COLUMBIA | COLUMBIA UNIVERSITY IRVING MEDICAL CENTER

PROGRAMS IN OCCUPATIONAL THERAPY

POST-PROFESSIONAL
DOCTOR OF OCCUPATIONAL THERAPY
PROGRAM
STUDENT HANDBOOK

Programs in Occupational Therapy

2019-2020

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Welcome to Columbia University's Post-Professional OTD Program

Getting Started

UNI - You are each assigned a UNI. This is the way Columbia systems identify you, and it also serves as the first part of your Columbia email. You will often be asked to provide your UNI when accessing certain sites and systems. You will need to activate your UNI, and you can do so by going to this link: http://cuit.columbia.edu/cuit/manage-my-uni click "activate UNI or Email" which is in the center of the page, read the policies that follow and click "accept". You will then be brought to the account activation page where you will need to review the responsibilities outlined, click "accept" again, and then, on the next page, click the link that says "Click HERE to activate".   Please note that doing this will allow you to access the systems required at our university. However, your email will not yet be set up. The Columbia University Medical Center (CUMC) uses a different email system than that used by the rest of the university. This is because of required security issues related to health science campuses. You will receive separate information to activate your CUMC email.

Students with Disabilities – Students seeking accommodations or support services from Disability Services are required to register with the office of disability services. Please refer to their website for details. www.health.columbia.edu/ods.   We strongly advise that if you have a disability, do not "wait and see" how the academics are before applying for services. Accommodations are not retroactive. In addition, verifying disability status takes time; it is imperative that you handle this as soon as possible. If you have questions about this, contact Professor Pamela Miller, our program's liaison to this office. She can be reached at phm1@columbia.edu, or 212-305-1651.

Course Registration: Columbia uses 'registration windows", which are time periods during which you may register for your classes. You will receive an email from the registrar's office about your appointment time. The registrar's office will send you an email using your Columbia email address. Registration is required for participation in all of our courses, and for access to our online platform, Canvas.

Student Health and Immunization Requirements – Visit this link to know required immunizations: http://cumc.columbia.edu/student-health. PP-OTD students are required to have updated MMR shots and complete the Meningococcal Meningitis Response Form.

Health Insurance Waiver: Students who wish to waive Student Health Insurance must show proof that they have insurance coverage through their employers. Follow the process indicated here: http://www.cumc.columbia.edu/student-health/insurance-and-administration/waiver

Sexual Respect Initiative: All newly admitted students are required to complete a Sexual Respect Initiative activity within their first semester in the program. To choose and complete an initiative, click here: https://sexualrespect.columbia.edu/participate

Mandatory HIPAA Compliance Training: All faculty and students are required to complete an annual HIPAA compliance training. These are sent via email by the Compliance office. You must complete this online training annually before the set deadline or you will not be allowed to register for OTD courses.

Name change   If you anticipate a name change from the name you used in your application, you will need to submit an *official name change form* to the registrar's office. Here is the link with information regarding this: http://registrar.columbia.edu/content/name-change-affidavit. In addition, please send the PP-OTD Director an email about your name change.

Post-Professional Doctor of Occupational Therapy Curriculum Design
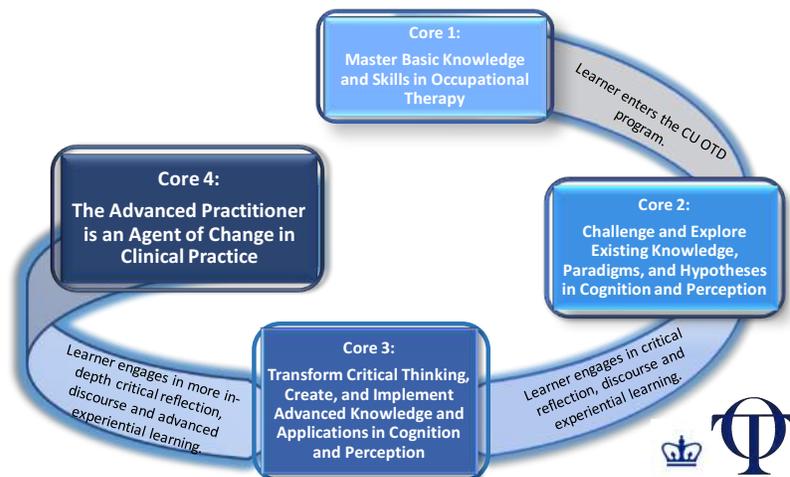
The Post-Professional Clinical Doctoral Program in Occupational Therapy (PP-OTD) is designed for working professionals. The program aims to provide those practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills as applied in a specialized practice area. The overarching goal of our program is to deepen knowledge in Cognition within a specific area of practice, pursue evidence-based practice as a clinician and as a clinical researcher, and apply clinical reasoning to practice at an advanced level.

Program Outcomes
It is expected that upon completion of the Columbia University Programs in Occupational Therapy Doctor of Occupational Therapy degree, graduates will be leaders in the clinical arena with potential to expand and advance their area of specialization at local, state, and national levels. Upon completion of the PP-OTD degree, students will be prepared to:
- o Articulate emerging roles and areas of practice related to cognition and perception.
- o Demonstrate professional and ethical standards in advanced practice of cognition and perception.

- Apply, analyze, and synthesize theoretical frameworks related to cognition and perception.
- Analyze, develop, and implement evidence-based advanced level of evaluation of cognition and perception.
- Analyze, develop, and implement evidence-based advanced level of intervention in cognition and perception.
- Analyze, synthesize, and contribute to the scientific body of knowledge related to cognition and perception.

