Course: OCHR 800 Capstone Proposal
Semester: Spring 2019
Credit Hours: 1
Contact Hours: 15

Course Instructors:

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barb Brockvelt, PhD, OTR/L, FAOTA</td>
<td>658-6358</td>
<td><a href="mailto:Barb.Brockvelt@usd.edu">Barb.Brockvelt@usd.edu</a></td>
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<td><a href="mailto:Allison.Naber@usd.edu">Allison.Naber@usd.edu</a></td>
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<tr>
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</tr>
</tbody>
</table>

Course Description
The doctoral student will develop a proposal for the capstone practicum that provides in-depth experience in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development. The student will develop specific learning objectives for the experience in collaboration with faculty. Once faculty and the site have approved the proposal, the student will collaborate with faculty and site mentors to carry out the experience in the final semester of the program.

Relationship of Course to Curriculum Design
This course is a seminar-style, individualized course during which students develop a proposal for the Capstone Experience (OCHR 801) and Project (OCHR 802) which are completed in the last semester of the program following the successful completion of all didactic coursework, Level II Fieldwork experiences, and the competency exam. The goal of the Capstone series of courses is to develop occupational therapists with advanced skills beyond those of a generalist. Through the Capstone Project and Experience, the student integrates knowledge, skills, and attitudes from prior coursework and Level II FW experiences and demonstrates synthesis of advanced knowledge in one or more of the following: clinical practice, research/scholarship, theory development, administration, leadership, program development, policy development, advocacy, or education. In OCHR 800, the student develops the learning objectives, learning activities, and plans for supervision/mentoring of the Capstone Experience under the direction of a faculty mentor. Upon completion of the capstone experience, it is expected that the student is effectively prepared to practice beyond that of an entry-level occupational therapist.

Required Texts and Materials


The student is expected to have texts available from previous coursework for reference.

Note: Your faculty and site mentor may recommend other readings to you depending on the specific Capstone Experience.

Major Course Objectives
Upon completion of this course, the student will:

1. Develop a proposal for the Capstone Experience that reflects occupational therapy’s distinct value and is supported by evidence in the occupational therapy literature. The focus area may be in advanced clinical practice, research/scholarship, theory development, administration, leadership, program development, policy development, advocacy, or education.
2. Identify one or more potential sites for the Capstone Experience
3. Identify a possible Capstone Site Mentor
4. Develop a learning contract for the Capstone Experience which includes the following components:
   a. Learning objectives and how they will be measured, including project deliverables
   b. Learning activities
   c. Plans for mentoring/supervision

This course addresses the following ACOTE Standards: C.2.1 – C.2.5

<table>
<thead>
<tr>
<th>ACOTE Standard</th>
<th>Standard Description</th>
<th>Evidence</th>
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</table>
| C.2.1         | Ensure that the doctoral experiential component is designed and administered by faculty and provided in setting(s) consistent with the program’s curriculum design, including individualized specific objectives and plans for supervision. | Learning Contract contains  
• Individualized learning objectives  
• Learning activities  
• Plans for supervision/mentoring  
• Responsibilities of all parties |
| C.2.2         | Ensure that there is a memorandum of understanding that, at a minimum, includes individualized specific objectives and activities, plans for supervision or mentoring, and responsibilities of all parties. | The faculty mentor will be responsible for assuring that a signed MOU is secured before the student begins the Capstone Experience.  
At a minimum the MOU contains  
• Individualized learning objectives  
• Plans for supervision/mentoring  
• Responsibilities of all parties  
The learning contract may serve as the MOU in cases where the student is not providing direct patient care. |
| C.2.3         | Require that the length of this doctoral experiential component be a minimum of 16 weeks (640 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and culminating project. No more than 20% of the 640 hours can be completed outside of the mentored practice setting(s). Prior fieldwork or work experience may not be substituted for this experiential component. | Time log |
| C.2.4         | Ensure that the student is mentored by an individual with expertise consistent with the student’s area of focus. The mentor does not have to be an occupational therapist | Site mentor credentials |
| C.2.5         | Document a formal evaluation mechanism for objective assessment of the student’s performance during and at the completion of the doctoral experiential component. | Formative Evaluation  
Summative Evaluation |
Teaching Strategies/Learning Experiences
Writing Assignments
Peer/instructor mentoring

Important Considerations in Planning the Capstone Experience and Project
Together, OCTH 801 and OCTH 802 comprise 640 hours of mentored experience. Specifically, the student will complete a minimum of 4 days per week, or 80% of the 640-hour mentored experience onsite in one of the advanced practice areas identified. The student may spend up to one day per week, or 20% of the 640-hour experience, developing the capstone dissemination project. After successful completion of 640 hours of the mentored experience, the student will defend the capstone project at a public forum the day prior to commencement.

