

University of Florida
College of Public Health & Health Professions
Occupational Therapy
OTH 6911 Capstone Project (2 credit hours)
 Semester: Fall 2024
 Delivery Format: Off campus/Hybrid/On-Campus
 Course Website or E-Learning <https://lss.at.ufl.edu/>

Course Instructor Name: faculty mentor as assigned

Doctoral Capstone Coordinator: Linda Struckmeyer, PhD, OTR/L

Phone Number: 352-273-5216

Email Address: lstruckmeyer@pnhp.ufl.edu

Office: HPNP 2116 & <https://ufl.zoom.us/my/struckmeyermeeting>

Office Hours: Thursday evenings: sign up and send outlook invite

<https://docs.google.com/document/d/194TibiKUjcvg0SYkDig6mTg7YParXHDfYobnuugoJFI/edit>

Preferred Course Communications: email

Prerequisites: Successful completion of all OTD coursework including Level 2 Fieldwork (OTH 6848 & OTH 6849), all Doctoral Mentorship courses (OTH 6906, OTH 6905, OTH 6908, OTH 6909) and preparatory activities as defined in ACOTE D.1.3. Preparatory activities include a literature review, needs assessment, goals/objectives, signed Memorandum of Understanding (MOU), and an evaluation plan. Concurrent registration in OTH 6985 Doctoral Capstone Experience is required.

PURPOSE AND OUTCOME

The Capstone Project, (OTH6911) course provides occupational therapy students with an in-depth knowledge in a designated area of interest. This course is an integral part of the program's curriculum design and relates to the in-depth Capstone experience (OTH 6895) in one or more of the following:

- Administration
- Advocacy
- Clinical skills
- Education
- Leadership
- Research skills
- Program development and evaluation
- Policy development

By the end of the course the student will complete a capstone project paper and a poster demonstrating synthesis of in-depth knowledge in the focused area of study. The Capstone project will be disseminated by a public poster presentation on campus after completion of the Capstone Experience. Concurrent registration in OTH 6985 Doctoral Capstone Experience is required (ACOTE® 2023, D.1.0).

Relation to Program Outcomes/Curriculum Design

This course addresses the following themes of the UF curriculum: health and human occupation, critical thinking, valuing of diversity, collaborative practice and professionalism. This course, held during the final semester of the program is concurrent with OTH 6985 Doctoral Capstone Experience. Student learning objectives below are directly from the OTD capstone outcomes.

Course Objectives and/or Goals

Student Learning Objectives- By the end of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)	Assessment
Evaluate outcomes of their doctoral capstone project to identify implications for occupational therapy.			Capstone paper
Demonstrate development of in-depth knowledge in designated area of interest.	D.1.1	ALL	Capstone paper & presentation
Demonstrate compliance with established plan for supervision, including faculty mentor meetings.	D.1.2	Professional Identity	Week by week form
Generate knowledge about human occupation and health through implementation of a related capstone project.	D.1.8	Human Occupation & Health	Portfolio
Evaluate processes (e.g. clinical, educational, policy, leadership) using a systematic approach to advance a culture of scholarly inquiry in occupational therapy.	D.1.8	Critical Thinking for Practice & Scholarship	Portfolio
Synthesize the core components (i.e., ethical conduct of scientific/evaluative/developmental project, confidentiality, privacy, justice, autonomy of client [person or organization], respect for others)	D.1.8	Professional Identity	Portfolio
Integrate cultural diversity components throughout the experience for diverse populations across contexts.	D.1.8	Valuing of Diversity	Portfolio & MOU
Demonstrate Leadership and Advocacy skills.	D.1.2	Professional Identity	
Execute the doctoral capstone project with the involvement of a faculty mentor and site mentor.	D.1.2, D.1.8.	Collaborative Practice	Poster presentation

Instructional Methods

This course will have a CANVAS course with resources. Individual faculty mentors will determine method for meetings (in person, discussion boards, virtual, email).

