Course Instructor/Capstone Coordinator
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Office Hours:

Course Description
Students pursuing a doctoral degree (OTD) are required to complete a 14-week Doctoral Capstone Experience (DCE). The goal of this capstone experience is to develop occupational therapists with advanced skills (those beyond a generalist level), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program’s curriculum design.

This 12-credit course provides an in-depth, customized experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend and refine knowledge and skills acquired in the curriculum. Students may participate in learning experiences that include a focus on theory development, research, policy, advanced clinical practice, advocacy, teaching, administration, leadership, etc. Each OTD student must successfully complete a minimum of 14 weeks (560) hours of the DCE.

ACOTE Objectives: C.2.0, C.2.1, C.2.2, C.2.3, C.2.4, C.2.5

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist</th>
<th>Related Forms &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.2.0</td>
<td>The goal of the DCE is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The DCE shall be an integral part of the program’s curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the DCE. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams.</td>
<td>BlackBoard Discussion Reflection Postings</td>
</tr>
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| C.2.1 | Ensure that the DCE 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 mentorship. | OTD DCE Behavioral Objectives  
DU Faculty Capstone Mentor Approval Form |
|---|---|---|
| C.2.2 | Ensure that there is a memorandum of understanding that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. | External Mentor Agreement Form with Resume  
Site Mentor Agreement Form with Resume |
| C.2.3 | Require that the length of this DCE be a minimum of 14 weeks (560 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 560 hours can be completed outside of the mentored practice setting(s). Prior fieldwork or work experience may not be substituted for this DCE. | OTD DCE Behavioral Objectives  
Log of DEC Hours |
| 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. | External Mentor Agreement Form with Resume  
Site Mentor Agreement Form with Resume |
| C.2.5 | Document a formal evaluation mechanism for objective assessment of the student’s performance during and at the completion of the DCE. | DCE Evaluation of the OTD Student |

**Placement Dates:**
Summer semester of doctoral year
*Note that these dates are flexible based on the doctoral capstone experience site’s needs but any change in dates must be pre-approved by the Capstone Coordinator.*

**Prerequisite Courses**
OTD students must successfully complete all Level II fieldwork experiences and all previous coursework prior to the DCE including ALL Capstone Project requirements thus far. It is highly recommended that the OTD student complete at least 1 clinically- based FWII prior to the DCE. Prior fieldwork or work experience may NOT be substituted for this capstone experience. Students wishing to utilize their current work setting to satisfy the 14-week requirement must seek approval from the Capstone Coordinator and/or Department Chair, and additional experiential activities and learning objectives must be established. All university, RSHS, and site-specific health/security requirements must be in place and in good standing before the student can begin the DCE.

**Doctoral Capstone Experience Behavioral Learning Objectives:**
The OTD student will:

1. Demonstrate effective communication skills and work interprofessionally with those who receive and provide care
2. Display positive interpersonal skills and insight into one’s professional behaviors to accurately appraise one’s professional disposition strengths and areas for improvement.

3. Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals and others.

4. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.

5. Apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.

6. Apply principles and constructs of ethics to individual, institutional and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.

7. Perform tasks in a safe and ethical manner and adheres to the site’s policies and procedures, including those related to human subject research when relevant.

8. Demonstrate competence in following program methods, quality improvement and/or research procedures utilized at the site.

9. Learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from Site Mentor, External Mentor, and DU OT Faculty.

10. Relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral field experience and scholarly project.

11. Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

In addition to the above DU OTD Behavioral objectives to guide the DCE, OTD Students and the Site Mentor will mutually decide upon 3 individualized student-learning objectives to customize the concentration of the doctoral capstone experience to the learning needs & interest of the OTD student.

Text Book(s):
Students are required to refer to the DU OT FW Education & OTD DCE Policy Manual and have all course related textbooks, notes, articles, and related resources available to them throughout the residency experience. A link to the DU OT FW Education & DCE Policy Manual can be found here: http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/fieldwork-manual

Course Materials
- OTD DCE Course BlackBoard Site
- DU OT FW Education & OTD DCE Policy Manual
- DCE Objectives
Learning Activities/Assignments
BlackBoard Discussion Reflection Postings 25%
Submission & Approval of DCE Objectives 25%
Submission of required agreements, contact info., and data forms 50%
DCE Evaluations (see below) P/F

All assignments, except the Evaluation Forms, must receive a 70% of higher to receive an overall final passing grade for the course.