The student must successfully complete all coursework, 24 weeks of Level II Fieldwork, and pass the competency exam prior to beginning the Capstone Experience. (ACOTE standard C.2.0). Prior fieldwork or work experience may not be substituted for this experiential component. If a current work setting is used to satisfy the 16-week requirement, the activities conducted at the work setting must meet the requirements of the in-depth doctoral experiential component.

All capstone components must be completed within 24 months following academic preparation.

Curricular Requirements
1. Each student is expected to arrive to class on time, attend class on a regular basis, and participate in class discussions, laboratory activities, and fieldwork experiences. If a student is absent from a scheduled meeting or activity, it is his/her responsibility to contact the instructor as early as possible. If a student is absent or tardy, he or she must complete a leave slip for each session missed, and submit it to the School of Health Sciences senior secretary within two days of any absence or tardiness. At the discretion of the course director, points associated with class activities (exam, quiz, discussion, etc.) during the absence may not be redeemed. Please refer to the USD OT Student Handbook for the complete student attendance policy.

2. In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class student work. Students should expect to invest a considerable amount of work outside of class time.

3. Reading assignments provide the basis for class sessions; therefore, it is imperative that students complete the readings prior to class sessions.

4. Assignments are typically submitted and returned via the D2L drop box. Please name assignments as follows: Lastname.firstname.assignmentname. Grades are also recorded in D2L.

5. All assignments are due at the specified date and time. A 10% penalty will be assessed for each day a major assignment is late, including weekdays, weekends, and holidays. It is the student’s responsibility to ensure that the faculty member receives the assignment in the appropriate D2L drop box to avoid late penalties. Refer to student handbook for the assignment submission policy.

6. APA format, including appropriate citation of references, is required for all written assignments except when otherwise specified in the written description of the assignment or verbally by the instructor.

7. Faculty may use “Turn-it-In” or the plagiarism detection feature on D2L to assess the originality of student work.

8. Examination Policies published in the current USD OT Student Handbook will be adhered to in this course.
9. Use only University delegated email accounts when communicating with faculty to ensure message delivery. You will receive a response to your email within 24 hours Monday through Friday and within 48 hours over weekends. The instructor will provide advance notice in the event that he/she is out of the office necessitating a slower response time.

10. Computer use in class is restricted to class-related activity. Any inappropriate computer use (including surfing the Internet, using Facebook, and sending email) that occurs during class time and is observed by the course instructor will negatively influence your final course grade.

11. Cell phones should be turned off (not to vibrate) and put away BEFORE the start of class. Texting is not allowed during class. If there is an emergency, family members should contact the Office Secretary at 605-658-6500.

12. Appropriate dress is required for classroom and laboratory activities. Professional clinical dress is required for all guest lectures, role-plays, skills checks, and practical examinations. Please see the student handbook for details concerning professional clinical dress.

13. Students are responsible for assisting in class set up and clean up as appropriate. Students are expected to maintain a safe work area in lab and to follow all safety precautions and procedures.

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 199; 677-6389) as early as possible in the semester.

3. 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 and students in the OTD 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 OTD 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)

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
   SD Board of Regents Policy 3.4: Student Disciplinary Code
   Map of BOR Policy 3.4: Student Conduct Code

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 clinical settings that honors the richness of diverse perspectives and inter-professional practice through valuing diverse traditions, heritages, and experiences.

Please refer to the USD OT Student Handbook, and 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.