Program Requirements

Receiving the Doctor of Occupational Therapy degree will involve satisfactorily completing a minimum of 75 points beyond the baccalaureate degree (in occupational therapy), or a minimum of 36 points beyond the Master's degree (in occupational therapy). This includes the use of a clinical residency* towards evidence-based practice and the completion of two capstone projects: a publication-ready research paper and a clinical portfolio. This program is an evening program, and can be completed in two to three years of part-time study.

*Clinical Residency: Our program is heavily dependent on clinical experiences. All students are required to identify a clinical site that can serve as their "clinical residency". This is typically one's place of work. As long as one's site provides approval, assignments including the research project can be carried out with one's clients, during, or after one's work day.

Individuals who already hold Master of Science degrees in Occupational Therapy from Columbia University will have met the requirement for Core I, and will need to complete an additional 36 points. Students with Master of Arts or Master of Science degrees in Occupational Therapy from another university, upon review and approval by the Program, can have their occupational therapy coursework count as Core 1 and credited toward the degree. Individuals with a baccalaureate degree in Occupational Therapy will be expected to complete all 75 points. If such a student has graduate credit in addition to the baccalaureate degree, the graduate courses will be reviewed for potential application to Core I.

Program Format
The PP-OTD program is now offered as a fully online program. There are two required campus visits: (1) a 2-day orientation and on-boarding on-campus visit in the Fall semester; and (2) on-campus Capstone Presentation during the culmination of the program. All courses are delivered through a combination of synchronous and asynchronous class activities online.

PP-OTD Curriculum

Core I: (up to 39 points)

The content of Core I is devoted to the basic study and practice of occupational therapy; and to the beginning understanding and application of research methodologies. Courses within this core include those taken in our entry level Master of Science program (as outlined in our bulletin), and courses that have been reviewed and approved as part of a master's program from another university.

Core II: (11 points)
The content of Core II is directed towards challenging existing knowledge, paradigms, and hypotheses in cognition and perception. Guided by course faculty and the doctoral mentor, the learner engages in critical reflection, discourse, and experiential learning as foundational courses in the program are taken.
- o Advanced Application of Theory to Practice (Grajo; 3 points)
- o Neuroscience of Cognition (Dimitropoulou; 3 points)
- o Methods of Teaching (Grajo; 3 points)
- o Professional Development (Doctoral Mentor; 2 points)

Core III: (14 points)
The focus of Core III is directed towards transforming critical thinking and creating and implementing advanced knowledge and applications in cognition and perception. The student undergoes deeper level critical reflection, discourse, and experiential learning as courses geared towards advanced level assessments and intervention are taken.
- o Cognitive Assessment & Intervention (Kaplan; 3 points)
- o Cognitive Basis of Function and Decision Making (Mendonca; 4 points)
- o Advanced Evidence-Based Practice (Nilsen; 3 points)
- o Theories of Measurement and Instrument Development (Grajo; 3 points)
- o Case-based Application (Doctoral Mentor; 1 point)

Core IV: (11 points):
At Core IV, the student becomes an advanced-practitioner who is an agent of change in clinical practice. The student works with the doctoral mentor to complete coursework, residency, and two capstone projects (Clinical Portfolio and Evidence-Based Research Paper).

Courses to support the capstone (5 points)
- o Writing for Publication (Gutman; 1 point)
- o Grantsmanship (Kalina; 2 points)
- o Ethics and Occupational Justice (Falk-Kessler; 2 points)

Capstone (6 points)
- o Clinical Residency
- o Capstone Project
- o Clinical Portfolio (Doctoral Mentor; 3 points)
- o Evidence-based Research Paper submitted (Doctoral Mentor; 3 points)

Capstone Project
Students must complete a research project based on a clinically derived gap in practice. The Capstone project can be one bigger research project or a series of smaller research studies that

integrate and complement the roster of educational artifacts included in the clinical portfolio and evidence-based research paper. The Capstone Project must be approved by both the doctoral mentor and PP-OTD Program Director to ensure it meets the standards set by the program.

Clinical Portfolio
All students will be expected to submit a clinical portfolio, in which the following will be represented:
- Program Development
- Education and Continuing Education
- Evidence-Based Practice
- Clinical Residency
- Reflection on the Doctoral Process

Evidence-based Research Paper
Students will be responsible for carrying out a research project based on a clinically derived question (i.e., not theoretical, but evidence-based practice). A faculty sponsor plus an ongoing seminar will support students during this process. This research project will culminate in a paper submitted to faculty in publication ready format. In order to graduate, the paper must also be ready for submission to a refereed journal.

Course Sequence effective Fall 2019

	Fall	**Spring**	**Summer**
Year 1	Advanced Applications of Theory to Practice (3) Neuroscience of Cognition (3)	Cognitive Basis of Function and Decision Making (4) Measurement and Instrument Development (3)	Professional Development I (1) Methods of Teaching (3)
Year 2	Advanced Evidenced-Based Practice (3) Professional Development II (1) Grantsmanship (2)	Assessment and Intervention (3) Case-based Application (1) Ethics & Occupational Justice (2)	Writing for Publication (1) Capstone I (3)
Year 3	Capstone II (3)		

Course Descriptions

OTM 8100: Advanced Applications of Theory to Practice, 3 points
Dr. Grajo

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Learners in this course will understand the historical development of several theoretical constructs in OT. Learners will also review and apply fundamental concepts and language used in OT theories and practice models, and gain a foundational knowledge of the discipline of occupational science. Learners will use critical and clinical reasoning skills to determine how theories can inform evidence-based and client-centered practice based on applications to their own daily practices.

OTM 8103: Neuroscience of Cognition, 3 points
Dr. Dimitropoulou

The course focuses on mechanisms of cognition that are integral to and impacted by engagement in daily occupations. The concept of cognition is discussed as part of the Occupational therapy framework and ICF-10. The course provides an overview of neural structures underlying cognitive function, adaptation and participation across the life span. The course translates current research on the neural basis of human mental processing (i.e., perception-action, memory, metacognition, attention, executive functioning, etc.) and connects findings to human performance, function and participation.