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule:

[Will be **individualized**, (per ACOTE standards, D.1.2, D.1.4, D.1.5,) & completed the semester prior to the Doctoral Capstone Experience]

Week	Date(s)	Topic(s)
1	Aug. 19-23	Orientation, revising project plan Schedule faculty mentor meetings & send invites IRB approvals & UF Health QI Project QIRP
2	Aug. 26-30	If needed update needs assessment/week by week plan/project plan
3		Work on project
4		Work on project
5		Work on project
6		Work on project
7	Sept. 30-Oct. 4	Meeting with faculty mentor* for midterm progress update Report to Capstone Coordinator and mentor on progress
8		Implement project
9		Implement project
10		Implement project
11		Implement project
12	Nov. 4-8	Meeting with faculty mentor*; draft due this week
13	Nov. 11-15	Complete project evaluation/outcomes Learning portfolio updates
14	Nov. 18-22 (flexible date)	Final paper to faculty mentor Project presentation to site
	Dec. 11 1-5	On campus presentation/dissemination & Career fair

*faculty mentor meetings should be scheduled at the beginning of the semester

Course Materials and Technology

Required text for this course.

Deluliis, E. & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc.

AOTA membership is required. www.aota.org

Capstone Manual https://ot.php.ufl.edu/wordpress/files/2020/05/OTD_Capstone_Student_Manual-.pdf

Recommended/Helpful textbooks:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

S/OTD courses/OTH6911 ver. 8/13/24 lrs

Scaffa, M.E. & Reitz, S.M. (2020). *Occupational Therapy in Community and Population Health Practice* (3rd ed.). Philadelphia: F.A. Davis Company.

- Students will need a personal computer or laptop and internet access.
- Course materials are on the course e learning site.

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

Learning Portfolio: Students will add to their learning portfolio organized by the OTD Themes and Instructional Outcomes. Students will include capstone artifacts and reflections in order to identify the ways in which they are gaining knowledge and skills to achieve OTD outcomes. The portfolio has updated each semester and will be graded by the student's faculty mentor. See Canvas for the instructions and grading rubric. Students will submit the updated inventory and the link to their portfolio in Canvas.

Assignments / Grading: Submissions due in Canvas

Requirement	Due date	% of final grade
Professional Identity (takes leadership role, sets up meetings, turns in reports on time)	Ongoing, Nov. 24	10 points/10%
IRB letters & for UF Health students the QI certificate (if applicable)	Sunday , week 1; Aug. 25	n/a
Follow up report (D.1.7) Updated plans as applicable	Sunday, week 2; Sept.1	5 points/5%
Midterm follow up report (D.1.7)	*Sunday, week 7; Oct 6	5 points/5%
Draft of final project paper	*Sunday, week 12, Nov. 10	5 points/5%
Draft of final project poster	*Sunday, Week 12, Nov.10	5 points/5%
Learning Portfolio	*Sunday, Nov. 24	(45 points)/10%
Capstone project paper (see rubric)	*Sunday, Nov.24	40 points/40%
Project poster	*Sunday, Nov. 24	20 points/20%
Presentation/Dissemination of Project (see rubric) D.1.8	IN PERSON Dec. 11 12-5	
TOTAL		100%

*Rubrics and instructions for each assignment are located in the e-learning course.

Late reports will be deducted 10 % unless prior arrangements have been made with faculty mentor.

All assignments in this course will be graded by your faculty mentor and all assignments must be completed to pass this course.

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

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for professional students. The GPA for professional students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

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

For detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy: Dissemination during the poster presentation on campus on Dec. 15 serves as the final exam for this course. See rubric in e-learning. <https://lss.at.ufl.edu/>

Policy Related to Make up Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. 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

All absences require notifying the faculty mentor and copied to the Capstone Coordinator as well as the site mentor. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Students will be expected to wear professional dress as determined by the capstone experience site. Name tags should be visible at all times while on site. The default profession dress is the UF OT polo and dress slacks and closed toed shoes.

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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> PRIOR to the start of the doctoral capstone experience or as soon as you believe you might be eligible for accommodations. Ideally any potential accommodation needs should be discussed with the faculty and site mentor during the pre-planning process. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to the capstone coordinator, faculty mentor and site mentor 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 site is secured and no later than the beginning of the semester in which the experience occurs. 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 UF Health is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at UF Health 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 affecting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions believe 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 further 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

To create as inclusive a learning environment as possible, I will work to ensure that the online classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a

respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.
