# OT578 CAPSTONE I

# 2019 SYLLABUS

**CREDIT HOURS**: 1.5   
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OFFICE HOURS: 3 days a week by appointment   
CLASS DAY AND TIME: Thursday 11:00-12:30

**COURSE DESCRIPTION**

Capstone I prepares you for the implementation of your Capstone project in Capstone II in the fall. In Capstone I, students will complete a review of the literature and will develop a project plan with their Capstone group and project advisor. Student groups will work together with their project advisor to obtain site permissions, IRB approval, and to complete fundraising for necessary supplies and materials for project implementation. The hybrid class format will include in-class activities, online activities, group work on your projects, and advisement meetings with your project advisors. Prerequisite: OT 503

## COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025

The AOTA vision currently states that “Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” Your Capstone projects are meant to showcase your understanding of the distinct value of occupational therapy for the community in which your project is being implanted. Capstone projects should also document the student’s readiness to enter the profession of occupational therapy as an evidence-based practitioner who has met the program goals of the occupational therapy program at Sacred Heart University. Projects should:

* Contribute to equal accessibility of occupational therapy services to all populations and provide culturally appropriate and customized occupational therapy services.
* Demonstrate collaboration with clients, stakeholders, and/or interprofessional teams to produce effective outcomes.
* Contribute to effective implementation of occupational therapy services through scholarship, assessment, and interventions that are evidence-based, client-centered, and cost-effective.
* Demonstrate effective leadership through advocacy and influence in affecting change in policy, environments, and complex systems
* Demonstrate an understanding of the potential ethical issues inherent in completing research or providing services through course related programming

## RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is symbolized by the tree of life, an interconnected and entwined sphere, where faculty design experiences to provide foundational information (the roots), and through collaborative processes between faculty and students, knowledge emerges and is applied to an expanding repertoire of professional behaviors. This course is an intermediate level course that builds upon content from the prior semesters, including Research I and Needs Assessment. Capstone I also prepares students for the final courses of their occupational therapy education, particularly Capstone II.

## CONCEPTUAL MODEL FOR THIS COURSE

We will not have a specific conceptual model for this course as all of your projects are so varied. However, we will learn about project planning, conceptual models for research, and implementation models for projects during this course and you will develop a conceptual model for your project as a group.

## WHAT YOU CAN EXPECT FROM ME

* Your materials will always be available to you at least one week before class (usually much earlier than that).
* I will answer your emails during the work week within 24 hours. However- you should know that I go to bed early- so if you email me after the early evening you won’t hear from me until the morning. I am up at 5 most days and you will likely get an answer back before you wake up.
* I will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
* I will explain why we are doing what we are doing. I don’t believe in ‘busy work’ and won’t give you any.
* I will have very high standards for your behavior and mine. I believe in Stephen Covey’s [7 habits of highly effective people](https://www.stephencovey.com/7habits/7habits-habit1.php). I also believe that the first thing we need to be able to do to be responsible and effective people is have integrity. Integrity starts with making and keeping promises and commitments. I pride myself on being dependable and keeping my commitments. So- if you ever feel I am not fulfilling what I have listed above- please tell me!!!!!
* When I am meeting with you, and when I am in class with you, you will have my undivided attention. We will all practice ‘being present’ in the moment in our communication with each other. It is an important behavior to learn before working with clients. If it ever seems like I am distracted and not listening fully, please say so. If you ask me a question when I am distracted or when I cannot give you my full attention (for example at the beginning of class if I am setting something up or getting ready for something), I will tell you so and will tell you when I will be able to give you my full attention.
* We will start and end class on time, unless there are extreme events beyond my control.
* I will model the same professional behaviors of expect of all of you. I will treat you as a future colleague and an adult student. Please speak with me if you are having any difficulties with the material or assignments. However, I also believe in personal responsibility.

## WHAT I EXPECT OF YOU

This course requires quite a bit of self-direction and your active engagement. I expect you to participate, ask questions, and get help if you need it. I expect you to work in this class with integrity. Plagiarism is unacceptable in any form in this course. I expect that you will all demonstrate the professional behaviors you will need as an occupational therapist. You are spending a lot of money to be in school- I hope you take that as seriously as I do and use your time wisely. Plan ahead to make sure you can meet your commitments and deadlines and use whatever resources you need to ensure you do what you say you will do.

## TEACHING AND LEARNING METHODS

This course will be taught through in class experiences, group work, advising meetings, and online activities.

## COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None but you will receive a small budget for the implementation of your project next semester.

INDIVIDUAL AND GROUP WORK: There will be both group and individual experiences and these will be highlighted in the topical outline and assignment instructions.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDENCE: refer to Program Manual. Please be aware that there are in class activities for points. If you miss class, you miss these points.

PROFESSIONAL BEHAVIORS: refer to Program Manual

**ACCESS AND ACCOMMODATIONS**

The Office of Special Learning Services provides instructional accommodations and services for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. To learn how to request assistance, visit [The Jandrisevits Learning Center](http://www.sacredheart.edu/officesservices/jandrisevitslearningcenter/speciallearningservices/)

If you are in need of assistance to access any materials related to this course or anything else related to your learning experience or time on campus, please contact your instructor or the Office of Special Learning Services ([accessibilty@sacredheart.edu](mailto:accessibilty@sacredheart.edu)).

## REQUIRED TEXT

None- we will use online readings and resources.

## PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

* Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the [ACOTE standards](https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx).
* The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. The program’s objectives were developed based upon our PRIDE vision. Table 1 shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.
* All course expectations are designed according to [Bloom’s Taxonomy of Learning Domains](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/)---Remember, Understand, Apply, Analyze, Evaluate, and Create. This course requires students to analyze, evaluate, and create.

## Table 1- Learning objectives and ACOTE standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Learning Objective | Program Objective | ACOTE Standard | Learning Experiences | Measurement |
| Create a Capstone Project Plan that Highlights the Unique Value and Contribution of Occupational Therapy for a Specific Population or Setting | Demonstrate leadership through scholarship and professional service |  | Group work  Advising meetings | Project Proposal Assignment with Gantt Chart / Project Plan  Capstone checklist  Capstone meeting log |
| Select appropriate literature to document the need for the project and critique the body of knowledge to develop new questions. | Engage in continual learning and evidence-based practice with intellectual open-mindedness | B.8.2. Effectively locate, understand, critique, and evaluate information, including the quality of evidence.  B.8.5. Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology. | Literature searches  Article critiques  Outlines  Conceptual Models | Project Proposal Assignment with Gantt Chart / Project Plan |
| Write a project or research proposal | Demonstrate leadership through scholarship and professional service | B.8.1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.  B.8.8. Demonstrate skills necessary to write a scholarly report in a format for presentation or publication. | APA  Literature searches  Article critiques  Outlines  Conceptual Models  Ethical analysis  IRB and letters of informed consent | Project Proposal Assignment with Gantt Chart / Project Plan |
| Work effectively with the Capstone team to design the Capstone project | Exhibit team collaboration skills, inter-professional practices, and culturally competent communication | B.8.8. Demonstrate skills necessary to write a scholarly report in a format for presentation or publication. | Peer feedback activities  Group work  Advising meetings | Project Proposal Assignment with Gantt Chart / Project Plan  Capstone meeting log  IRAT and TRAT about peer feedback |

## Table 2 Description of Assignments and Grading

| ASSIGNMENT | DESCRIPTION | GROUP / INDIVIDUAL | % OF GRADE |
| --- | --- | --- | --- |
| Project Proposal Assignment with Gantt Chart / Project Plan | The major assignment for this course consists of a group proposal paper with a Gantt chart and a project plan. This assignment will be completed in stages, with some portions written individually but the final paper and plan is a group effort. Instructions for each portion will be on BB with a detailed rubric for what is expected.  Part One: Project literature search and selected articles  Part Two: Outline and argument (introduction) with reference list  Part Three: Literature review  Part Four: Methods  Part Five: Final proposal with Gantt chart / Project Plan | Group and individual | 60% total but each portion has its own rubric on BB |
| Capstone checklist | You will complete the checklist form provided for you on BB, with your Capstone Advisor, during the first week of the class. | Group | 10% |
| Capstone meeting log | You will document that you have met with your Capstone advisor for at least a total of 11 hours across the entire summer semester. It is up to the students to make the appointments with the faculty member and keep track of the meeting times. You will use the Capstone checklist and the creation of the Gantt chart to guide these meetings and generate questions for your advisor. | Group | 10% |
| Individual Readiness Assurance Tests (IRAT) | You will take individual quizzes on BB – each 5 questions, in class, on the assigned material (pre class work) for the class session on peer feedback as indicated in the topical outline | Individual | 5% |
| Team Readiness Assurance Tests (TRAT) | You will then take a team quiz (the exact same quiz as the individual) but you will work as a team to determine the answers. You will do these on paper using the IF AT forms | Group | 5% |
| In class activities | There will be a variety of in class activities. Each of these will be worth one point for completion. If you miss a class, this point is forfeited. | Individually or group | 10% |