OTM 8510: Methods of Teaching, 3 points
Dr. Grajo

This course is designed to assist doctoral students to gain proficiency as educators in professional programs. The course is intended to be taken while students simultaneously participate in the teaching process as instructors, lab assistants, or fieldwork clinical supervisors. The student's current experience as an educator in a classroom/lab/clinical situation will be used to complete the course assignments. Students will explore their own personal learning and teaching styles, and assess how these influence their role as educators in the classroom/lab/clinic.

OTM 8505 Cognitive Basis of Decision-Making, 4 points
Dr. Mendonca

The course focuses on theoretical and empirical understanding of functional cognition and decision-making as it is embedded in occupations and occupational roles. Decision-making is the cognitive process resulting in the selection of a belief or course of action among several alternative possibilities. The course provides an overview of neural and psychological

perspectives underlying the process of function and decision-making in the context of adaptation and participation across the life span. Frameworks addressing the measurement and facilitation of function decision-making will be of primary focus.

OTM 8993 Professional Development I, 1 point (may be repeated for credit)
All OTD Faculty

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. With guidance from the mentor, the student identifies courses and course assignments within the curriculum to develop specific projects that can support the capstone projects (clinical portfolio and evidence-based research paper).

OTM 8992 Professional Development II, 1 point
All OTD Faculty

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. With guidance from the mentor, the student identifies courses and course assignments within the curriculum to develop specific projects that can support the capstone projects (clinical portfolio and evidence-based research paper). The course can also be used as small independent research studies or activities to do pilot work to support the capstone projects.

OTM 8503 Cognitive Assessment and Intervention, 3 points
Dr. Kaplan

This course aims to provide an up-to-date and comprehensive overview of the process that has traditionally been called cognitive and perceptual rehabilitation but may be better described as the process of improving function for those who are living with cognitive and perceptual impairments. The course has been designed with three overarching and interrelated approaches in mind: evidence-based, function-based, and client-centered.

OTM 8530 Advanced Evidence-Based Practice, 3 points
Dr. Nilsen

This course emphasizes building breadth and depth of knowledge related to specific interventions or assessments that are utilized for those living with functional limitations secondary to cognitive or motor control impairments. Students will become proficient at utilizing various methods to conduct systematic reviews and will critically appraise a topic of interest related to their proposed line of research.

OTM 8565: Theories of Measurement and Instrument Development, 3 points
Dr. Grajo

This course will introduce the students to the fundamental principles of measurement in health sciences with application to occupational therapy and rehabilitation. Students will review

important principles of traditional (classical) test theory and learn the basic principles of latent trait theory with emphasis on the Rasch model of measurement. Students will propose a revision, adaptation, or development of a new instrument that can be used in their line of research.

OTM 8106, Case-Based Application, 1 point
All OTD Mentors

This course is a continuation of the Professional Development course series that aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. The course can be used to plan more targeted independent research studies to do pilot work or supporting work in preparation for capstone.

OTM 8113, Advanced Writing for Publication, 1 point
Gutman

This course is designed to assist OTD students translate their clinical doctoral thesis into a manuscript that can be submitted for publication to a refereed journal. Students will learn to use current health care reporting standards (e.g., CONSORT statement, COSMIN, CARE statement) as a basis from which to write a journal manuscript addressing clinical topics such as intervention effectiveness, instrument development, case reports, and professional discussion papers. Manuscript submission, revision, and publication etiquette and ethical conduct are also reviewed.

OTM 8990 Grantsmanship in OT, 2 points
Dr. Kalina

Grantsmanship course within the Programs in Occupational Therapy will provide an overview of drafting a grant related to the students' doctoral projects. Students will learn how to identify relevant funding agencies, draft a letter of intent, and write the sections of a full grant proposal.

OTM 8550, Ethics and Occupational Justice, 2 points
Falk-Kessler

Justice based ethics include principles commonly used in health care decision making. Not typically considered one of the justice principles outside of the Occupational Therapy profession, an argument can be made that occupational justice is a unique principle that plays a significant role in healthcare outcomes. The purpose of this course is to examine the relationship between ethics and occupational justice.

OTM 8107: Clinical Portfolio, 3 points
All OTD Mentors

OTM 8994: Evidence-based Research Paper, 3 points
All OTD Mentors

The capstone module is comprised of two components that are designed to synthesize content from each of the Core components, and to allow for the presentation of advanced evidence-based knowledge and clinical skills.

As part of the capstone module, the student completes the study of the approved capstone project identified during Professional Development and Case-Based Application courses. This includes the creation of an _evidence-based research paper_ that meets the standards for submission to a peer-reviewed professional journal. The student also generates a _clinical portfolio_ highlighting their growth and development throughout the OTD program. The clinical portfolio should provide evidence of the student's skills, achievements, and professional experiences during their clinical residency.

OTD Text Book Requirement List

Note: this list is subject to change. The syllabus for each course will reflect the most updated list of required text.

Course Number and Title	Required Text
OTM 8100: Advanced Applications of Theory	Grajo, L. & Boisselle, A. (2018). _Adaptation through occupation: Multidimensional perspectives_. Thorofare, NJ: SLACK, Inc. (will be used in another OTD course) Katz, N & Toglia, J. (Ed.). (2018). _Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy (4th Ed)_. Bethesda, MD: AOTA Press. (will be used in another OTD course)
OTM 8103: Neuroscience of Cognition	Kandel, E. R., Schwartz, J. H., Jessell, T. M., SiegelBaum, S. A., Hudspeth, A. J. (2013). _Principles of Neural Science_ (5th Ed.) New York: McGraw Hill.
OTM 8505: Cognitive Basis of Function and Decision Making	Katz, N & Toglia, J. (Ed.). (2018). _Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy (4th Ed)_. Bethesda, MD: AOTA Press.
OTM 8565: Measurement and Instrument Development	Fawcett, A. (2009). Principles of assessment and outcome measurement for occupational therapists and physiotherapists: Theory, skills and application. West Sussex, England: John Wiley & Sons, Ltd.

