Instructor Name: Chiung-ju (CJ) Liu, PhD, OTR/L, FGSA
Room Number: HPNP 2120
Phone Number: 352-273-6496
Email Address: c.liu1@phhp.ufl.edu
Office Hours: Monday, 10:00 am to 11:00 am or by appointment
Preferred Course Communications: email (campus email system or canvas system)

Prerequisite: Admission to the Rehabilitation Science Doctoral Program.

PURPOSE AND OUTCOME

Course Overview: This is a one credit course for RSD doctoral students. Disability, Occupation and Participation Science (DOPS) studies functioning of humans through the lifespan with a focus on abilities to execute tasks, roles, and activities within everyday lives, in order to support health and participation. The course consists of critically review and discussion of seminal work and recent literature from top peer-reviewed journals pertaining to DOPS.

Relation to Program Outcomes: A track in the Rehabilitation Science Doctoral program, Disability, Occupation and Participation Science 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 DOPS track RSD students. Disability, Occupation and Participation Science 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: By the end of the course, students will be able to:
1. Examine (e.g., compare, contrast) conceptualizations of occupation and participation in relationship to disability, health, and well-being, and social and environmental context and discuss research applications of the conceptualizations.
2. Judge quality of research articles and their relevance to Disability, Occupation, and Participations Science.
3. Present and lead critical discussion of research information to a diverse (e.g., interdisciplinary) audience; they will be able to communicate coherently, and will be able to debate ideas courteously with those who disagree.
4. Evaluate peer’s performance for presentation and leadership of group discussion.

Learning Outcomes:
- Develop critical reading and critical thinking skills through critical evaluation of peer-reviewed manuscripts in topical content areas pertinent to disability, occupations, and participation.
- Students will critique instructor-selected and student-selected articles relevant to Disability, Occupation and Participation science through critical evaluation of scientific papers and identify threats to reliability and validity.
- Students will be able to receive and answer research questions.
- Students will refine their group leadership skills.
Students will formulate and provide constructive feedback to peers.

**Instructional Methods**
This class uses advanced readings (readings completed ahead of class), lecture styles presentations, and facilitated discussions to grapple aloud 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 experiences. Each student will present at least 2 articles to the journal club and lead in-class discussions of those articles.

1. Each student will review all articles prior to the class presentations.
2. Each student will discuss 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 (Tentative):** Note this course will meet weekly unless the class unanimously chooses to meet for two-hour blocks every other week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 6</td>
<td>Course introduction and assignments – Introduction to concepts of disability, occupation, and participation</td>
</tr>
<tr>
<td>2</td>
<td>January 13</td>
<td>Overview of Disability, Occupation, and Participation Science; Presentation and constructive feedback skills</td>
</tr>
<tr>
<td>3</td>
<td>January 20</td>
<td>Holiday</td>
</tr>
<tr>
<td>4</td>
<td>January 27</td>
<td>Overview of the research process; Tools for assessing research articles</td>
</tr>
<tr>
<td>5</td>
<td>February 3</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 2/5]</td>
</tr>
<tr>
<td>6</td>
<td>February 10</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 2/12]</td>
</tr>
<tr>
<td>7</td>
<td>February 17</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 2/19]</td>
</tr>
<tr>
<td>8</td>
<td>February 24</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 2/26]</td>
</tr>
<tr>
<td>9</td>
<td>March 2</td>
<td>Spring break</td>
</tr>
<tr>
<td>10</td>
<td>March 9</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 3/11]</td>
</tr>
<tr>
<td>11</td>
<td>March 16</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 3/18]</td>
</tr>
<tr>
<td>12</td>
<td>March 23</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 3/25]</td>
</tr>
<tr>
<td>13</td>
<td>March 30</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 4/1]</td>
</tr>
<tr>
<td>14</td>
<td>April 6</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 4/8]</td>
</tr>
<tr>
<td>15</td>
<td>April 13</td>
<td>Student Presentations &amp; Student-led Discussion [Review due Wed 4/15]</td>
</tr>
<tr>
<td>16</td>
<td>April 20</td>
<td>Course Wrap-up &amp; Evaluations</td>
</tr>
</tbody>
</table>

**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 before the discussion. Peer and self-reviews, 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:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

**ACADEMIC REQUIREMENTS AND GRADING**

**Assignments:**

I. **Article critiques & presentations (50% total; 25% each)**

Students will post articles or DOI link (prior instructor approval is required) on the designated page within the Canvas course website at least 5 days ahead of the presentation/discussion. Student will take the lead in presenting (reporting on) and critiquing two (2) articles during the semester (as 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]

II. Peer/Self review of presentations (30%)
Students will provide one peer review for each student presentation attended; the presenter will provide a self-review using the same rubric. Peer/self-reviews will be submitted by 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 (20%)**

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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article critiques and presentations</td>
<td>variable</td>
<td>50% (25% for each presentation)</td>
</tr>
<tr>
<td>Peer review of presentations</td>
<td>weekly</td>
<td>30% total (6 points per review) Using peer review rubric</td>
</tr>
<tr>
<td>Class participation</td>
<td>weekly</td>
<td>20% total - Must attend and participate actively for full credit for each class.</td>
</tr>
</tbody>
</table>

Point system used (i.e., how do course points translate into letter grades).

**Example:**

<table>
<thead>
<tr>
<th>Points earned</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

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.

**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. Make-up work should be submitted via email to the instructor by the start of the class period following the missed presentation.

Any requests for make-ups due to technical issues must be accompanied by the digital correspondence received from the help desk – this will document the time & date of the problem from LSS when the problem
was reported to them. The ticket number will document the time and date of the problem. When possible, e-mail within 24 hours of the technical difficulty 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 (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:**
Doctoral level students are expected to exhibit the highest level of professional behavior in the classroom. These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated:

1. Dependability—regular class attendance and punctuality, turning in assignments on time
2. Responsibility—actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor for late/missing class or assignments
3. Expectations regarding presentations: The presenting student is expected to arrive early such that the class presentation can begin at the start of the class period. All other students are expected to arrive on time. Cell phones, tablets and laptops may be used to search for materials related to the presentation and topic, but for no other purpose. Cell phones must be silenced. During discussions, students are expected to behave professionally and be respectful of each other’s opinions.

**Communication 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)
3. **Guidelines for instructor/presenter communication in preparing for presentation:**
   a. The presenting student is required to e-mail PDF of their selected manuscript to the course instructors for approval no later than 7 days prior to their presentation day.
   b. With approval from the instructors, the presenting student is then expected to post their selected manuscript/DOI on the appropriate page of the course website no later than 5 days prior to their presentation day (by Friday 5 pm eastern time in the week prior to the scheduled presentation).
   c. Lastly, the presenting student is expected to e-mail their 3 questions/prompts related to the selected manuscript to the instructor, no later than 2 days prior to their presentation day
(Monday 8 am in the week of the scheduled presentation) and must be prepared to adjust questions as directed.

**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/sscr/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.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://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.

**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.

ver. 12-23-2019
• 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.

**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