Course: OCTH 801 Capstone Experience – 2nd Enrollment
Semester: Fall 2017
Credit Hours: 4 credits
Delivery Method: Online
Course Instructor: Barb Brockevelt, PhD, OTR/L, FAOTA
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E-mail: barb.brockevelt@usd.edu
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Telephone: 605.658.6458
E-mail: Allison.Naber@usd.edu

Course Description
This experiential course allows the doctoral student to enhance skills in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education or theory development. The field experience may occur in a traditional or non-traditional site, and the student will be expected to perform beyond that of an entry-level occupational therapist.

Textbook and Materials
This course is a seminar-style, individualized course during which students engage in one of the advanced practice areas defined above as determined by the Capstone Proposal (OCTH 800) in the previous semester. Texts needed for the course will be dependent upon the student’s interest area and plans for the Capstone Experience and Project.

Required:


Other requirements & readings:
AOTA Membership is necessary to access member-only professional resources. AOTA also offers a discount for members on texts AOTA publishes or distributes.

Additional texts may be required based on the nature of the capstone experience.
Course Objectives
Upon completion of this course, the student will:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Standard/Objective Description</th>
<th>Assessment Measure (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Effectively locate, understand, and evaluate information, including the quality of research evidence.</td>
<td>Weekly Learning Activity Log&lt;br&gt;Reflection Papers&lt;br&gt;Literature Review Matrix</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct a literature review, demonstrating ability to effectively locate, understand and evaluate information, including the quality of research evidence.</td>
<td>Weekly Learning Activity Log&lt;br&gt;Reflection Papers&lt;br&gt;Literature Review Matrix</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate a workload effort of approximately 180-240 hours toward the capstone experience.</td>
<td>Weekly Learning Activity Log&lt;br&gt;Reflection Papers</td>
</tr>
<tr>
<td>4.</td>
<td>At the completion of the experience, the student will successfully meet the learning outcomes identified on the individual Learning Contract.</td>
<td>Weekly Learning Activity Log&lt;br&gt;Reflection Papers&lt;br&gt;Mentor Evaluation</td>
</tr>
</tbody>
</table>

Teaching Strategies/Learning Experiences
The instructional method for this course is Internship/Practicum. Under the guidance of a site mentor and faculty mentor, the student completes an advanced field experience in one of several areas outlined in the course description. In addition, students and the faculty mentor will collaborate in meeting the course objectives through the Discussion Board of Desire2Learn (http://d2l.sdbor.edu). This is a four-credit course, which would normally constitute four hours of meeting time per week in a face-to-face class. Given that this is an experiential and online course, we will not be meeting face-to-face, so this engagement will occur in the following ways: experiential learning as identified in your individual learning contract; class discussions; completion of assigned readings; peer interaction and feedback; and completion of all assignments.

Student Expectations
Students are expected to read, understand and abide by all policies and procedures outlined in this syllabus, as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available at USD.

A typical week in the course will be sequenced as follows:

<table>
<thead>
<tr>
<th>DAY</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Start of the week&lt;br&gt;Complete readings/activities specific to your capstone</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Complete readings/activities specific to your capstone</td>
</tr>
</tbody>
</table>
| Wednesday | Complete readings/activities specific to your capstone  
*2nd time Enrollees: Participate in live class session and/or office hours at 9:30 pm (CST) as indicated (Recorded sessions will be available on Collaborate Ultra)* |
| Thursday  | Complete reading/activities specific to your capstone                    |
| Friday    | Complete reading/activities specific to your capstone                    |
| Saturday  | Complete reading/activities specific to your capstone                    |
| Sunday    | Due: Weekly Activity Log and assignments 11:55 PM CST                    |

**Contacting the Instructor**
The course instructor welcomes individual communication with students. She is most accessible via USD email (Barb.Brockevelt@usd.edu). This email address is preferred over D2L email. You will receive a response to your email within 24 hours Monday through Friday and within 48 hours on weekends. The instructor will provide advance notice in the event she is out of the office necessitating a slower response time.

**Technology Requirements**
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the [CE Online Orientation Guide](#). The link to this document can be found in the Getting Started widget on the course homepage under Technology Requirements.

