Carroll University
Master of Occupational Therapy Program
OTH 651 Research II—Capstone
Summer 2017

Course Offering  2 Credit Hours

Prerequisites  Admission to the MOT Program

Format  Hybrid Learning
Class Day/Time  Wednesday 1:00 – 3:00PM (8/9/17 – 8/17/17) on campus
Virtual Colloquium

Class Location  Main, Room TBD - Main Campus
Canvas Course Site

Faculty  Dr. Lani Stockwell
Office  Charles House 102
Office Hours  By Appointment
Phone  262-951-3052
Email  lstockwe@carrollu.edu

MOT Program faculty will assist with mentorship and grading of the Capstone project. Faculty mentor assignments can be located on the back page of the syllabus.

Course Description
Focus will be on the development of a methodologically sound pilot study or single case study that integrates didactic and clinical knowledge. Students will either write a detailed case presentation utilizing scholarly literature to provide evidence based discussion of the evaluation and intervention, or will use scholarly literature to answer a case or population related question or controversy using an evidence-based investigational approach. Alternatively, if the material is relevant the student may present their own research and findings. Faculty serve as mentors to guide students through the formulation of their projects. At semester’s end, students will develop and articulate an evidence-based argument in both a written and orally presented format.

Course Rationale
Occupational therapists must acquire the expertise and skills necessary for the critical analysis of research that keeps the profession relevant and in demand. Evidence-based practice is built upon inquiry and the concept that critical analysis of the profession helps advance the profession by increasing the body of knowledge that supports practice. This course will solidify the understanding of the research process and promote mastery of research design and critical analysis of professional research to date.

Relationship to Curriculum Design
Knowledge gained in the previous didactic semester, along with previous and concurrent clinical experience will provide students an optimal foundation from which to pursue scholarship. Familiarity with evidence-based investigational approaches learned in *Research I: Evidence-Based Practice* will provide the student with essential skills and knowledge to produce scholarly work and increase the body of knowledge in occupational therapy. Course content will be linked with assessments and themes from concurrent courses, *OTH680 Level II Fieldwork – II*, and *OTH601 Medical Humanities III* toward supporting students’ learning and success with the Capstone.
### Student Learning Objectives/Instruction/Assessment