OTM 8503: Assessment and Intervention	Katz, N & Toglia, J. (Ed.). (2018). *Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy (4th Ed)*. Bethesda, MD: AOTA Press.
OTM 8113: Writing for Publication	Gutman, S. A. (2017). *Journal article writing and publication. Your guide to mastering clinical health care reporting standards*. Thorofare, NJ: SLACK. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.)*.* Washington DC: Author.
OTM 8990: Grantsmanship	Doll, J. (2010). *Program development and grant writing in occupational therapy*. Salisbury, MA, Jones, and Bartlett.

Technology Requirements

Instruction within the PP-OTD program heavily requires technology use and access. All students must have access to a computer and/or a mobile device with more than sufficient access to internet connection. All computers and mobile devices need to have either built-in or available hardware for audio and video-conferencing.
- The *Online Learning Management System* for all PP-OTD Courses is **Canvas**: https://courseworks2.columbia.edu
- The *Video Conferencing System* is through **Zoom**.
- The *Online plagiarism-checker platform* is **Turnitin**: http://www.turnitin.com

Academic Standards

The Programs in Occupational Therapy use a letter grade system for core courses and Pass/Fail for the mentored courses (Professional Development 1 and 2 and Case-Based Application). A grade of "B" and/or "Pass" is considered the minimum passing grade.

The program grades are defined as follows:

Excellent:
A   Excellent achievement.
A-   Close to excellent work.

Acceptable:

B+   Very good; expected of most graduate students.
B   Good, acceptable achievement.
Pass   Meets minimum standards of doctoral competency

Numerical values are often given on tests and assignments. These values translate to letter
        grades as follows:

A   4.0   =   95-100
A-   3.67   =   90-94
B+   3.33   =   88-89
B   3.0   =   84-87
F   2.67   =   <84

Progression in the PP-OTD Curriculum, Leave of Absence, and Withdrawal Policies

Students need to be continuously enrolled in every semester of the PP-OTD program (including summers) with a minimum of 1 credit, except for extenuating circumstances. Students who do not intend to take any credits need to file for a Leave of Absence (LOA). Only 1 LOA (good for 1 semester) is allowed in the program, otherwise, the student may lose their spot in the OTD program. The maximum residency rule (MRR) to complete the program is 4.5 years. This means that students need to complete the program within 4.5 years of their start date. Students who are not able to complete within this time frame need to file an extension with the PP-OTD Director.

For students filing for a Leave of Absence: a written notification via email must be sent to the PP-OTD Program Director at least two weeks before the start of the semester for which the student is filing a leave of absence.

For students withdrawing from the program:

Newly admitted students are no longer allowed to defer registration to a future semester once admitted in the program and their security deposits have been processed. Should a newly admitted student decide to withdraw from the program, the student must notify the PP-OTD Director at least two weeks from the start of the semester. Their tuition security deposits will not be refunded.

Returning students who wish to withdraw from the program must notify the PP-OTD Director via email. It is the student's responsibility to check deadlines for withdrawal and tuition refunds set by the Registrar's office.

Mentorship and Mentored Courses in the PP-OTD

Choosing a Doctoral Mentor

After acceptance to the PP-OTD program and discussion with the PP-OTD Director, the student communicates with a doctoral faculty to mutually agree on a mentoring relationship. Doctoral mentors guide the student through the PP-OTD program and the capstone process. When communicating about mentorship interest, student must clearly articulate initial plans regarding projects of interest, area of practice, and ideas for capstone projects with the potential mentor. The student then emails the PP-OTD Director if both student and doctoral faculty agree on a mentoring relationship.

Columbia PP-OTD Mentors (check program website for faculty bio)

Dr. Katherine Dimitropoulou
   Clinical and Research Areas: Pediatrics

Dr. Daniel Geller
   Clinical and Research Areas: Adult Neurological Rehabilitation

Dr. Glen Gillen, CUOT Program Director
   Clinical and Research Areas: Adult Neurological Rehabilitation

Dr. Lenin Grajo, PP-OTD Director
   Clinical and Research Areas: Pediatrics, Education, Assessment development

Dr. Sharon Gutman
   Clinical and Research Areas: Pediatrics and Adult Mental Health, Education

Dr. Razan Hamed
   Clinical and Research Areas: Mental Health, Assessment Development, Psychometric Testing, Substance-related disorders

Dr. Rochelle Mendonca
   Clinical and Research Areas: Technology, Accessibility and Disability studies; Adult disabilities

Dr. Dawn Nilsen
   Clinical and Research Areas: Adult Neurological Rehabilitation

Dr. Pat Precin
   Clinical and Research Areas: Adult Mental Health and Community Practice

