

University of Florida
College of Public Health & Health Professions Syllabus
RSD6938 Doctoral Seminar In Rehabilitation Science (1 credit hours)
Fall 2021
Delivery Format: Online synchronous
<https://ufl.instructure.com/courses/405600>

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Office hours: by appointment only

Preferred communications: email

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:

- Compare and contrast the strengths and weaknesses of the different research methodologies used in Rehabilitation Science research.
- Explain the relevance of the rehabilitation research presented to rehabilitation practice.
- Evaluate the impact of the rehabilitation research presented in terms of innovation and significance to rehabilitation practice.
- 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

We will use online discussion as the primary instructional method. Discussions will occur in small groups as well as among the entire cohort of students enrolled in the course. Readings will be assigned as pertinent to the topics to be covered in the seminar.

- Rehabilitation Science seminar: each week, 1-2 students will be assigned to the introduction of the Rehabilitation Science Seminar speaker, and to moderate the question and answer periods following each seminar.

- **Speaker interviews:** the same 1-2 students will also lead the post seminar interview 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

Course Schedule

Delivery format: Online Synchronous

Class day: Wednesdays as noted in the schedule

The most updated Rehabilitation Science seminar schedule is available at:

<https://rehabsci.php.ufl.edu/opportunities/rehabilitation-science-seminar-series/>

12-1PM: Rehabilitation Seminar. The seminars are run as webinar on zoom. We will register you as panelist so that you will be able to use your camera and microphone during the webinar. Seminar may be recorded, please see policy in the “Online Synchronous Sessions” section of the syllabus.

1-2PM: Speaker Interviews. The zoom link for the speakers interview is available on the “zoom conference” tab on Canvas. Speaker interviews will not be recorded, unless otherwise previously communicated. During interview, you will be required to have your camera on at all time.

Course Materials and Technology

Desktop, laptop, or tablet required to access the online seminar and interview.

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

Assignments

Speaker assignments (15% of total grade)

Assigned students will to introduce the speaker during the seminar by reviewing the provided speaker biosketch. Assigned students will 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. Students must submit question to the instructor via email at least 2 business days prior to the seminar. Questions will not be formally graded.

If you are assigned to introduce the speaker please log in at least 5 minutes before the start of seminar.

Speaker interview (60% of total grade)

During the post-seminar interview with the speaker, the students as a group may:

- Review the paper provided
- Determine the level of ICF model at which the presented work occurs
- 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

The instructors will evaluate each student participation in the class discussion. This will include if the student:

1. Demonstrates an advance preparation for class
2. Actively participates in group and class discussions, asking questions and occasionally introducing relevant new information about the topic
3. Volunteers willingly and carries own share of the group's responsibilities
4. Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas

To synthesize knowledge, each student is required to write a 1-page essay in which they discuss the content of the seminar and make recommendations for future research in this area. Essays will be submitted via Canvas and they are due the Tuesday following the seminar at 11:59PM, unless otherwise indicated.

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.

Final Paper (25% total grade)

Reflect on the range of speakers from the semester and use the outline to help guide your response. Note – you do not need to follow the outline exactly.

Implications for research

- Indicate which area of work resonated with you the most.
- Describe the overall impact on rehabilitation practice
- Justify your response in terms of innovation or significance
- Describe interdisciplinary relationships between some of the presentations

Implications for your career

- Indicate which area of work resonated with you the most.
- What will shape you as a scientist?
- What will you apply to your career?

Format

- The minimum length is 3 pages, maximum length is 6 pages, double spaced
- Use 11 pt font, 0.5 inch page margins.
- Include references on a separate page (does **not** count toward your page limit)

Grading

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

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

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

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.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. 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

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>). 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

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 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/>.

Online Synchronous Sessions

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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

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 web site for more information: <http://www.counseling.ufl.edu>. Online 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