<table>
<thead>
<tr>
<th>Student Learning Objectives (At course conclusion, students are expected to:)</th>
<th>ACOTE Standards</th>
<th>Instructional Methods (The following instructional methods will be utilized throughout the course:)</th>
<th>Assessment Methods (The following assessment methods will be utilized throughout the course:)</th>
</tr>
</thead>
</table>
| **1. Demonstrate the ability to use statistics to interpret tests and measurements toward delivery of evidence-based practice.** | B.1.7 | - Hybrid & Independent Learning  
- Literature Review & Bibliography  
- Readings  
- Inquiry Learning & Problem-Based Learning  
- Scholarly Paper | - Participation  
- Written report  
- Oral presentation  
- Course participation and contribution to discussions  
- Verbal Feedback  
- Grading Rubric |
| **2. Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.** | B.4.6 | - Hybrid & Independent Learning  
- Literature Review & Bibliography  
- Readings  
- Inquiry Learning & Problem-Based Learning  
- Scholarly Paper  
- Mentorship | - Participation  
- Written report  
- Course participation and contribution to discussions  
- Verbal Feedback  
- Grading Rubric |
| **3. Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.** | B.5.30 | - Hybrid & Independent Learning  
- Literature Review & Bibliography  
- Readings  
- Inquiry Learning & Problem-Based Learning  
- Scholarly Paper  
- Mentorship  
- Active Learning | - Participation  
- Written report  
- Oral presentation  
- Course participation and contribution to discussions  
- Self-Assessment  
- Verbal Feedback  
- Grading Rubric |
| **4. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.** | B.8.1 | - Hybrid & Independent Learning  
- Literature Review & Bibliography  
- Readings  
- Inquiry Learning & Problem-Based Learning  
- Scholarly Paper  
- Discussion Board | - Participation  
- Written report  
- Oral presentation  
- Course participation and contribution to discussions  
- Verbal Feedback |
| **5. Effectively locate, understand, critique, and evaluate information, including the quality of evidence.** | B.8.2 | - Hybrid & Independent Learning  
- Literature Review & Bibliography  
- Readings  
- Inquiry Learning & Problem-Based Learning  
- Scholarly Paper | - Participation  
- Written report  
- Course participation and contribution to discussions  
- Verbal Feedback  
- Grading Rubric |
| **6. Use scholarly literature to make evidence-based decisions.** | B.8.3 | - Hybrid & Independent Learning | - Participation  
- Written report |
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<td><strong>7. Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.</strong></td>
<td><strong>8. Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.</strong></td>
<td><strong>9. Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.</strong></td>
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<tr>
<td><strong>10. Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).</strong></td>
<td><strong>11. Collect and analyze research data, and disseminate research findings in written and oral form.</strong></td>
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<td><strong>B.8.4</strong></td>
<td><strong>B.8.5</strong></td>
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</table>
|   | • Literature Review & Bibliography  
• Readings  
• Inquiry Learning & Problem-Based Learning  
• Scholarly Paper  
• Discussion Board | • Hybrid & Independent Learning  
• Literature Review & Bibliography  
• Readings  
• Inquiry Learning & Problem-Based Learning  
• Scholarly Paper  
• Mentorship | • Participation  
• Written report  
• Course participation and contribution to discussions  
• Verbal Feedback  
• Grading Rubric |
|   | **B.8.6** | **B.8.7** |
|   | • Hybrid & Independent Learning  
• Literature Review & Bibliography  
• Readings  
• Inquiry Learning & Problem-Based Learning  
• Scholarly Paper  
• Mentorship | • Hybrid & Independent Learning  
• Literature Review & Bibliography  
• Readings  
• Inquiry Learning & Problem-Based Learning  
• Scholarly Paper  
• Mentorship | • Participation  
• Written report  
• Course participation and contribution to discussions  
• Verbal Feedback  
• Grading Rubric |
|   | **B.8.8** |   |
|   | • Hybrid & Independent Learning  
• Literature Review & Bibliography  
• Readings  
• Inquiry Learning & Problem-Based Learning  
• Scholarly Paper  
• Discussion Board | • Hybrid & Independent Learning  
• Literature Review & Bibliography  
• Readings  
• Inquiry Learning & Problem-Based Learning  
• Scholarly Paper  
• Discussion Board | • Participation  
• Written report  
• Course participation and contribution to discussions  
• Verbal Feedback  
• Grading Rubric |
ACOTE Standards Relating to Course Objectives

This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

1. B.1.7 Demonstrate the ability to use statistics to interpret tests and measurements for the purpose of delivering evidence-based practice.
2. B.4.6 Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.
3. B.5.30 Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.
4. B.8.1 Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.
5. B.8.2 Effectively locate, understand, critique, and evaluate information, including the quality of evidence.
6. B.8.3 Use scholarly literature to make evidence-based decisions.
7. B.8.4 Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.
8. B.8.5 Understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.
9. B.8.6 Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.
10. B.8.7 Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).
11. B.8.8 Demonstrate skills necessary to write a scholarly report in a format for presentation or publication.
12. B.8.9 Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.

Required Text
Supplemental Texts:


Additional Readings
Self-guided by student’s research needs and by mentor support. Supplemental readings posted to course site.

Other resources:
AOTA Evidence-Based Practice Resource Directory
Curriculum resources and readings to date

Course Assessment
Grading for this course will be based on a total possible accumulation of 1000 points, with letter grades applied to a percentage of this total as follows:

Grading Scale:  
93-100 % = A  
90-92.9% = A/B  
83-89.9% = B  
80-82.9% = B/C  
70-79.9% = C  
60-69.9% = D  
<60% = F

Progress will be evaluated through the following means:

<table>
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<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED ACOTE STANDARDS</th>
</tr>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>75</td>
<td>B.8.1, B.8.9</td>
</tr>
<tr>
<td>Literature Review</td>
<td>100</td>
<td>B.1.7, B.4.6, B.5.30, B.8.2 B.8.3, B.8.5, B.8.6 B.8.7, B.8.8, B.8.9</td>
</tr>
<tr>
<td>Bibliography</td>
<td>75</td>
<td>B.1.7, B.4.6, B.5.30, B.8.2 B.8.3, B.8.5, B.8.6 B.8.7, B.8.8, B.8.9</td>
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<tr>
<td>Case Study</td>
<td>150</td>
<td>B.1.7, B.8.2, B.8.8</td>
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</table>
Hybrid learning format requires that students participate in online learning. Students will be required to participate in discussions via a Discussion Forum on the course page in Canvas. Further directions and topics of discussion will be supplied in the first few weeks of the semester. Topics may also be dependent on students’ learning needs and according to questions that may arise from clinical experiences. Students will be assessed on participation and contribution to discussion. Written and verbal feedback will be provided.

RESEARCH CAPSTONE DESCRIPTION

The research capstone is a scholarly paper based on the P.I.C.O. Model for Clinical Questions. Students will identify a clinical question in terms of a specific patient problem or population, consider the main intervention, prognostic factor, or exposure, compare the main alternative intervention, and discuss the outcomes. The types of literature utilized to answer the clinical question is dependent upon the type of question being asked. It will include qualitative and quantitative data analysis of case studies, case reports, case control studies, cohort studies, randomized controlled clinical trials, systematic reviews, and meta-analysis. Evidence will be evaluated and the results applied to OT practice.

The student will complete a scholarly paper and give an oral presentation to students and faculty. The student is encouraged to submit their respective project for presentation at the professional state or national level. Completed Capstone papers will become part of the Todd Wehr Memorial Library’s permanent digital collection.

You will be required to complete an annotated bibliography and literature review as separate assignments, as a precursor to the completion of your research paper.

Annotated Bibliography

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Unlike abstracts which are purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes, annotations are descriptive and critical;
they expose the author's point of view, clarity and appropriateness of expression, and authority. See further details and examples posted as supplemental handouts. Students will be assessed according to grading rubric.

**Literature Review**

Literature reviews are designed to do two things: 1) give your readers an overview of sources you have explored while researching a particular topic or idea and 2) demonstrate how your research fits into the larger field of study, in this case, cultural competence and occupational therapy practice. Use your lit review to also formulate the introduction and background segments of your paper.

Unlike annotated bibliographies which are lists of references arranged alphabetically that include the bibliographic citation and a paragraph summary and critique for each source, literature reviews can be incorporated into a research paper or manuscript. You may quote or paraphrase from the sources, and all references to sources should include in-text parenthetical citations with a reference list at the end of the document. Sometimes, however, an instructor may require a separate literature review document and will have specific instructions for completing the assignment. See further details and example of a literature review on the course page. Students will be assessed according to grading rubric. ACOTE Standards addressed:

**GUIDELINES FOR THE RESEARCH CAPSTONE PROJECT**

The following sections must be included in order with appropriate headings in the research paper (may be topic specific…exceptions may be made by advisor with student). Where appropriate, students may have the following additional sections integrated into the text of their papers: figures, graphs, charts, illustrations, and tables, but are encouraged to include these in the appendix. Graphics, appendices and the reference citations are not included in the final page count of the paper. The paper must range from a minimum of 30 pages to a maximum of 50 pages depending upon the topic. The paper must be double-spaced with 1 inch margins in Times New Roman 12 pt font. The final paper must be presented on or prior to the final paper due date in a bound, professional format and include copies of the oral presentation slides. The final paper must also be submitted electronically to the student’s individual mentor on or prior to the final paper due date. APA style and formatting required on ALL submissions. The final paper is not subject to peer assessment.

A) **Title page.** The title page should be a separate page with the title, author’s name (OT-S), Carroll University Master of Occupational Therapy, and date.

B) **Abstract.** The abstract must be on a separate single page and should be page 2 of your paper. Abstract should be 200 words or less. Do not cite references in the abstract. Include the same headings as the remainder of the paper, including definition of major terms.