Guidelines for Mentored Courses

- Under the guidance of the OTD mentor, the student registers for the following courses:
  OTM 8993 Professional Development 1 (PD 1; Mentored course)
  OTM 8992 Professional Development 2 (PD 2; Mentored course)
  OTM 8106 Case-Based Application (CBA; Mentored course)
  OTM 8107: Clinical Portfolio, 3 points
  OTM 8994: Evidence-based Research Paper, 3 points
- In PD 1, the mentor assists the student in planning the course assignments/outputs within each of the courses in the OTD curriculum so that all assignments contribute towards the Capstone projects (Portfolio and Evidence-based research paper). The mentor serves as a resource for the student and may meet with the student as needed to draft the Capstone Planning Document. The contract must be submitted to the OTD Director at the end of the semester and may be periodically updated.
- In PD1, PD2, or the CBA course, the mentor assists the student to plan a review of literature, pilot study, case study, or research paper/grant application based on preliminary work done within the OTD Curriculum (e.g. draft a Neuro Case Study, a Theory Practice Model, an assessment tool, or scoping study). This project can be implemented in part or full during any of the Mentored Courses or the Capstone courses. The mentor serves as a resource for the student and may meet with the student as needed to draft the Mentored Courses Learning Contract. This document must be submitted at the end of the semester to the OTD Director at the end of each mentored course.
- **In OTM 8107 and 8994,** the mentor assists the student in completing the case study, pilot study, and/or evidence-based research paper and assemble the educational artifacts for the clinical portfolio. Most of the educational artifacts for the portfolio should have been drafted and finalized as assignments from the different coursework. Any new assignments and projects supervised by the OTD Mentor should be minimized as much as possible.

Capstone Planning Form

Student:
Mentor:
Date of version of Capstone Planning Form:

1. **Professional Development Goals:** (Describe here the student's professional development goals: how the OTD program can advance the student's knowledge and skills and how the student can be an agent of change in the area of cognition and perception within the chosen area of clinical practice.) No more than 1 full, double-spaced page.

2. **Planning Course Outputs that will Contribute to the Capstone Projects**

Course	Expected Final Course Outputs (course instructors will fill this out)	Planned Course Outputs (student and mentor brainstorms potential outputs; this is a plan and can be modified as student progresses in the OTD program)	Course Output Directly Contributes to Portfolio (Y or N)
OTM 8100: Adv Theory	Theory-guided Practice Model defining clinical assessment and intervention guidelines.		
OTM 8103: Neuroscience of Cog	Neuroscience Case study on a particular population		
OTM 8510: Methods of Teaching	A Teaching-Learning Philosophy Statement		
OTM 8505: Cog Basis of F,DM	2 case studies integrating applications of functional cognition, decision-making, health and wellness on a particular client, group, or population		
OTM 8503: Assessment and Intervention	A draft of a cognition-based intervention protocol		
OTM 8530: Advanced EBP	A mini-CAT (critically appraised topic paper) from a scoping study process		
OTM 8106: Case-Based Application			
OTM 899_: Professional Development 2			

OTM 8113: Writing for Publication	Publication-ready manuscript based on drafts written in the OTD courses		
OTM 8990: Grantsmanship	A draft grant proposal based on a student-determined research project		
OTM 8550: Ethics and OJ	A final paper with scholarly discussion on ethics, social, and occupational justice		
OTM 8565: Measurement	A draft of a new or modified assessment tool that will assess an occupational area or skill.		
OTM 8107: Clinical Portfolio			
OTM 8994: Evidence-based research paper			

Mentored Courses Learning Contract

Student:
Mentor:
Date of version of Learning Contract:

Professional Development Goals: (Indicate here the student's professional development goals: how the OTD program can advance the student's knowledge and skills and how the student can be an agent of change in the area of cognition and perception within the chosen area of clinical practice.) No more than 1 full page.

Proposed Components of the Project (project may be a case study, pilot study, research paper etc.)	Timeline and expected completion date	Expected final output (e.g. literature review; IRB protocol, etc).	Progress status (e.g. ongoing; will be continued in OTM 8107)

Capstone Project

Part 1: Clinical Portfolio

2 educational artifacts on Program Development

May include:	Is this artifact a requirement for a course?
Theory-Guided or Occupation-focused Practice Model	➔ Yes, final paper of Advanced Theory course.
Case study from the Neuroscience of Cognition Course. Case study must be relevant to the practice model or the draft of the intervention protocol/program to be developed.	➔ Yes, final paper of Neuroscience of Cognition course
Conceptual Draft of a Developed intervention protocol that describes theory or conceptual framework, principles of assessment and intervention, and outcome measures to be used.	➔ Portions of which may be drafted from the assignment for the Cognitive Assessment and Intervention course.

2 educational artifacts on Education/Continuing Education/Professional Development

May include:	Is this artifact a requirement for a course?
Teaching Philosophy Statement. This can be a newly-developed, 2-3-page statement or a synthesis of the three Methods of Teaching Assignments related to teaching and learning.	➔ Portions of which may be drafted from one of the assignments of the Methods of Teaching course
Evidence of Presentation at a Local/State/National Conference	➔ No
	➔ No

Certificate of completion, including attendance list of in-service trainings given	➔ No
Completion of a Certification program/Advanced Training on a Clinical Skill	➔ No
Evidence of development of a continuing education course (minimum 60 minutes; either accepted or proposed for presentation)	➔ No
Evidence of teaching assistantship, guest lecturing, or development of tutoring or remedial programs (a 3-page summary of activities and reflection is required, as well as supporting evidence documents).	