Evaluation Methods

Determine the focus area of the Capstone Experience: advanced clinical practice, research/scholarship, theory development, administration, leadership, program development, policy development, advocacy, or education.
1. Identify one or more potential sites to complete the Capstone Experience
2. Identify a Capstone Site Mentor
3. Develop a learning contract for the Capstone Experience which includes the following components:
   a. learning objectives and how they will be measured, including project deliverables
   b. learning activities
   c. plans for mentoring/supervision

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Possible Points</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review Matrix</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Conceptual paper for Capstone Experience</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Learning Contract</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>• Learning Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plans for Mentoring / Supervision</td>
<td></td>
<td></td>
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<tr>
<td>• Writing Mechanics</td>
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<td></td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td></td>
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Grading:

A  90 – 100%
B  80 – 89%
C  70 – 79%
D  60 – 69%
F  <60% or Academic Misconduct

Assignment Descriptions

**Literature Review Matrix**  
20 points

Students must adhere to APA 6th ed. writing style expectations. Students will obtain, succinctly describe, and appropriately reference an appropriate amount of peer-reviewed journal articles given their specific topic. Individual course instructors will determine the format of the matrix, which may include tables in MS Word or MS Excel format.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate relationship of reviewed literature to student’s Capstone established</td>
<td>5</td>
</tr>
<tr>
<td>Background literature regarding conceptual framework for the study</td>
<td>2</td>
</tr>
<tr>
<td>Thoroughness of literature reviewed</td>
<td>2</td>
</tr>
<tr>
<td>Purpose of every reviewed study accurately identified</td>
<td>2</td>
</tr>
<tr>
<td>Methodology correctly described and critiqued</td>
<td>2</td>
</tr>
</tbody>
</table>
Findings effectively summarized 5
Writing mechanics (i.e., grammar, spelling, elegance of language use, etc.) 2
TOTAL 20

Conceptual Paper – The Capstone Experience 30 points

This is a 6-8 page conceptual paper describing the desired focus/plan for the Capstone Experience in one of the following areas: advanced clinical practice, research/scholarship, theory development, administration, leadership, program development, policy development, advocacy, or education. High quality, professional writing is expected.

Students are encouraged to consult with University of South Dakota Online Writing Center (OWC) for questions regarding APA 6th edition style and utilize publicly available, and reputable, websites such as Purdue’s Online Writing Lab at https://owl.english.purdue.edu/owl/resource/560/01/ for APA assistance. APA Wizard - http://www.stylewizard.com/apa6index.html - is an additional APA reference website for your consideration.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-conceived description of the purpose and scope of the Capstone Experience</td>
<td>10</td>
</tr>
<tr>
<td>Background literature provides framework for the Capstone</td>
<td>5</td>
</tr>
<tr>
<td>Interpretation, evaluation, and synthesis of literature</td>
<td>5</td>
</tr>
<tr>
<td>Purpose for Capstone clearly articulated</td>
<td>5</td>
</tr>
<tr>
<td>Writing mechanics (i.e., grammar, spelling, elegance of language use, etc.) (See Writing Mechanics Rubric)</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
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</tbody>
</table>

The Conceptual Paper – Capstone Experience will be 30% of the final grade.

Learning Contract 50 points

The learning contract must include a detailed description of the Capstone Experience. Students will revise their conceptual paper based on instructor feedback, and add the Learning Contract Template (see D2L) to create the comprehensive learning contract. The student, site mentor, and faculty mentor will each sign the completed learning contract. Refer to the Learning Contract Template provided.

<table>
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<tr>
<th>EXPECTATION</th>
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</thead>
<tbody>
<tr>
<td>Well-conceived description of the purpose and scope of the Capstone Experience (Revisions completed from Conceptual Paper)</td>
<td>8</td>
</tr>
<tr>
<td>Learning Objectives/Outcomes – SMART goals, including project deliverables</td>
<td>20</td>
</tr>
<tr>
<td>• Minimum of one objective related to leadership</td>
<td></td>
</tr>
</tbody>
</table>
- Minimum of one objective addressing professional collaboration

<table>
<thead>
<tr>
<th>Learning Plan/Activities</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans for mentorship</td>
<td>5</td>
</tr>
<tr>
<td>Signature of site mentor (or active pursuit of signature - case-by-case)</td>
<td>2</td>
</tr>
<tr>
<td>Writing mechanics (i.e., grammar, spelling, elegance of language use, etc.) (See Writing Mechanics Rubric)</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

The Learning Contract will be 50% of the final grade.