BlackBoard Discussion Reflection Postings
Blackboard postings are completed throughout the semester in order to further integrate and understand the course content. The learning that takes place depends on a dynamic discussion. Throughout the semester students will post and respond to Bb discussion questions. In order to promote the sharing of ideas, you are expected to make an initial posting, respond to at least 3 postings from classmates, and respond to classmates who have posted on your initial post for each forum.

Each discussion will run the course of one week. On weeks with a discussion (see schedule posted below), each discussion prompt will be released Sunday at 12:00 p.m. (noon) for the following week. Initial post in response to the discussion prompt is due by Wednesday 12:00 a.m. (midnight) EST but can be posted sooner. Initial responses to classmate due on scheduled weeks by Friday 12:00 a.m. (midnight) EST at end of week when assigned. All final postings should be submitted by Saturday 12:00 (midnight) EST.

Students are expected to exhibit appropriate, engaged, professional student behavior by regularly posting to the discussion forum. Additionally, students are expected to:

(a) complete an initial posting that makes a clear point, supported by experiences and evidence-based/peer-reviewed literature, but is no more than 150 words
(b) attend and log onto the online classroom by submitting all required postings and assignments on or before the due date
(c) actively and appropriately participate in the online environment discussions with evidence of critical thinking
(d) Failure to post and meet the required number of posts will lower the total percentage by 2% for each offense (e.g. 25% to 23% the first time)

Peer feedback: Your reply postings may be brief but must be substantive, no more than 75 words. “Substantive” means that the posting clearly demonstrates critical thinking by expanding the discussion – not “Great job” or “Sounds like an interesting idea.” For example: raise a question to move the discussion forward; relate a similar experience and how you were affected; offer clinical advice or suggestions based on evidence and/or experience. Reflection and evidence of student
learning is expected. Participation in discussions and postings must be professional and respectful of all (peers and faculty).

**Grading of discussion:** Faculty will assign point scores (0-10) based on quality of responses. Exemplary responses include insight, integration of material, additional evidence-based/peer-reviewed references, responding to multiple postings, and dialoguing. See rubric on BlackBoard for criteria and point values.

**Grading for Course:**
- **H** Honors
- **P** Pass
- **F** Fail

**Requirements for successful completion of the DCE include the following:**
1. Satisfactory completion of the 14 week, full-time experience
2. Satisfactory completion and submission of all learning objectives, learning activities, and evidence via completion of the DCE Evaluation of the OTD Student Form
3. Satisfactory completion of all required assignments
4. Completion of the Student Evaluation of DCE Form

The Capstone Coordinator will be responsible for assigning the final grade for the DCE. This course will be graded by the following distinctions: *Honors, Pass or Fail.*

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<thead>
<tr>
<th>Honors</th>
<th>Beyond Exceeded Score for 80% of DCE Evaluation of the OTD Student</th>
<th>95 – 100% on Assignments</th>
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<tr>
<td></td>
<td>Exceptional Comments on DCE Evaluation of the OTD Student</td>
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<tr>
<th>Pass</th>
<th>Beyond Exceeded and met for 70% of DCE Evaluation of the OTD Student</th>
<th>80- 94% on Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Above average comments on DCE Evaluation of the OTD Student</td>
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| Fail/Not Pass | Did not receive a passing score on DCE Evaluation of the OTD Student | Did not turn in assignments, or missed the assignment deadlines |

**Course Policy and Procedures**

All occupational therapy students are responsible for being familiar with and ensuring that the policies and procedures stated in University, School and Department student handbooks and procedures publications are adhered to:

1. Uphold all of the rights, responsibilities and ethical behaviors of the University and the Code of Ethics for the Occupational Therapy Profession in all activities related to this course as defined in the student handbook. [http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf](http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf)

3. Occupational therapy students are expected to be an active member of the America Occupational Therapy Association throughout this course. www.aota.org

4. Follow all policies & procedures as defined in DU OT FW/DCE Policy Manual, including signed acknowledgement which can be found at: http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/FW%20DEC%20MANUAL%202016.pdf

5. **Attendance.** Attendance is required for all clinical education experiences. *see DU OT FW/DCE Policy Manual for specifics