3 Educational Artifacts on Evidence-based Practice

May include:	Is this artifact a requirement for a course?
A completed mini-CAT (critically-appraised topic) paper related to area of focus completed from the Advanced Evidence-Based Practice course	➔ Yes, final paper for Advanced Evidence-Based Practice course
A completed grant proposal related to an intervention study on area of specialization	➔ Portions of which may be drafted from the assignment for the Cognitive Assessment and Intervention course.
A completed protocol to establish psychometric properties of a newly developed/modified assessment tool	➔ Portions of which may be drafted from the assignment for the Measurement and Instrument Devt Course
A completed draft of a pilot study with results (single subject or one group pre-	

test/post test design, nonrandomized) testing feasibility or clinical application of an intervention protocol	➔ Portions of which may be drafted from the assignment for the Cognitive Assessment and Intervention course.
A publication-ready critically-appraised topic (CAT) paper following guidelines of AOTA related to area of focus	➔ No
A guideline for practice, intervention, or assessment derived from an extensive review of literature	➔ No

1 educational artifact on Reflection on the Doctoral Process

Must include:	Is this artifact a requirement for a course?
A 2,000-word reflection paper synthesizing critical aspects of doctoral learning and becoming an agent of change in advanced practice in Cognition. The paper must be supported by a synthesis of key essential readings from each of the following course work: Advanced Application of Theories, Cognition-focused courses (Neuroscience of Cognition, Cognitive Bases, Assessment and Intervention), and Ethics and Occupational Justice.	➔ Portions of which must be extracted from papers from the following courses: Advanced Application of Theories, Cognition-focused courses (Neuroscience of Cognition, Cognitive Bases, Assessment and Intervention), and Ethics and Occupational Justice.

Part 2: Evidence-Based Research Paper

Must include:	Is this artifact a requirement for a course?
A publication-ready manuscript of any of the components of Evidence-Based Practice from the Clinical Portfolio. A short written description of plans for	➔ Portions of which can be extracted from any of the OTD courses

submission to a peer-reviewed journal is required.	

The Doctoral Capstone Presentation Process

This process is to be completed during OTM 8994 Capstone 2 course. In the event a student has not completed the Capstone Project during the second Capstone course, student will need to register for an Independent Study (number of credits will be discussed with their doctoral mentor) until the Capstone project is completed.

Note on Clinical Residency Requirement:
The student, along with the doctoral mentor, will discuss best and most appropriate use of a clinical residency site to complete the projects related to the capstone. The clinical residency site may be the students full time/part time place of work. A documentation of clinical residency and how it is utilized for the Capstone Project must be described in the ePortfolio (Digication).

Checklist of Processes to Complete the Capstone Project:

Student must complete two components of the Capstone Project: (1) a Clinical Portfolio that must be presented using the platform Digication; (2) An Evidence-Based Paper that is completed and publication-ready. Student will need to have completed OTM 8107 Capstone 1 course and registered for OTM 8994 Capstone 2.

Student and doctoral mentor agrees when student is ready for capstone presentation based on near completion of capstone project, all educational artifacts required, and achievement of competencies required for the OTD degree. Student and mentor agrees to only schedule capstone presentation when they are both confident that the quality of work meets expectations of the OTD degree.

Student and doctoral mentor chooses a second reader of all capstone projects who will serve as a member of the Capstone Committee. Second reader must be a faculty in the Programs in OT teaching in the doctoral programs.

Once Capstone committee is formed, the OT Director decides on a date, time, and venue for final presentation of capstone project during the semester when OTM 8994 is taken. The OTD Director attends the Capstone Presentation. The OTD Director, CU OT Program Director and Associate Director, faculty and doctoral students are invited to attend.

- o Student completes all essential components of the Clinical Portfolio and Evidence-Based Paper at least 6 weeks prior to scheduled date of Capstone Presentation.

- o Student completes digital portfolio on Digication at least 5 weeks prior to Presentation. See separate Guideline for Digital Portfolio.

- Student sends link to Clinical Portfolio (Digication), along with electronic copies of all Capstone educational artifacts, copy of draft of evidence-based paper (and description plan of where the paper will be submitted for publication is required) to the Capstone Committee <u>4 weeks</u> prior to Capstone Presentation.

- Committee has 4 weeks to review all Capstone educational artifacts and offer <u>finalizing</u> comments and suggestions, in preparation for Capstone Presentation.

- Student prepares a 30-minute presentation highlighting his/her doctoral journey, and synthesis of capstone projects and educational artifacts. PowerPoint/Prezi presentation may be used, as well as presentation of the Digication portfolio.

- Student presents Capstone Project and has 30 minutes for final feedback and discussion from committee and other attendees.

Student makes finalizing revisions on educational artifacts and clinical portfolio, and submits evidence-based paper (if not previously done) within 4 weeks after capstone presentation.

Student sends link of final version of digital portfolio, pdf copies of all educational artifacts, and completed evidence-based paper to doctoral mentor and OTD program director within 4 weeks of capstone presentation.

Doctoral mentor gives student final grade on Capstone Project and completes requirements for the OTD program. **Student must receive an average score of 86 pts or higher on the Capstone Project to pass the course.**

Note: Student and Doctoral Mentor need to be aware of Academic Calendar deadlines to submit grades and all requirements for completion of degree to be able to graduate and earn OTD degree for a given semester.

Rubric for Capstone Project

Capstone Educational Artifact	Quality of Work Exceeds Expectations	Quality of Work Meets Expectations	Suggested Edits and Ways to further Improve Work
Evidence of Program Development 2 artifacts presented: Each artifact is worth 5 points. **10 pts maximum**	Student presented two artifacts, both of exceptional quality, and indicate evidence of program development that is theory-guided/ occupation focused, relevant to his/her area of practice, and advances practice on cognition. **(9-10 pts)**	Student presented two artifacts of good quality and indicate evidence of program development that is theory-guided/ occupation focused, relevant to his/her area of practice, and advances practice on cognition. One artifact has some areas for improvement or further refinement. **(8 pts)**	
Evidence of Teaching, Continuing Education, and other Professional Development Efforts 2 artifacts presented: Each artifact is worth 5 points. **10 pts maximum**	Student presented two artifacts, both of exceptional quality, that exemplify commitment to OT education and advancing knowledge and skills in a specific and specialized area of practice either by presenting, sharing an in-service, attending a high quality training program, or teaching apprenticeship. **(9-10 pts)**	Student presented two artifacts of good quality that exemplify commitment to OT education and advancing knowledge and skills in a specific and specialized area of practice either by presenting, sharing an in-service, or attending a high quality training program. One artifact needs clearer articulation on how it may advance knowledge and skills through education/ continuing education. **(8 pts)**	
Evidence of Advanced Evidence-Based Practice Competencies 3 artifacts presented: Each artifact is worth 10 points.	Student presented three artifacts, all of exceptional quality. Each artifact presents thorough evidence on how student's work will advance evaluation, treatment, or outcome measurement in related area of cognition. The artifacts may also present strong evidence of gap in knowledge/skills/practice in area of cognition and concrete, theory-guided/occupation-focused and evidence-based approaches on how this gap may be filled.	Student presented three artifacts, all of good quality. Artifacts presents evidence on how student's work will advance evaluation, treatment, or outcome measurement in related area of cognition. One artifact needs stronger articulation of how the work may fill in a gap in knowledge/skills/practice in area of cognition. **(28 pts.)**	

