# OT608 CAPSTONE II

# 2019 SYLLABUS

**CREDIT HOURS**: 1.5
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OFFICE HOURS: 3 days a week by appointment
CLASS DAY AND TIME: Monday 10:30-12:00

**COURSE DESCRIPTION**

Capstone II consists of the implementation of student Capstone projects, as well as dissemination of the results in a professional format. Students will create a professional poster presentation, and present and defend their work to faculty and peers. Additionally, students learn to complete a written proposal appropriate for submission to a professional conference. Course format includes some lecture, group work, in class workshops, meetings with Capstone advisors, and work in the field for project implementation. The Capstone project, poster presentation and defense are Program graduation requirements. Prerequisite: OT 578

## 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.” The implementation of your Capstone projects, selected in OT578, will highlight your professionalism and your ability to provide supervised occupational therapy for the community in which your project is being implanted. Implementation and presentation documents your readiness to enter the profession of occupational therapy.

## 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 II, Needs Assessment and Capstone I.

## 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, you each have a conceptual model for your project as a group, developed in Capstone I.

## 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: You will receive a small budget of $50 for the implementation of your project. You will also need to get your posters printed and this will be paid for by the department, IF you get your poster printed at SHU.\*

INDIVIDUAL AND GROUP WORK: This course will require group work to implement and present your Capstone projects.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDENCE: refer to Program Manual. Please be aware that there may be 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 Student Accessibility 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).

## 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 |
| Implement the capstone project and analyze results to prepare for presentation | Demonstrate leadership through scholarship and professional service  | B.8.4 Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data. | Group workAdvising meetingsSupervised and unsupervised work in the field | Poster presentationCapstone meeting log |
| Create a professional poster documenting the implementation of the capstone project, its results, and impact | Demonstrate leadership through scholarship and professional service  | B.8.8 Demonstrate skills necessary to write a scholarly report in a format for presentation or publication. | Group workAdvising meetingsWorkshop activitiesExamination of samples with critique | Poster presentation |
| Present results of the Capstone Project to an audience of faculty and peers | Demonstrate leadership through scholarship and professional service  | B.8.1Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.7 Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues | Practice presentation to classmates with peer feedback | Poster presentation  |
| Write a submission for a poster presentation to a professional conference (ConnOTA/ AOTA) | Demonstrate leadership through scholarship and professional service  | B.8.8 Demonstrate skills necessary to write a scholarly report in a format for presentation or publication. | Group workLectureExamination of samples with critique | Completion of “call for papers” proposal submission for ConnOTA / AOTA |
| Identify funding sources for implementation of capstone project  | Demonstrate leadership through scholarship and professional service  | B.8.9 Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities | Group work | Grant assignment  |

## Table 2 Description of Assignments and Grading

| ASSIGNMENT | DESCRIPTION | GROUP / INDIVIDUAL | % OF GRADE |
| --- | --- | --- | --- |
| Poster presentation | The major assignment for this course consists of a poster presentation for faculty and peers. Each group will work with their advisors, the instructor, and each other to create a professional poster, and will present that poster to an audience in a specified time frame. Each group member must present a portion of the poster. These presentations will be filmed and a reflection paper will be part of your Portfolio for next spring. | Group and individual | 50% =30% for the poster and 20% for your presentation |
| 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 fall semester. It is up to the students to make the appointments with the faculty member and keep track of the meeting times. | Group | 10% |
| Completion of “call for papers” proposal submission for ConnOTA  | As a group you will write a proposal as a response to a “call for papers” for the ConnOTA spring conference  | Group | 30% |
| Grant assignment  | You will seek out 3 appropriate funding sources for your project and submit your searches and selections via a template provided for you on BB | Group | 10% |

All assignments will have full instructions and rubrics on BB.

# TOPICAL OUTINE

| **DATE** | **METHODS** | **TOPICS / ACTIVITIES** | **ASSIGNMENTS** | **DUE DATE** |
| --- | --- | --- | --- | --- |
| Week 1Aug 26 | In person class and meeting with advisor to get started right away with implementation | Go over syllabus, assignments, and prep for the semester Start poster draftsAlso- go over the plan for the semester with your advisor using the Gannt chart you created in the summer- discuss any discrepancies and determine first steps to start |  | Be working on your Capstone meeting log all semester- but it will be turned it Dec 6 |
| Week 2Sep 2 |  No class- Labor Day |
| Week 3Sep 9 | In person class | Poster presentations – what to expect and how to do one |  |  |
| Week 4 Sep16 | Meeting with group and advisor / work in the field |  |  |  |
| Week 5Sep 23 | In person class | Locating funding for projects |  | Grant assignment due Sept 27 midnight |
| Week 6Sep 30 | Meeting with group and advisor / work in the field |  |  |  |
| Week 7Oct 7 | Meeting with group and advisor / work in the field |  |  |  |
| Week 8Oct 14 | No class- Monday is Columbus Day and this week is all of the service learning trips  |
| Week 9Oct 21 | In person class | Creating professional posters |  |  |
| Week 10Oct 28 | Meeting with group and advisor / work in the field |  |  |  |
| Week 11Nov 4 | In person class | Call for papers- doing proposals for professional presentations |  |  |
| Week 12Nov 11 | Meeting with group and advisor / work in the field |  |  |  |
| Week 13Nov 18 | In person class | Presenting results(You should have some results ready by now) |  | ConnOTA proposals dueNov 24 must be submitted by end of the course with a response letter that submission has been received turned in to BB |
| Week 14 Nov 25 | Meeting with group and advisor / work in the field | Create draft posters and work with advisors to determine content, look, etc. PROOFREAD |  | “Mostly final” draft of poster is due for class Dec 2 |
| Week15Dec 2 | In person class | Practice presentations with paper version of poster (you must bring a printed paper version with you) | Posters should be submitted to the mail room for printing by Dec 4When they are submitted for printing, they should also be emailed as a pdf to the two faculty who will be grading them. | Pick up posters Dec 11Capstone meeting log due Dec 6 |
| **Your final Capstone poster presentation will be Dec 12 in the morning (Room and exact times TBD). You need to provide a thumb drive with all of your materials and work to your advisor on or before the presentation date.** |

**\*PLEASE NOTE** Each Capstone group will have a working project budget of $50 for the purchase of supplies, incentives, thank-you gifts etc. The $50 is combined for Capstone I and Capstone II. If your project requires the purchase of art and craft, therapy, sport equipment, or assessment instruments, these purchases are best made through the department’s regular purchasing processes. If you have questions as to what kinds of purchases might be done through the department, please ask your mentor to speak with the Program Chair. All purchases must be approved by the Capstone mentor prior to purchasing. Purchases over the $50 budget require the advance approval of the mentor, course instructor, and Program Chair. Students should submit receipts (receipts must be taped to a plain piece of paper) along with a completed expense voucher to the Program Assistant. Please be aware that the University does not reimburse for sales tax. Additionally, the department will pay the cost of printing the 36” x 48”, 3-color poster through the University’s mailroom. Special paper/finishes, additional colors, larger sizes, or posters printed outside the University may incur additional costs, which will be the responsibility of the Capstone group.