionally introducing relevant new information about the topic.
- Informing the instructor and others ahead of time if likely to be late or absent, and arranges to cover own responsibilities.

## Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Presentations of articles and critiques	variable	50% (25% for each presentation) Using self-critique rubric
Peer-reviews of presentation × 14	weekly	35% total (6 points per review) Using peer-review rubric
Class participation	weekly	15% total - Must attend and participate actively for full credit for each class.

Percentage 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.

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#Grades> [Remove if course is an undergraduate level course.]

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> [Remove if course is a graduate level course.]

### Policy Related to Make Up Work

If you are unable to attend Journal Club, please e-mail the course instructors ahead of time if possible to make arrangements for make-up work. Make-up will consist of a written response to the 3 prepared questions associated with the missed journal article, plus a written overview of the strengths and weaknesses of the paper [1-2pages, 1.5 line space, font size of 12, Times New Roman]. Make-up work should be submitted via email to the instructor by the start of the class period following the missed presentation.

Please note: 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 me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

Due to the nature of this course, attendance is required. Any student arriving more than 15 minutes late, or leaving more than 15 minutes early, will be required to complete the make-up assignment.

Excused absences must be consistent with university policies in the Graduate Catalog

(<https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

## Expectations Regarding Course Behavior

### Communications Guidelines

1. Communication—appropriate communication with instructors, support staff, guests and other students, receiving and giving constructive feedback
2. Respect for others— appreciating different points of view, being courteous to instructors, support staff, guests and other students, avoiding distracting behavior during class (including talking, cell phone usage, web surfing, texting)

### 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 Handbook for additional details:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

<https://graduateschool.ufl.edu/work/handbook/>

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.

### 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.bluer.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.

### 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.

- *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 [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *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](#).
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-2734450.

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."

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