30 pts maximum	(29-30 pts)		
Evidence of Reflective Practice **10 pts maximum**	The evidence presented shows deep reflection of learning and detailed articulation of how the doctoral process has facilitated the student's becoming an agent of change in practice. The reflection paper also shows exceptional evidence of synthesizing key readings from courses from Core 2 (Theory, Neuroscience), Core 3 (Cognitive basis, Assessment and Intervention) and Core 4 (Ethics) of the curriculum as well as evidence-based knowledge and skills related to cognition. (9-10 pts)	The evidence presented shows deep reflection of learning and detailed articulation of how the doctoral process has facilitated the student's becoming an agent of change in practice. The reflection paper also shows strong evidence of synthesizing key readings from courses from Core 2 (Theory, Neuroscience), Core 3 (Cognitive basis, Assessment and Intervention) and Core 4 (Ethics) of the curriculum as well as evidence-based knowledge and skills related to cognition. Some statements need further elaboration or expansion, or some cited readings needed stronger linking to reflection and critical thinking. (8 pts)	
Quality of Evidence-Based Paper and Plan for Submission of Evidence-Based Paper **20 pts maximum**	The evidence-based paper submitted is a rigorous, scientific paper that advances knowledge on evaluation, treatment, or outcome measurement related to area of cognition. The methods, results, and implications of the study are presented in a manner that is easily translated to clinical practice. The paper has strong potential for acceptance in the proposed peer-reviewed publication. The description of plan for publication is realistic in terms of goals and time frame. (19-20 pts)	The evidence-based paper submitted is a rigorous, scientific paper that advances knowledge on evaluation, treatment, or outcome measurement related to area of cognition. The methods, results, and implications of the study are presented in a manner that is easily translated to clinical practice, however, one or two areas need further refinement. The paper has strong potential for acceptance in a peer-reviewed publication pending suggested revisions. The description of plan for publication is realistic in terms of goals and time frame. (18 pts)	
Quality of Capstone Presentation	Capstone presentation highlighted all components of	Capstone presentation highlighted all components of	

10 pts maximum	the Clinical Portfolio and Evidence-based paper. The presentation was done in a confident, cogent, and coherent manner. Presentation aids (slides, handouts, as applicable) were informative, professional-looking, and succinct. Student completed presentation within 30-minute time limit. Student answers all questions from the committee completely, professionally, and supported by facts and evidence. **(9-10 pts)**	the Clinical Portfolio and Evidence-based paper. The presentation was done in a confident, cogent, and coherent manner. Presentation aids (slides, handouts, as applicable) were informative, professional-looking, and succinct. Better organization can strengthen one or two components such as: following time limit, use of presentation slides or handouts, answering questions, or over-all demeanor in presenting. **(8 pts)**	
Organization of Digital Portfolio **10 pts maximum**	Student provides committee the link to the Digication Portfolio platform. The Clinical Portoflio is complete and follows CU OT required template. The Portfolio looks professional, and easy to access. All required educational artifacts are presented and synthesized; tabs and links (as applicable) are accessible. **(9-10 pts)**	Student provides committee the link to the Digication Portfolio platform. The Clinical Portoflio is complete and follows CU OT required template. The Portfolio looks professional, and easy to access. One or two educational artifacts needs better synthesis or one or two links or tabs are not easily accessible. **(8 pts)**	
Total **100 pts**	**(93-100 pts)**	**(86-92 pts)**	

University Requirements for Participating in Research

All research protocols at Columbia University must be approved by the Columbia University Institutional Review Board (IRB) in order for the study to proceed. The university's IRB Board serves to protect human participants in biomedical and behavioral research. As of January 1, 2001, the Dean of Health Sciences at Columbia University mandated that any essential investigator (including individuals who obtain consent, collect data, and/or administer tests) submitting a research protocol to the IRB, or participating in the study, must fulfill specific requirements. While these requirements are subject to change, at this time the requirement is a passing grade on the Behavioral and Social Science Test (BSST) examination. This examination reflects the investigator's knowledge of inherent concepts for appropriate human subject protection and good clinical research. You may learn more about this requirement by accessing the rascal page of Columbia's website (see instructions below).
https://www.rascal.columbia.edu.

Students involved in clinical research are also expected to comply with the Health Insurance Portability and Accountability Act (HIPAA). In order to do so, each student is required to review the course content associated with HIPAA, which is available on line, and to successfully complete the HIPAA exam, also available on line. Information about this is distributed prior to receiving an activated email address.

Students should work with their doctoral mentors within any of the three mentored courses to complete all IRB-related training and to complete the IRB submission process. Students need to coordinate with their practice settings on whether their place of work (clinical residency) will require a separate IRB approval process.

Policy on Written Assignments

It is our Programs' policy that written assignments such as literature reviews, papers, and case studies be submitted to Turnitin.com prior to submitting to your course director. Be sure to manage your time effectively when completing assignments.