6. **Supervision.** The OTD student should be mentored by an individual with expertise consistent with the student’s area of focus. The DCE site will provide mentorship to OTD students on site by a qualified and competent (but not necessarily an occupational therapy practitioner) personnel. This individual assists the OTD student in applying knowledge to practical situations; develop problem solving skills and learning practical competencies. This individual will be called the Site Mentor. The site mentor will instruct and orient the OTD Student as needed to perform specific negotiated learning activities consistent with the student’s learning objectives. Direct clinical practice activities performed by the OTD student should be supervised by a professional who meets the state and national requirements to perform the area of practice. When the most appropriate professional to mentor students performing direct clinical practice activities is an occupational therapist, then the mentoring occupational therapist must meet the state regulations and have a minimum of one year practice experience post initial NBCOT certification

7. **Confidentiality.** Students are required to maintain confidentiality in both the clinical and academic settings in compliance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) regulations. *see DU OT FW/DCE Policy Manual for specifics

8. **Critical Incidents.** Students are required to report critical incidents to the Doctoral Capstone Coordinator. When the incident occurs, the student should notify the site mentor and Capstone Coordinator. The student should complete an incident report as directed by the site and facility policy. The student is then to contact the Capstone Coordinator. Critical incidents include: patient falls, patient injured, patient upset with student, and other incidents considered critical. If a student is unsure if an incident is considered critical, they are to contact the Capstone Coordinator.

9. **Professional Attire.** See DU OT FW/DCE Policy Manual & site-specific expectations

10. **Recognize learning problems and seek assistance.** Students are expected to recognize when they are experiencing a learning problem and ask the site mentor for assistance. Notify the Doctoral Capstone Coordinator if any problems/concerns arise while on the capstone experience, and after seeking assistance from site mentor.

11. **Assignments.** Specific assignment criteria are listed in the grading matrix. Assignments must be completed by the due date in order to seek potential for full credit.
12. **Correspondence** Maintain appropriate and timely correspondence with Capstone Coordinator and other DU faculty while on the DCE (including but not limited to: returning phone calls, responding to emails etc, checking related BlackBoard sites…in a consistent & timely manner). It is expected that students respond to phone-call or email within 48 hours.

13. Check DU email and DCE BlackBoard site on regular basis to ensure appropriate communication and notification

14. **Online participation** – Students are expected to participate fully in discussion board postings on BlackBoard when requested.

15. **Disability accommodation.** Students with disabilities as defined by the Americans with Disabilities Act of 1990 (ADA), and who require special accommodations, are to provide the required data by law. Reasonable accommodations will be made in accordance with the documented disability.

16. **Electronic/Communication Devices.** As a courtesy to everyone involved in the course and as per the John G. Rangos Sr. School of Health Sciences Academic Student Handbook electronic devices such as beepers and cell phones are to be turned off (no sound, vibration, or text) during fieldwork/DCE education. In many clinical sites, electronic devices are prohibited from use and may cause technical difficulties with medical equipment.

17. **Students with Special Needs.** Any student who requires assistance to accommodate a documented special need should inform the Capstone Coordinator. If you need additional assistance contact the Office of Freshman Development and Special Student Services.

18. **Academic Dishonesty.** Cheating will not be tolerated under any circumstances. Issues of academic improprieties will be addressed according to the guidelines outlined in the RSHS Student Handbook.

19. **Professional Behavior Policy.** Violations of the professional behavior policy appearing in the Program in Occupational Therapy manual will initiate the professional behavioral protocol described in the in DU OT FW/DCE Policy Manual.

**STUDENT RESOURCES**

1. Students are encouraged to create informal learning groups to facilitate learning of course material. The Learning Skills Center offers a broad range of programs including skill assessment, learning strategies and techniques, and tutoring. [http://www.duq.edu/life-at-duquesne/student-services/tutoring-and-mentoring](http://www.duq.edu/life-at-duquesne/student-services/tutoring-and-mentoring)

2. The University Counseling Center offers personal and career counseling, workshops and support groups. [http://www.duq.edu/counseling/](http://www.duq.edu/counseling/)

3. The Writing Center provides students assistance with their writing including writing tutors and proofreading guidelines. [http://www.duq.edu/writing-center/](http://www.duq.edu/writing-center/)

4. The Office of Multicultural Affairs provides individual counseling and workshops on adjustment to college life, success habits, goal setting and financial aid. [http://www.duq.edu/multicultural-affairs/](http://www.duq.edu/multicultural-affairs/)
5. Students requiring educational accommodations or considerations should contact the Office of Freshman and Special Student Services (OFSS) at 309 Duquesne Union (x 6657). The OFSS will evaluate the student’s request and when appropriate, send a confidential letter to the instructor outlining approved accommodations. When the instructor has received this official notification, the student and instructor can meet to coordinate reasonable accommodations as approved by OFSS [http://www.duq.edu/life-at-duquesne/student-services/special-student-services](http://www.duq.edu/life-at-duquesne/student-services/special-student-services).