The course director will facilitate live class sessions/office hours via [Collaborate Ultra](#), a web-conferencing system. To engage fully in these sessions, a USB multimedia headset (earphones with a microphone) is recommended. Headsets can be purchased online, or from a local retailer (Walmart, Best Buy, Radio Shack, etc.), for approximately $15-$30 depending on the brand and model (Logitech is recommended). Finally, students should have access to MS Office 2010 (Windows)/2008 (Mac) or later for submitting written assignments. The instructor will use the comment and review features in Word to provide feedback on these assignments. A student version of Microsoft Office can be purchased via [Microsoft’s website](#).

**Course Requirements**
1. This class is primarily experiential/practicum. Active participation in the experiential component of the course as well as online discussions is expected. You should plan to log into the course a minimum of two times per week and invest approximately 12-16 hours per week.
2. Follow the basic rules of netiquette and be courteous to all those participating in the class. Please type in complete sentences and follow the discussion board guidelines. For more information on netiquette please review the Netiquette section of the [Online Orientation Guide](#).
3. Assignments should be submitted electronically in the D2L dropbox by 11:55 pm CST on the due date unless otherwise specified. There will be one-letter grade deduction for each day an assignment is late. Late discussion board postings are not accepted and will be assigned a letter grade of zero.
4. The instructor will abide by all policies set forth in this syllabus and those established by the USD Online Student Handbook, USD, and the South Dakota Board of Regents.

Class Management Statements

1. Freedom in Learning:
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

2. ADA Statement:
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Ernetta Fox, Director of the Office of Disability Services (Service Center 119; 677-6389), as early as possible in the semester.

3. Academic Integrity:
Academic dishonesty is defined as, but not limited to the following: copying a classmate’s work, using crib notes during a test, stealing or conveying examination questions, informing classmates of information on a practical examination, maintaining library materials so that classmates cannot utilize the materials, falsely representing clinical cases, turning in written assignments that are not authentic, or fabrication of any sort.

As stated in the USD Student Handbook, Student Code of Conduct, South Dakota Board of Regents Policy 3:4:

Plagiarism is defined as, but is not limited to the following:
1. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source.

The University of South Dakota Board of Regents has established a policy regarding academic dishonesty that is firmly upheld by the USD Occupational Therapy Program.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment. Allowed to rewrite and resubmit the assignment for credit.
b. Assigned a reduced grade for the course.
c. Dropped from the course.
d. Failed in the course.
**Inclusive Excellence**
The University of South Dakota supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength.

The University of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

Please refer to the USD Student Handbook for academic performance expectations and professional behavior requirements. *All of the rules and regulations set forth in these handbooks apply to this syllabus.*

**Student Resources**
The University of South Dakota provides a number of useful services to students:

- **CDE Online Orientation Guide (see link in the “Getting Started” widget on the course homepage):**
  This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **USD Portal ([http://my.usd.edu/](http://my.usd.edu/)):**
  The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  
  - WebAdvisor
  - I.D. Weeks Library

**The USD Writing Center ([http://www.usd.edu/academics/academic-commons/writing-center.cfm](http://www.usd.edu/academics/academic-commons/writing-center.cfm))**

**Academic Integrity**
Academic integrity is a core value for the University of South Dakota, the Graduate School, the School of Health Sciences and the PhD in Health Sciences program. To that end, the faculty, students, and candidates in the PhD program are expected to uphold the highest standards of academic integrity in all of their doctoral work. The absence of academic integrity among faculty or students would undermine the trust and mutual respect, which is essential for maintaining the mission, integrity, reputation, and rigor of the program. Therefore, as a community of scholars, we embrace the highest standards of academic integrity in all aspects of our work. Failure to uphold these standards is cause for dismissal from the PhD program. Please refer to SD Board of Regents policy 2:33: [https://www.sdbor.edu/policy/Documents/2-33.pdf](https://www.sdbor.edu/policy/Documents/2-33.pdf) and the policy map: [https://www.sdbor.edu/policy/Documents/2016_0428MapPolicy2_33_StudentAcademicDishonesty.pdf](https://www.sdbor.edu/policy/Documents/2016_0428MapPolicy2_33_StudentAcademicDishonesty.pdf)
Each post-professional OTD and PhD in Health Science student is required to complete the **VAIL (Virtual Academic Integrity Laboratory) Tutor** once per academic school year with a minimum score of 90%. The tutorial is available at [http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/interactive.html](http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/interactive.html).

The USD library website also has a tutorial titled “**Introduction to Academic Integrity**” available for your review.

