

DECEMBER / JANUARY
2024 - 2025

COX COLLEGE OTD PROGRAM

THE CAPSTONE CURRENT



Capstone Investigation Q & A!

What is the purpose of the Capstone Investigation Course?

Capstone Investigation is the second in series of capstone courses and is all about investigating the literature for a capstone project! Students select a population of interest and work through a series of searches to determine if there is enough recent literature to support a capstone project. Capstones broaden or narrow projects based on the amount of peer reviewed literature available. The goal is not too much, but not too little. The original idea is changed as the student reads more on their topic and is inspired by different opportunities in the occupational therapy profession. No capstone ends as it once began. "Iterative" is defined as a repetitive process. The term "an iterative process" is used to describe the refinement process of repeatedly being guided and informed by the literature.

Do students get to pick their project?

Students pick their population of interest, the literature guides the project based on what the occupational therapy profession and published experts in the field identify as a need. Students learn of current problems their population of interest faces and match a problem with one an OT can best solve or inform. The iterative process guides the student toward a problem statement and eventually a purpose statement. Project types are matched with what is best in alignment with the literature the student presents.

Is 'Capstone Investigation' a Research Class?

While capstone incorporates many skills ranging from critical appraisal and evidence based practice, it is not a research class. Capstone investigation resembles more of a 'scholarly writing class' to complete the project proposal in small essays throughout the semester that synthesize the literature. Students report experiencing significant growth in advanced scholarly analytical writing from semester beginning to end.

*Image: OTD C1 and faculty, November 2024
Send-off for C1 Level II Fieldwork
C1 Students will complete six months of fieldwork
and then return in Fall 2025 to prepare their
capstones!*

What is happening with Capstone Currents?

- C1 OTD Students have turned in their Capstone Investigation Project Proposals
- Students continue to consult their faculty capstone mentor
- During Week 15, students defend their understanding of the literature that has shaped their capstone projects
- Students are preparing their pitch and strategizing the best placements for their capstone experiences, aiming to implement their projects and gain in-depth experience with their populations of interest



Written By: Jamie Bergner, OTD, OTR/L, CHT, COMT

Capstone Coordinator Corner

The occupational therapy profession offers endless possibilities for capstones! "How do I decide on a capstone topic?" This is a common area of excitement but also concern for many students. After all, capstone spans across 2 and a half years! The most important student-driven decision is picking a population of interest (or a few to start). Sometimes students start out very passionate about their population, and other students fall in love slowly as they learn about their area of interest! It is important to know with capstone that the literature and the OT profession pick the project for you, and you make the decisions along the way that keep the project interesting and closely connected to your passion. Here are some tips to consider if you are just getting started:

Update Your Trello Board

- Anything interesting (topics, guest lectures, assignments, jot it down!)

Talk to OThers

- Passionate OTs? Committed Community Partners? Interview!

SELF-Direct your Learning

- Dig in deeper to your interests
- Pin articles, blogs to Trello Board



Rafting Reflections

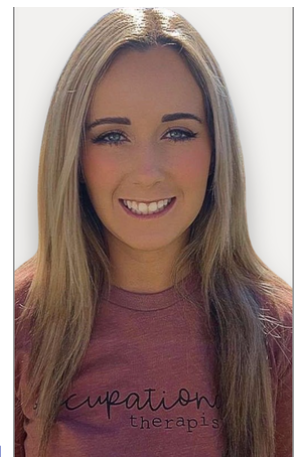
Lead Rower Reflections: Building Innovative and Impactful Capstones that Advance the OT Profession

Written By: Bailee Russell, OTS

Current Problem the Capstone Project is addressing:

Fathers of children with autism lack training and targeted skill development in modifying play-based activities and ability-focused interactions to support the successful co-occupation of play. This may result in an under-utilized resource to best support the child's development needs (Boyd, 2019; Meadan, 2016; Potter, 2016; Rankin, 2019).

The iterative process of a literature review shapes the capstone by uncovering gaps and refining the capstone focus to address pressing needs identified in research. Through continuous review and integration of findings, **the project evolves to target specific, evidence-based priorities**. This dynamic approach ensures the capstone is both innovative and impactful, delivering meaningful solutions that directly address gaps in current occupational therapy practices and in the literature.



Capstone Current, Volume 2

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Map of the Capstone River

Deliverables

- Something that 'delivers results' showing proof of meeting a learning objective for either the capstone project or capstone experience
- Refers to Capstone Project AND Capstone Experience
- Will look different for each project and is linked to objectives

Capstone Dissemination

- Completed at the end of capstone to share findings with a broader OT audience to advance the OT profession
- Dissemination will look different based on student preference, but will include dissemination to Cox College and include a presentation that will be made public

Learning Objectives

- Student-determined learning objectives or essentially specific goals set for the capstone project or experience
- Based on what the student wants to learn or needs to learn to complete all capstone activities