OCC THER 881: DOCTOR OF OCCUPATIONAL THERAPY: CAPSTONE PROJECT I

In Workflow

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Course Change Proposal

Date Submitted: Tue, 26 Nov 2019 21:43:22 GMT

Viewing: OCC THER 881 : Doctor of Occupational Therapy: Capstone Project I

Last edit: Tue, 26 Nov 2019 21:43:21 GMT

Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Course ID

024758

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Fall 2020 (1212)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

881

Is this course crosslisted?

No

Course Title

Doctor of Occupational Therapy: Capstone Project I

Transcript Title

OTD Capstone 1

Course Description

Prepares for Capstone Project Proposal and learning plan for experiential setting connected to proposed project. Complete a problem statement, needs assessment, literature review and plans and implementation methods.

Enroll Info (usually None)

None

Existing Requisites

Graduate/professional standing

Requisites

Declared in Entry Level Occupational Therapy Doctorate Program

Grading Basis

A/F

Component Type

Seminar section is scheduled

Credits

3

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Explain the rationale for the changes. Do the changes impact the purpose of the course or the degree and/or major requirement(s) it currently fulfills?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to provide an introduction into theory development in occupational therapy.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

6

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 881 does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders) has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Identify a relevant clinical problem, gap in practice or specific need in the student's area of occupational therapy practice or desired professional development	Graduate
2	Complete a SWOT analysis and drafted a preliminary conceptual model	Graduate
3	Conduct and summarize a comprehensive needs assessment, including literature review and collection of information from stakeholders	Graduate

4	Draft and defend a written proposal for an innovative project, program, intervention or approach to the identified problem	Graduate
5	Develop an evaluation plan for assessing outcomes	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OccTher881CapstoneProject1rev.pdf

Key: 8433

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 881
Capstone Project 1
Fall 3

3 Credits
Course is 3 credits and requires 45/cr hours of active learning for a total of 135 hours. In this course students will engage in reading, online lectures, e-learning activities, quizzes, written assignments, and asynchronous and synchronous online class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses/xxxxxx?

Meeting Time and Location: Course is online and uses synchronous and asynchronous discussion methods.

Instructional Mode: Online

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Instructor Name, Degrees
Position Title
608-xxx-xxxx
email @wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available online regularly to check messages and engage in synchronous and asynchronous discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

OFFICIAL COURSE DESCRIPTION

Prepares for Capstone Project Proposal and learning plan for experiential setting connected to proposed project. Complete a problem statement, needs assessment, literature review and plans and implementation methods.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. Identify a relevant clinical problem, gap in practice or specific need in the student's area of occupational therapy practice or desired professional development
2. Complete a SWOT analysis and drafted a preliminary conceptual model
3. Conduct and summarize a comprehensive needs assessment, including literature review and collection of information from stakeholders
4. Draft and defend a written proposal for an innovative project, program, intervention or approach to the identified problem
5. Develop an evaluation plan for assessing outcomes

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Discussions	Bi-weekly	10%
Assignment 1: Need identification	End of Module 1	10%
Assignment 2: Gathering Evidence	End of Module 3	20%
Assignment 3: Program Description and Plan	End of Module 6	20%
Capstone Proposal	By Finals week	40%
Total		**100%**

Assignments are organized within eight modules

Group Discussion –

As an online course, discussions will occur primarily through asynchronous forums in the Canvas LMS, with periodic synchronous scheduled discussions with peers and the course instructor.

All modules will include on-line discussion questions. Each student is required to post at least one primary comment that represents his/her position and/or thoughts about the discussion question. This primary post should reflect thoughtful reflection on the discussion questions, incorporation of reading content or newly acquired knowledge and some level of synthesis. The deadlines for posting are in the course schedule section of the syllabus.

As well, it is required that each student make 2 other comments/reactions/questions regarding the posts of colleagues that contribute to an interactive dialogue and discussion.

The above represents the minimum amount of participation to earn the allotted points. You are encouraged to participate to a greater extent according to the complexity of the topic and your interest in your colleagues' thoughts.

Rubric for Asynchronous Discussions

Point Value	Grading Criteria
4	**Posts**—Submitted on time; communication is professional and uses appropriate references; integrates learning from course, is thought-provoking, invites further response, and introduces new content as applicable in addition to course content as needed to support opinions and ideas presented.
4	**Responses to Peers**—Responds to at least 2 postings with substantive, reflective content by the deadline. Shows respectful responsiveness to peers, introducing new ideas or perspectives that enhance overall learning.
2	**Further Discussion**—Continues interaction by responding peers' response posts in a timely, thoughtful, and scholarly manner.
Total for each module: 10 points	

Assignment One: Need Identification –

The purpose of this assignment is to familiarize students with environmental scanning and SWOT analysis to determine nature of problem and forces influencing that problem. Based on that analysis, a conceptual model and problem statement will be developed and submitted.

Assignment Two: Gathering Evidence

Through this assignment, students will gather evidence that supports and justifies the need for the project. They will conduct a needs assessment including a literature review and identify gaps in knowledge within the domain of study.

Assignment Three: Program Description and Plan–

This assignment will support student learning of Program Decription and planning. Students will develop a thorough description tf the project including purpose, mission and vision statements, detailed methods and implementation plan and evaluation criteria. Legal obligations and funding needs will be explored.

Capstone Proposal–

Each student will create a written Capstone Proposal and present it orally in recorded form to their Capstone committee.

GRADING

Course grading is based on the successful completion of all assignments, and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	**A**
90-93.99	**AB**
84-89.99	**B**
80-83.99	**BC**
70-79.99	**C**
60-69.99	**D**
<60	**F**

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Issel, L.M., (2014). Health program planning and evaluation, a practical, systematic approach for community health. Burlington, MA. Jones & Bartlett Learning.
- Deluliis, E. & Bednarski, (2020) The Entry Level Occupational Therapy Doctorate Capstone: A Framework for the Experience and Project 1st Edition

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube

- Adobe Acrobat
- Microsoft Word, Excel

OTHER COURSE INFORMATION

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [NEED LINK]

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	Activities
Module 1: **Need Identification**	• Issel Chapter 1	• Asynchronous discussion post • Assignment One due at end of Module
Module 2: **Gathering Evidence**	• Issel Chapter 2-4	• Asynchronous discussion post
Module 3: **Gathering Evidence**	• Issel Chapter 4, • Literature related to topic of choice	• Asynchronous discussion post • Synchronous session • Assignment Two due at end of Module
Module 4: **Program Description and Plan**	• Issel Chapter 14, 15,17	• Asynchronous discussion post • Work on assignment three
Module 5: **Program Description and Plan**	• Deluliis textbook on Capstone Proposal	• Asynchronous discussion post • Assignment three due at end of module
Module 6: **Capstone Proposal**	•	Submit capstone Proposal by end of module for peer feedback
Module 7: **Capstone Proposal**	•	Proposal Process – provide peer feedback Revise as needed Site visit
Module 8: **Capstone Proposal**	•	Proposal Process- Advisor/committee feedback Site visit