A. **Academic Dishonesty**
   1. **Cheating**, which is defined as, but not limited to the following:
      a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
      b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
      c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
   2. **Plagiarism**, which is defined as, but is not limited to, the following:
      a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
      b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
   3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service;
   4. Furnishing information known or believed to be false to any institutional official, faculty member or officer;
   5. **Forgery**, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentation of degrees awarded or honors received;

B. **Students are expected to comply with the following academic standards:**
   1. **Original Work:**
      Assignments such as course preparations, exams, texts, projects, papers, etc., must be the original work of the student. At all times, students are expected to comply with APA Style (6th ed.) when formatting papers. Work is not original when it has been submitted previously by the author or by anyone else for academic credit.
   2. **Referencing the Works of Another Author:**
      All academic work submitted for credit or as partial fulfillment of course requirements must adhere to standards of the APA Manual (6th edition) or rules of documentation provided by the instructor. Standards of scholarship require that the writer give proper acknowledgement when the thoughts and words of another are used.
   3. **Tendering of Information:**
      All academic work must be the original work of the student. Giving or allowing one’s work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

C. **Violations of the Code of Conduct:**
   - [Student Code of Conduct](http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/interactive.html)
   - [SD Board of Regents Policy 3.4: Student Disciplinary Code](http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/interactive.html)
   - [Map of BOR Policy 3.4: Student Conduct Code](http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/interactive.html)
### Evaluation Methods

<table>
<thead>
<tr>
<th>Assignment</th>
<th>POINTS</th>
<th>% of Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Log (12 x 2 points each + 6 pts for Summary)</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Reflection #1 (Midterm)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Reflection #2 (Final)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Learning Activities/Deliverables outlined in Learning Plan</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Site Mentor Evaluation</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-90</td>
<td>80-90</td>
</tr>
<tr>
<td>C</td>
<td>70-80</td>
<td>70-80</td>
</tr>
<tr>
<td>D</td>
<td>60-70</td>
<td>60-70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

### Assignment Descriptions

**Activity Log**

*Due: Sundays. 11:55 pm*

*Feedback: Uploaded weekly to the feedback section of the dropbox within one week of the due date, unless otherwise stated.*

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of the activity log each week (12 x 2 point)</td>
<td>24.0</td>
</tr>
<tr>
<td>Summary (included with Final Reflection)</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30.0</strong></td>
</tr>
</tbody>
</table>

*The Activity Log will be 30% of the final grade.*
Reflection Papers
Due:  Midterm: Oct 17, 11:55 PM
     Final: Dec 10, 11:55 PM
Feedback: Uploaded to the feedback section of the Dropbox within two weeks after the due date, unless otherwise stated.

The reflective practitioner is one who uses reflection intentionally to examine knowledge and experience in order to achieve a deeper understanding of practice, as well as to identify additional learning needs. Continual reassessment in professional practice encourages lifelong learning.

The student will write midterm and final reflection papers during each capstone experience. The reflection papers should demonstrate a thoughtful reflection of one’s progress toward completion of learning objectives and the capstone project. Reflection must identify, but is not limited to, current progress toward objectives/goals, aspects of the experience that have progressed as planned, aspects that have not progressed as planned, modifications to the plan, and personal reflection regarding the student’s development of knowledge, skills, and attitudes in practice. Each paper should be approximately 4 pages in length and follow APA format. Feedback and grades will be uploaded to the feedback section of the Dropbox within two weeks after the due date, unless otherwise stated.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current progress toward learning objectives/goals</td>
<td>2</td>
</tr>
<tr>
<td>Aspects of the experience that have progressed as planned &amp; those that have not</td>
<td>2</td>
</tr>
<tr>
<td>Modifications to the plan</td>
<td>2</td>
</tr>
<tr>
<td>Personal reflection regarding development of K, S, &amp; A</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

Midterm & Final Reflection Papers – Each 10% of the final grade.

Learning Activities/Deliverables Outlined in Learning Contract
Due: Dec 3, 11:55 pm
Feedback: Uploaded to the feedback section of the Dropbox within two weeks after the due date, unless otherwise stated.

These will be negotiated between the student, faculty mentor and site mentor based on the learning contract developed in OCHT 800 Capstone Proposal. These activities comprise 40% of the final grade.

Site Mentor Evaluation
Due: Dec 8, 5:00 pm
I will send the form directly to your site mentor and ask him or her to return it to me. I will post the form under Content. The results on this form will comprise 10% of the final grade.