C) **Introduction.** The introduction should be brief and convey the importance of the topic for clinical practice. If relevant, it can include a brief case synopsis to clarify topic interest or debate. The introduction must contain the PICO research question.
D) **Background.** To include epidemiology, pathophysiology, clinical presentation, diagnostic criteria, and management overview...topic specific may include history of management philosophy and data supporting current treatment approaches. This section should use a *large variety* of resources, preferably peer-reviewed texts and medical literature, and reflect the content of your annotated bibliography.

E) **Methodology.** This contains an explanation of the search strategy including search engine, search headings, inclusion/exclusion criteria, types of publications, and a listing of the articles chosen for the review.

F) **Review of the Literature.** This will be the main body of the paper and should report a comprehensive review/critique of the individual articles chosen to address the specific clinical question.

G) **Discussion.** The discussion is a critical analysis of the literature related to the clinical question. It should include information on study validity to include types of studies, study groups, analysis of data. The results are further applied to patient care and the clinical scenario including similarities of the population, clinical outcomes, and harm/benefits.

H) **Conclusion.** Based on information presented, the conclusion is the student’s answer or closing insights to the research inquiry.

I) **Reference list.** The reference list must start on a separate page with a heading. References should be typed, double-spaced and in order of appearance. References cited in the text must appear in the reference list and, conversely, each entry in the reference must be accurately cited in the text. All references must use APA style. Books and manuals utilized for background information should be oriented to medical, biomedical, or scientific writing. Content should include peer-reviewed journal articles and studies from credible sources.

J) **Appendix** (if indicated). The appendix will include all figures, tables, illustrations, and graphs referenced in the text. Figures, tables, illustrations, and graphs may also be presented within the text of the paper, as appropriate, but will not count toward the final page count.

K) **Oral Presentation.** An oral presentation will be given during your return to campus. The presentation should include pertinent information from sections C-H of the paper as above. Point assignment is based on professional presence, good communication skills, ability to engage the audience, confidence and eye contact. Presentation materials must be clear, logical and appropriate to the topic. Graphs, tables and other illustrations must be appropriate and not too busy. Background graphic design must not distract from the presentation. The presentation must not contain any identifying patient information. References must be cited in APA style. The presentation should not exceed 20 minutes. The student will be expected to verbally answer questions about the topic during and after the presentation.
Both written work and oral presentation will be assessed through various means including rubric, verbal and written feedback, participation and contribution. The oral presentation is not subject to peer assessment.

Writing Style
The MOT program requires that students follow APA style (American Psychological Association, 6th ed.) for all written work. Written work submitted in a format other than APA will be returned ungraded.

Policies for submission of assignments:

Assignments
(1) The due dates for papers, projects, and assignments during the term are listed in the course schedules in the course syllabi. Papers, projects, and assignments must be submitted when due unless otherwise indicated. Late papers, projects, and assignments will be assessed a grade reduction determined by the course instructor OR may be returned ungraded at the instructor’s discretion.

(2) When submitting an assignment, students MUST submit in the format of the instructor’s choice. Documents that are Word-formatted are much easier to edit and grade electronically than PDF-formatted documents. Any electronically submitted assignment must be saved as, “Student’s Name_course number_assignment.” For example, Smith_OTH500_Group Project.doc. Electronically submitted assignments that do not include the student’s name in title, will be returned ungraded.

(3) Students are not allowed to submit an electronic assignment in JPEG or picture format.

(4) When submitting journal articles or resources required alongside written work, students MUST submit the article/resource in PDF format AND titled by first author’s name of that article. Any PDF submitted with an alternate title (title of article, abbreviation of any title or author name) will NOT be accepted. For example, article written by John Smith and Jane Jones must be submitted, Smith.pdf.

(5) Course instructors and/or faculty DO NOT pre-edit. This means that students’ work will not be “reviewed” or “vetted” prior to handing in an assignment. Do not ask.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook on the University website. http://www.carrollu.edu/campuslife/. Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course.

