

University of Florida
College of Public Health & Health Professions
Department of Occupational Therapy
OTH 6985: Doctoral Capstone Experience
7 credits
Semester: Fall 2024
Delivery Format: Off-site/On-Campus/Hybrid
Course Website on E-Learning <https://lss.at.ufl.edu/>

Instructor's Name: Linda Struckmeyer, PhD., OTR/L, FAOTA

Phone Number: 352-273-5216

Room Number: #2116 or <https://ufl.zoom.us/my/struckmeyermeeting>

Email Address: lstruckmeyer@phhp.ufl.edu

Office Hours: Thursday 7:30-8:30 pm with additional times available by appointment

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

Preferred Course Communications: E-mail

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), with an evaluation plan.

Concurrent registration in OTH 6911 Capstone Project is required.

Course Overview

The goal of the Doctoral Capstone Experience is to develop occupational therapy clinician scholars with in-depth exposure in one of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, or education. This course meets for a minimum of 560 hours over 14 weeks in a location chosen by the student in collaboration with the instructor (in Doctoral Mentorship 2).

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 the Capstone Project, OTH 6911. Student learning objectives below are directly from the OTD capstone outcomes.

Student Learning Objectives:

By the end of this course students will have met the following program outcomes:

Synthesize knowledge about human occupation and health and as it relates to a focused area of study in a clinical or community setting.
Engage in behaviors that encompass professionalism, ethical practice, and continuing competence throughout the capstone experience.
Integrate cultural diversity components for diverse populations across contexts.
Demonstrate leadership and advocacy skills in order to establish outcomes in collaboration with mentors and other stakeholders that can be fulfilled through the completion of a capstone experience
Implement focused assessments and/or interventions with a specific population (as applicable).
Develop in depth exposure through an experience in one or more area: clinical practice skills, research skills, administration, leadership, program or policy development, advocacy or education. (D.1.0)
Implement a related project during the capstone experience and disseminate findings to a diverse audience (see OTH 6911).

Instructional Methods: On-site experience under mentorship of site mentor. Three virtual classes (via course zoom link with cameras on) with doctoral capstone coordinator.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule:

Week	Date(s)	Topic(s)
1		Orientation, revising project plan and week by week plan
2		Meeting with site mentor to discuss week 2 progress form If needed update needs assessment/week by week plan/project plan Progress Report due to all Mentors and Capstone Coordinator Last opportunity to add addendum to MOU with signatures
	Thursday, Aug. 29, 8 pm	Live zoom class, course link in CANVAS <i>Note: class time is 8 this week due to the job opportunities session at 7 (see email from Dr. Myers)</i>
3		Individual work, Week by week plan MOU goals, Work on project
4		Individual work, Week by week plan MOU goals, Work on project
5		Individual work, Week by week plan MOU goals, Work on project
6		Individual work, Week by week plan MOU goals, Work on project
7		Meeting with site and faculty mentor for midterm progress update Report to Doctoral Capstone Coordinator on progress MOU goals: Individual work
	Thursday, Oct 3 7:00 pm	Live Zoom class

Week	Date(s)	Topic(s)
8		MOU goals: Individual work Implement project
9		MOU goals: Individual work Implement project
10		MOU goals: Individual work Implement project
11		MOU goals: Individual work Implement project
12		MOU goals: Individual work Meeting with faculty mentor. Project paper and poster drafts due this week in OTH 6911
	Thursday, Nov. 7, 7:00 pm	Live Zoom class
13		Complete project evaluation/outcomes
14		Project presentation to site
	Dec 11	1-2 & 4-5 On campus presentation/dissemination 2-4 Career Fair

Course Materials and Technology

Computer/Laptop/or Tablet with web cam, speakers, microphone, and internet access.

Additional resources/textbooks/etc. Individual faculty or site mentors may require specific resources or materials related to your individualized doctoral capstone experience. This may include masks and/or other PPE as required by the site.

Required 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

UF OTD Capstone Handbook

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

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>

Assignments are designed to access progress towards general and individualized learning objectives at specific intervals throughout the capstone experience.