Course directors determine if they prefer assignments to be submitted electronically or in hard copy. Unless otherwise preferred and/or required by a faculty member, students are expected to submit all written assignments in person. If that is not possible, papers may be emailed directly to the faculty member responsible for the assignment.

There are some extenuating circumstances, however, in which students find it necessary to submit short, written assignments to a faculty member through electronic means such as e-mail or facsimile transmittals. If a fax is to be used, no more than 3 pages may be submitted. A faculty member reserves the right to request a paper copy at a later date.

Prior to submitting papers to course directors, students are required to submit their papers to the TurnItIn.com for review. Course directors will provide instruction on this prior to the first assignment.

Late submission of assignments is subject to a 5% grade reduction for each calendar day the assignment is late.

Policy on Authorship

Authorship on Manuscripts, Presentations, and Posters
In accordance with the *American Psychological Association* publication manual (2010) and the *American Journal of Occupational Therapy* guidelines for authors (n.d.), authorship credit of any work generated by students as part of their CU Occupational Therapy Program curriculum will be determined by the faculty advisor/course instructor based on significant contribution to three primary areas:
(1) project idea generation and/or research design;
(2) project development and/or research data collection, analysis, and interpretation;
(3) poster or paper presentation development, or manuscript preparation and revision.

Authors should substantially contribute to all three areas of project generation and dissemination.

Students are not permitted to use any of the information related to a course assignment in a presentation or publication (other than using it as a citation) without the expressed permission of their faculty advisor/course instructor.

This pertains to any class assignments in which the student (1) participated as a group member or (2) completed independently with faculty feedback and guidance.

Faculty advisors/course instructors who provided guidance and feedback regarding development of a student's course assignment, should be listed as authors on any poster, presentation, or manuscript derived from the course. Students should discuss all ideas for poster, presentation, and manuscript proposal submissions with their faculty advisors/course instructors prior to actual submission. Failure to do so will result in withdrawal of the submission.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Guidelines for contributors. (n.d.). The American Journal of Occupational Therapy. Retrieved May 18, 2011 from http://ajot.submit2aota.org/journals/ajot/forms/ajot_guidelines.pd

Honor Code for Academic and Professional Conduct

The Programs in Occupational Therapy are committed to the highest academic and professional standards. To this end, there is an expectation that all students, faculty and staff will act in ways consistent with these standards. Conduct must reflect honesty and integrity in all activities associated with our programs and with all parts of the university. The following reflects our programs' Honor Code, and applies to but is not limited to classroom and clinical settings.

To signify your understanding and agreement with these standards, please read the following and sign where indicated. Note that academic work includes but is not limited to all assignments handed in for review, all presentations, all labs, and all fieldwork assignments, as determined by course directors and/or clinical instructor, and all extracurricular assignments associated with Columbia University. Clinical settings are those settings in which students are placed for any assignment used in fulfillment of our programs requirements, or as part of an extracurricular activity associated with Columbia University.

- Students in the Programs in Occupational Therapy are expected to fully engage in all aspects of the academic curriculum. This includes fulfilling all requirements of each class, as delineated in each course syllabus, and in the student handbook.
- All assignments and examinations will reflect full participation in accordance with the guidelines established by the course directors.
- Each student must fully contribute to all assignments that are collaborative or group based. Under no circumstance will a member of a collaborative effort be "carried" by their group, or receive credit when that student did not contribute.
- All submitted assignments will reflect original work. Any information that is not original must be properly referenced according to the APA guidelines.
- All students are expected to be respectful of classmates' and of faculty work; do not forward information, course material, slides or handouts provided to you in any form of media, whether in hard copy, online, via email attachments, or via *courseworks*, to anyone who would not ordinarily have access to this information. Keep in mind that material prepared for you by faculty is typically under copyright control.
- No assistance, unless authorized by the course director, will be used on any assignment or examination. Under no circumstance will cheating, including plagiarism, be tolerated.

    > Cheating is defined as: "*the giving or receiving of unauthorized and or unfair aid in academic work. This may occur by, but is not limited to: lying, deceiving, stealing, talking, signaling, copying from other students, and unauthorized usage of books, data (both in hardcopy and electronic formats),*

study aids, or other sources in a manner inconsistent with the expectations established by"[1] the Programs in Occupational Therapy.

Plagiarism includes but is not limited to*:*

- *Submitting essays, or portions of essays, or other prose written by other people as one's own;*
- *Failing to acknowledge, through proper footnotes and bibliographic entries, the source of ideas essentially not one's own;*
- *Failing to indicate paraphrases or ideas or verbatim expressions not one's own through proper use of quotations and footnotes;*
- *Submitting an essay written for one course to a second course without having sought prior permission from both instructors;*
- *Collaborating with other students or outside sources on an assignment or examination without specific permission from the faculty member to do so;*
- *Using another person's or institution's research or data without attribution.*"[2]

It is each student's responsibility to direct any questions or concerns about what constitutes academic and clinical integrity to a faculty member. Within the Programs in Occupational Therapy, the Faculty and the Due Process Committee shall be responsible for reviewing charges of academic misconduct brought against a student. The consequences of a violation will be determined by the faculty.   The Programs in Occupational Therapy reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the Faculty of the Programs in Occupational Therapy is determined to be unsuited for the study or practice of Occupational Therapy. The Programs in Occupational Therapy reserves the right to require its students to sign the Honor Code annually.

My signature below signifies that I read, understand and am fully committed to the Honor Code.

_____   _____

Signature   Date

_____

Print Name

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[1] Based in part on the Social Media Policy from the University of Kansas Medical Center
http://www.kumc.edu/Pulse/policy/socialmedia.html

[2] SIPA. http://www.sipa.columbia.edu/prog/deans.html Accessed June 9, 2006