## SUMMARY OF GRADING FOR THE COURSE

Project Proposal Assignment with Gantt Chart / Project Plan = 60% of total grade divided as follows:

* Literature search and selected articles = 10% Individual
* Outline with reference list in APA = 10% Individual
* Argument paragraph as introduction = 10% Group
* Gantt chart and project plan = 10% Group
* Literature review and methods = 20% Group

Capstone checklist = 10%

Capstone meeting log = 10%

IRAT = 5%

TRAT = 5%

In class activities = 10% (These will be graded as complete/incomplete)

* Conceptual model
* Letter of informed consent
* Ethical analysis of your project
* Informal presentations to peers

# TOPICAL OUTINE

| **DATE** | **METHODS** | **TOPICS / ACTIVITIES** | **ASSIGNMENTS** | **DUE DATE** |
| --- | --- | --- | --- | --- |
| Week 1 May 2 | No in person class this week. Make a meeting with your capstone advisor for at least 45 minutes | Read the syllabus. Complete the Capstone Checklist with your group and your capstone advisor. Make a google folder for this project with all members, your advisor, and the course instructor | Capstone Checklist  Create the google drive folder and share with your instructor (use HMillerot@yahoo.com) and capstone advisor | Bring the completed checklist with you to class May 9th |
| Week 2  May 9 | In person seminar with group work | Writing a proposal  Gantt charts  Expectations for the summer- the project plan and proposal assignment | Draft of Gantt chart completed in class but final one will be submitted with the final paper | In class |
| Week 3 May 16 | In person Team Based Learning – you will have pre-class readings on BB  Jody Bortone will teach class this week | Peer Feedback | IRAT  TRAT | In class |
| Week 4  May 23 | Online class and meeting with your capstone advisor and group | Searching the literature / selecting appropriate articles / critiquing the literature  Conceptual models and using theory | Project Proposal Assignment Part One: Project literature search and selected articles | Bring completed draft to class on May 30 |
| Week 5 May 30 | In person seminar and group work | Searching the literature / selecting appropriate articles / critiquing the literature  Conceptual models and using theory | Project Proposal Assignment Part One: Project literature search and selected articles  Draft conceptual model | Final due June 6th in class posted to BB and also on your google drive |
| Week 6 June 6 | In person seminar and group work | Writing an argument and an outline / APA headings and citations | Project Proposal Assignment Part Two: Draft of outline and argument with reference list | In class |
| Week 7  June 13 | In person seminar and group work Writing an argument and an outline | Writing an argument and an outline / APA headings and citations | Project Proposal Assignment Part Two: Final outline and argument | Final due June 20- this is an individual portion of the assignment |
| Week 8  June 20 | In person seminar and group work | Writing a literature review  Editing the writing of others | Project Proposal Assignment Part Three: Literature Review | In class |
| Week 9  June  27 | In person seminar and group work | Writing a literature review  Editing the writing of others | Project Proposal Assignment Part Three: Literature Review | Final due July 11- this is a group portion of the assignment |
| Week 10  July 4th | Happy 4th of July |  |  |  |
| Week 11  July 11 | In person seminar and group work | Selecting appropriate methods including measures  Ethical considerations  IRB and human subjects protection- letters of informed consent | Project Proposal Assignment Part Four: Methods | In class |
| Week 12  July 18 | In person seminar and group work | Selecting appropriate methods including measures  Ethical considerations  IRB and human subjects protection- letters of informed consent | Project Proposal Assignment Part Four: Methods | Final due July 25- this is a group portion of the assignment |
| Week 13  July 25 | In person seminar | Finalizing the project plan to submit | Project Proposal Assignment Part Five: Pulling it all together | Final due July 29 with final Gantt chart and project plan- submitted as a group |
| Week14  Aug 1 | In person seminar | Informal presentations to peers about capstone projects | Final Capstone Meeting Log | Aug 1 submitted to BB by midnight |
| Week 15  Aug 8 | In person seminar and group work | Developing draft of poster for the rationale and literature review | None |  |