Some examples of violations include:

(1) Plagiarism
   - Must use OWN words
• If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
• A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

(2) Failure to return or removal of an exam
(3) Submitting work completed by another individual
• A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.
(4) Discussing quiz/exam questions with students who have not yet taken the quiz/exam.
(5) Any other forms of cheating

Core Professional Behaviors

1. PERSONAL RESPONSIBILITY
• Student is punctual
• Student completes assignments and tasks on time
• Student attends all lecture and laboratory sessions

2. PERSONAL HONESTY & INTEGRITY
• Student is honest in word and actions and is accurate in reporting all information
• Student maintains positive learning environment
• Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
• Student gives full attention to lecturer, does not talk in class, treats others with dignity
• Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)

4. TEACHABILITY/ADAPTABILITY
• Student takes responsibility for own actions and understands consequences of inappropriate actions
• Student behavior is appropriate during times of high stress

5. COMMUNICATION
• Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
• Student refrains from spreading rumors regarding instructors and course assessments
• Student follows appropriate procedures for discussion of course issues and concerns
  ➢ 1st ➔ Student contacts his/her lecture or laboratory instructor
  ➢ 2nd ➔ Student communicates concerns to course coordinator
   (should the need arise, the coordinator will direct the student to the Program Director)

6. RELATIONSHIP WITH PEERS
• Student participates in class and small group discussions
• Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).

7. PERSONAL APPEARANCE
• Student dresses appropriately for presentation

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)
*At the discretion of the Instructor:
➢ A deduction in course points (i.e. cell phone use)
➢ Removal from class/fieldwork experience
➢ Tardiness of required assignments, -20% per day late. Assignments submitted >3 days late will not be graded
➢ Multiple offenses may result in a full letter grade deduction

Disability/Illness:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss the specific needs. Please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations for students with documented disabilities.

If you are ill and unable to attend a class, it is your responsibility to notify faculty in a timely fashion. In order to make up an assignment you must document that illness.

Extended illness may make it impossible for you to complete the class requirements.

Courtesy:
Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students. Therefore, please do the following:

1. Turn off your cell phone, beeper, or anything else that might make noise.
2. Do not converse while the teacher or a fellow student is speaking in class.
3. You are expected to arrive on time. If, because of some problem, you are forced to come in late, do come in. However, do so quietly and do not walk in front of the instructor while s/he is lecturing. There is no excuse for chronic lateness. Those who are routinely late will be invited to withdraw from the class and have points deducted from their class participation grade. If you have an emergency, please let me know.
4. Computer use policy: If you use a computer, it must be used ONLY for taking notes UNLESS specifically given permission otherwise. If you use a computer for any other purpose, you will permanently lose computer use privileges in the classroom.
Statement of the Right to Modify Course Content
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Capstone Faculty-Student Mentors

<table>
<thead>
<tr>
<th>Dr. Stockwell</th>
<th>Dr. Boyington</th>
<th>Prof. Doebert-Fischer</th>
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<tbody>
<tr>
<td>Nicole Beck</td>
<td>Brook Berkenpas</td>
<td>Paige Breneman</td>
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<tr>
<td>Ryan Bourdelais</td>
<td>Holly Cox</td>
<td>Harli Goldstein</td>
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<tr>
<td>Sydney Eastman</td>
<td>Johanna Harris</td>
<td>Willian Knox</td>
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<tr>
<td>Jacklyn Kramer</td>
<td>Casey Liveris</td>
<td>Erin McDougle</td>
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<tr>
<td>Jordan Lind</td>
<td>Rachel Muckian</td>
<td>Caitlin O’Toole</td>
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<tr>
<td>Katherine O’Brien</td>
<td>Julia Piech</td>
<td>Danitza Quipuscoa</td>
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<tr>
<td>Erika Schlough</td>
<td>Levi Ringnell</td>
<td>Ashton Stair</td>
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<tr>
<td>Melissa Scott</td>
<td>Sharada Sanduga</td>
<td>Leslie Wochos</td>
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<tr>
<td>Lisa Stoughton</td>
<td>Heather Winters</td>
<td>Kelly Wenman</td>
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<td>Makenzie Tellock</td>
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<td>Joshua Albarado</td>
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