ACADEMIC REQUIREMENTS AND GRADING

Requirements*	Due date	Points**
If applicable – virtual form	Aug. 25	n/a
If applicable- MOU addendum (<i>must have an appointment with DCC to obtain form</i>)	Sept. 1	n/a
Week 2 follow up report with updated week by week Use template provided in elearning course and submit in assignments.	Sept. 1	10
MOU/Midterm evaluation of objectives <i>Completed by site mentor with feedback</i> Use template provided in elearning course and submit in assignments.	Oct. 6	10
Midterm time log: Signed and totaled Use template provided in elearning course OR Make your own time log and submit in assignments.	Oct. 6	10
AOTA membership active through Dec. 14.	Oct. 6	I/C
MOU/Final evaluation of learning objectives (from site mentor) Use template provided in elearning course and submit in assignments.	Nov. 24	50
Student evaluation of site Use template provided in elearning course and submit in assignments.	Nov. 24	10
Time log (560 hours minimum requirement to pass) Use template provided in elearning course and submit in assignments.	Nov. 24	10
Discussion post reflection on your learning Post your reflection in the discussion board in elearning.	Nov. 24	I/C
Hard copy original* of MOU with all signatures to Doctoral Capstone Coordinator HPNP 2116 (*subject to change working on electronic submission)	11:45am Dec. 11 CANNOT BE ACCEPTED LATE	I/C
		100/100%

* See course grading rubrics for grading criteria for each assignment; passing is determined by 80% mastery for each individual assignment and the 100 total points.

* ALL assignments must be completed to pass this course.

**ALL assignments must be completed in order to pass this course.

Letter Grade	I	NG	S	U
Grade %	0.0	0.0	80.0	79 or below

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <https://gradcatalog.ufl.edu/graduate/regulations/>

Policy Related to Late Work: Please note: Any requests for make-ups due to technical issues MUST be accompanied by the email received from LSS when the problem was reported to them. The email will document the time and date of the problem. You MUST forward the e-mail to the capstone coordinator within 24 hours of the technical difficulty if you wish to request a make-up. Make up work is to be submitted in the related course assignment.

Attendance Policy

The three virtual classes are required. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time. Some experiences (such as breakout rooms) cannot be made up. For students with an excused absence a zoom recoding will be provided if requested in advance. For the three zoom classes only the doctoral capstone coordinator needs to be notified.

Attendance at your individual sites is required as scheduled with your site mentor. The site mentor **and** doctoral capstone coordinator should be informed of absences PRIOR to the start time of the experience. Per accreditation guidelines a minimum of 560 hours over 14 weeks is required to complete this course. **Less than 560 hours over 14 weeks by Dec. 10 th 5pm will result in an incomplete and delay graduation.**

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://gradcatalog.ufl.edu/graduate/regulations/>

Students must abide by all department policies regarding absences from any aspect of this class/experience. For a review of those policies see the OTD Student Handbook and the OTD capstone manual.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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

Professional Behavior is expected at all times, and can be defined as:

- Personal responsibility for prompt arrival, and regular participation and attendance at your capstone experience site and during the three zoom course meetings
- Treatment of site staff, peers and professors with consideration, confidentiality, and respect.
- Students are expected to be thoroughly prepared for class.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture by refraining from distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.
- Students are expected to actively participate in discussions activities with cameras on. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to clients and families with various backgrounds and performance deficits, by relating to other students and site mentors, students gain an understanding of relationships in professional role.

Communication Guidelines: Cell phone use is not permitted during experience hours, unless site mentor provides exceptions. Recommended communication with capstone coordinator is email.

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

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Students in UF Health Sciences programs *should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting*. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.

Students anticipating a need for accommodations during the Capstone Experience will need to notify all involved mentors in advance of the experience and should begin this discussion with the DRC and mentors PRIOR to the Doctoral Mentorship 4 course.

Counseling and Student Health

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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>. On line 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 Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands 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: <https://shcc.ufl.edu/Additionalresourcesinclude>:

Student Health Center at: <https://shcc.ufl.edu/>

Crisis intervention is always available 24/7:

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 are based on the belief 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 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 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.