6. Occupational Therapy Classrooms and laboratories are equipped with Laboratory and Safety Policy Manuals that contain emergency and safety guidelines, RSHS certified Profile Screening process, OT student health status procedures, use of assessment resources and lab equipment, material safety data sheet form, and manuals related to therapeutic equipment available for use in the respective classroom. Students are encouraged to access the manual as needed as well as seek clarification from faculty.

TECHNOLOGY

The most essential requirements are a good Internet connection and good computer. Technologically speaking, the items will most influence your experience with online education. It is highly recommended that you have a DSL or Cable Internet connection; a Dial-up connection will work but access will be slow and you may be frustrated with download and upload speeds for course materials and activities. Suggested hardware, peripherals and software applications are listed below. Please note that a tablet such as an iPad is not adequate to meet the requirements.

<table>
<thead>
<tr>
<th>Hardware and Peripherals</th>
<th>Software</th>
</tr>
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<tbody>
<tr>
<td>• Windows 7 or later or Mac OS X 10.10 or later</td>
<td>• PC - Microsoft Office 2010 or later</td>
</tr>
<tr>
<td>• Intel Core i5 processor or higher</td>
<td>• Mac - Microsoft Office 2011 or later</td>
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<tr>
<td>• 8GB RAM or greater recommended</td>
<td>• Java version 8 or greater</td>
</tr>
<tr>
<td>• Cable/DSL broadband connection or better</td>
<td>• Adobe® Reader DC or later</td>
</tr>
<tr>
<td>• Webcam for video conferencing</td>
<td>• Microsoft® Internet Explorer 11.0 or later (Windows only)</td>
</tr>
<tr>
<td>• Headphones or speakers</td>
<td>• Apple Safari (Mac only)</td>
</tr>
<tr>
<td>• Inkjet or laser printer</td>
<td>• Mozilla Firefox</td>
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<tr>
<td></td>
<td>• Google Chrome</td>
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</table>
Assignments and Due Dates While On DCE

*PLEASE NOTE: THE COURSE INSTRUCTOR RESERVES THE RIGHT TO AMEND THE COURSE SCHEDULE AS NEEDED. AN UPDATED SYLLABUS/SCHEDULE WILL BE PROVIDED TO YOU SHOULD THIS OCCUR.

Weekly

*Note – if you negotiated a different start date/end date for your DCE, you should follow the BlackBoard discussions at the same time as your cohort; however, paperwork should be completed according to your altered schedule. Please contact the primary instructor with any questions.

If your site mentor prefers to review and sign off on your hours each week, then at the end of every week have your site mentor sign off on your hours; otherwise, follow the weekly outline below which requires a periodic review of hours.

Week 1

Forms (Copies may be uploaded to Blackboard. Provide site mentor/external mentor with copies of their agreements as well)
OTD DCE Behavioral Objectives
DCE Data Form
Site Mentor Agreement Form with Resume
External Mentor Agreement Form with Resume (within first two weeks)
Log of DCE Hours (for week 1) with Signature from Site Mentor

Discussion Board
Participate in Week 1 BlackBoard discussion

Week 4

Discussion Board
Participate in Week 4 BlackBoard discussion
Update Log of DCE Hours (for 1-4 week ) with Signature from Site Mentor

Week 8

Forms (Copies may be uploaded to Blackboard.)
DCE Evaluation of the OTD Student

Discussion Board
Participate in Week 8 BlackBoard discussion

Week 12

Discussion Board
Participate in Week 12 BlackBoard discussion
Update Log of DCE Hours (for 1-12 week ) with Signature from Site Mentor

Week 16

Forms (Copies may be uploaded to Blackboard. Provide site mentor/external mentor with copies as well.)
DCE Evaluation of the OTD Student (this should include the original midterm grades)
OTD Student Evaluation of DCE
Log of DCE Hours

Discussion Board
Participate in Week 16 BlackBoard discussion