Prerequisites: This course is open to all Rehabilitation Science PhD students. Other graduate students are invited to register with approval of the instructor.

PURPOSE AND OUTCOME

Course Overview
Students meet and interview national and international scientists studying rehabilitation to discuss key professional and scientific issues related to rehabilitation science. As part of this course, students attend and critique the Rehabilitation Science Seminars, complete seminal readings in visiting scientists’ area of focus and moderate and participate in discussion.

Relation to Program Outcomes
This course was designed to meet a number of learning outcomes outlined in the Rehabilitation Science academic assessment plan submitted to Southern Association of Colleges and Schools (SACS) the accrediting body of the University of Florida;

- Students will utilize various Rehabilitation Science theories and models to analyze and inform research, treatments, and inter-professional approaches to ethical considerations
- Students will critique models and theories of rehabilitation research
- Students will examine how competencies in a focused area of rehabilitation science can be applied in a research study

Course Objectives and/or Goals
By completion of this course, a student will be able to:

1. Compare and contrast the strengths and weaknesses of the different research methodologies used in Rehabilitation Science research.
2. Explain the relevance of the rehabilitation research presented to rehabilitation practice.
3. Evaluate the impact of the rehabilitation research presented in terms of innovation and significance to rehabilitation practice
4. Defend his or her position that a particular research methodology or area of research will have the greatest impact on his or her area of practice

Instructional Methods
This course will use in-person discussion as the primary method. Discussions will occur in small groups as well as among the entire cohort of students enrolled in the course. Readings will be assigned prior to each seminar which are pertinent to the topics to be covered in the seminar. Each week, 1-2 students will be assigned to lead the interview of the Rehabilitation Research speakers, and will be responsible for moderating question and answer periods following each seminar, as well as the post-seminar interviews with the class. All students in the class will be expected to be actively engaged in the class discussion and interview of the speaker.

DESCRIPTION OF COURSE CONTENT

The Rehabilitation Science seminar schedule can be found at the following website:
https://pt.phhp.ufl.edu/dpt-program/seminar-series/rehabilitation/
Topical Outline/Course Schedule: Posted to Canvas

Course Materials and Technology

Website
We will use the UF “Canvas” E-Learning System accessed at http://elearning.ufl.edu/

Laptop & Smartphone policy
Laptop computers are permitted for taking notes. However, internet use is not permitted during class unless instructed otherwise. Texting or other use of phones is not permitted.

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Speaker assignments (50% of total grade)
Assigned students will prepare to introduce the speaker during the seminar by reviewing the provided speaker biosketch. Assigned students will prepare to moderate discussion at the completion of the seminar. This will require reading one publication from the speaker prior to the seminar, and preparing three written questions (that will be reviewed by instructor) to be asked if needed (pending audience participation). The written questions will be prepared in advance, and will be based on the reading of the article from the speaker. Questions will not be formally graded but students will submit to the instructor via email at least 2 business days prior to the seminar. Students will fulfill these leading roles two times over the course of the semester.

During the post-seminar meeting with the Speaker, the students as a group will:
- Review the paper provided
- Determine the level at which the research occurred within the ICF model
- Determine the types of methods/primary methods or model used
- How was the research funded? How long did the process take?
- Determine the scientists career path and discuss the rationale for career decisions made
- To synthesize knowledge, the students will then be asked to write a 1 page essay in which they make recommendations for future research in this area. This paper will be uploaded to the canvas website prior to the class discussion on the seminar.

Grading rubric for 1-page essay:
The 1 page essay will be graded on a 3 point scale, as follows:
0 – No assignment turned in.
1 – The content of the seminar was not adequately discussed and/or the description of future research needs was lacking.
2 – The content of the seminar was adequately discussed but description of future research needs was lacking.
3- The content of the seminar was adequately discussed, the level at which the research occurred within the ICF model is articulated, and a clear description of future research needs was provided including rationale.

Essays will be submitted via the course Canvas site within 1-week of the post-seminar meeting.

Class Discussion (25% of total grade)
Each week the instructors will evaluate the students’ participation in the class discussion. This will include if the student:

i) demonstrates an advance preparation for class
ii) actively participates in group and class discussions, asking questions and occasionally introducing relevant new information about the topic
iii) volunteers willingly and carries own share of the group’s responsibilities
iv) listens actively and shows understanding by paraphrasing or by acknowledging and building on others’ ideas

Final paper (25% of total grade)
Due: Papers are due by 5pm on the last day of class as listed in the schedule, Wednesday, December 6th
Students prepare a summary of the Rehabilitation Science Seminar Series.

1. Title page
   a. Include your name, the date, the course name and number, and the title of the assignment.

2. Body of the paper
   a. Format
      i. The maximum length of your answer is 10 pages.
      ii. Use 11 pt font, 0.5 inch page margins.
   b. Content
      i. Discuss the “spectrum” of presented rehabilitation science seminars in terms of the
         International Classification of Function. In your discussion, provide a short
         description of the content of each speaker’s presentation. This should include:
            1. The public health problem being addressed
            2. The levels of the ICF model covered by the research presented
            3. Your takeaways from the seminar, including the discussion afterwards
      ii. Implications
         1. Indicate which area of work had the greatest overall impact on rehabilitation
            practice
            a. Justify your response in terms of innovation and significance
         2. Describe how any of the seminars impacted your thoughts about your own
            career trajectory, plans for the future.

3. Include references on a separate page.

Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Speaker assignments</td>
<td>50%</td>
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<tr>
<td>Introductions (10)</td>
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<tr>
<td>Moderated discussion (10)</td>
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<td>Interview (20)</td>
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<tr>
<td>1-Page Essays (10)</td>
<td></td>
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<tr>
<td>Class discussion</td>
<td>25%</td>
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<tr>
<td>Final paper</td>
<td>25%</td>
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</tbody>
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Point system used (i.e., how do course points translate into letter grades).

<table>
<thead>
<tr>
<th>Points earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
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Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.
More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Policy Related to Make up Exams or Other Work

Make up work is not permitted unless a documented excuse is provided. Coordination in advance with instructor for make-up work is required whenever possible.

Policy Related to Required Class Attendance

Attendance is mandatory. Please contact the instructors as soon as possible if you are unable to attend class for any reason. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If students arrive late (defined as any time after the published start time of the seminar or class) without prior notice to the instructors, they will not be permitted to participate in the assignment and therefore will receive a zero. If the student has an emergency, the instructor can be notified via email in advance of the class.

The Rehabilitation Science program abides by the UF Attendance Policy. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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.phhp.ufl.edu/services/resourceguide/getstarted.htm

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional behavior is expected and is exemplified by:
1. Attendance to all classes
2. Timeliness
3. Attentiveness
4. Respectful and polite interaction with peers and instructors
5. Active learning as demonstrated by questions and discussion

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 feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

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.

- 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 website 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.
**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)